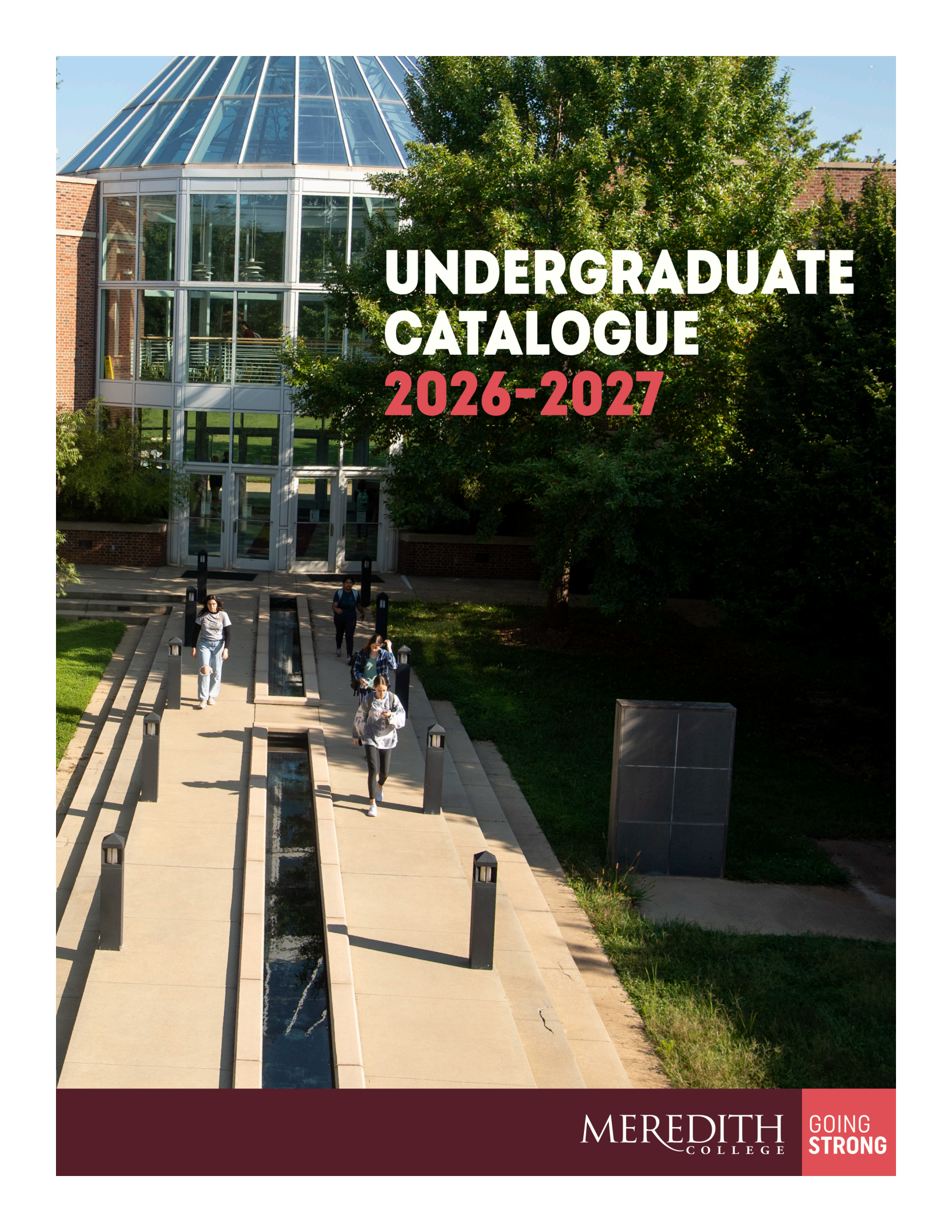


A photograph of a modern campus building with a large glass facade and a glass pyramid roof. In the foreground, a wide concrete walkway with a central water feature and small black light fixtures runs towards the building. Several students are walking along the path. Lush green trees are on the right side of the building.

UNDERGRADUATE CATALOGUE 2026-2027

MEREDITH
COLLEGE

GOING
STRONG

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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.

Meredith College: Overview



Hello, new students—

Welcome to Meredith College, and welcome to your new home away from home. We've been looking forward to this day for months, getting ready for your arrival and for all the energy and new ideas you'll bring to campus. Starting something new is always a mix of nerves and excitement. I'm reminded of something J.P. Morgan once said: "The first step towards getting somewhere is to decide you're not going to stay where you are." You've made that first move by choosing Meredith, and I'm so glad you're here.

I know what it feels like to be in your shoes. As a women's college alumna, I remember what it was like to show up on campus for the first time—feeling a little lost, a little overwhelmed, and a lot curious. Over the years, as a professor, a mom, and now your college president, I've watched (and helped) a lot of students move in, unpack boxes, and figure out what comes next. I've made my share of late-night store runs for forgotten essentials, and I know that finding your footing takes time.

If there's one thing you need to hear today, it's this: You can do this. No matter how big college feels right now, you have what it takes to succeed here. And you won't be doing it alone. The Meredith community—faculty, staff, peers, and alumnae—is here for you. Lean on us when you need to, and know that we're always rooting for you.

I'm starting my second year as Meredith's president, so I'm not all that far ahead of you in terms of new beginnings. My first year here has confirmed what I sensed right away: this is a special place, built on a long tradition of empowering women to lead, adapt, and

grow. The campus is beautiful and full of history, but it's the people who make it extraordinary. Meredith is a community that welcomes and supports each other, and I feel lucky to be a part of it.

We're about to begin an amazing year together, and I can't wait to see what you'll accomplish. I hope you'll come say hello when you see me around campus—I genuinely look forward to meeting you.

Let's make this a year to remember.



Aimee Sapp, Ph.D.
President

Overview

Chartered in 1891, Meredith College has been educating the South's – and now, some of the world's – brightest and most promising women for over 130 years. Our enduring commitment to innovation and fresh perspectives over the years has allowed us to confidently expand our programs – and keeps us going strong.

Meredith is one of the largest independent women's colleges in the U.S., with an enrollment of approximately 1700 students. Rigorous scholarship in a personalized environment is the hallmark of a Meredith education. Our students are challenged academically through more than 90 majors, minors, and concentrations, and their learning is reinforced through experiential opportunities on campus, in the community, and around the world. Internships, community-based learning, study abroad, and undergraduate research allow students to apply their strengths and acquire the knowledge and skills employers desire. Our students are prepared for success when they graduate – whether they pursue careers or continue studies in graduate or professional schools.

At the graduate level, Meredith offers a variety of coeducational degree and certificate programs. Master's degrees are offered in biomedical sciences, business, criminal justice, education, nutrition, and psychology. Graduate-level certificates are offered in behavioral forensics, criminal justice, criminal justice and substance use disorder, dietetic internship, and graduate certificates with teacher licensure (GCL) in art, dance, family and consumer sciences, secondary

English, secondary math, secondary science, secondary social studies, or theatre. Post-baccalaureate certificates in digital communication, digital media, paralegal, and pre-health are also offered. Every program challenges students to expand their skills, build on their strengths, and advance their careers, whether they are seeking professional growth in their field or pursuing a career change.

Meredith is committed to helping students discover their greatest strengths and understand how to use those strengths to succeed. And our location in North Carolina's flourishing capital city and near the famed Research Triangle Park offers numerous advantages, including career, research, internship, and service opportunities 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 is respected nationally as a vibrant learning environment in which students enhance their strengths, broaden their perspectives, and prepare for lives of impact and distinction.

Values

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

Integrity...upholding high standards of truth and personal honor;

Intellectual freedom...fostering a spirit of openness and inquiry, and respecting a range of perspectives and voices;

Academic excellence...promoting scholarship, innovation, curiosity, intellectual challenge, hard work and lifelong learning;

Responsible global citizenship...contributing positive change through ethical leadership and civic engagement;

Personal development...seeking intellectual, personal and spiritual growth through structured and individual learning and experience;

Religious diversity...avowing the College's Christian heritage while respecting all faiths and spiritual beliefs; and

Relevance...meeting society's needs by educating students in programs that prepare them for the future.

History of the College

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

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

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

Over the course of 134 years, Meredith has experienced tremendous growth and many changes. In 1926, the institution moved from its original downtown location to the current 225-acre campus in west Raleigh to accommodate its continued expansion.

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

Today, Meredith enrolls nearly 1,600 students who come from 25 states and 36 countries. Through growth and change, Meredith has maintained its vision and remained committed to its values. As a result, Meredith students and its network of 24,000 alumnae are still going strong.

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

Meredith offers an array of coeducational graduate degree, graduate certificate, and post-baccalaureate certificate programs.

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 35 undergraduate majors as well as 55 minors, administered by departments and schools. View a complete list of [academic programs](#). Students may supplement any major with courses and practica in teaching offered by the Department of Education.

Building upon an established liberal arts tradition, Meredith is meeting challenges of the 21st century with several important initiatives. These include a general education program, [StrongPoints®](#), Meredith's unique advising and personal coaching 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 General Education Program: CORE Connections

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 four program components that constitute the core of the Meredith educational experience. Connections between general education and major courses are fashioned, and these anticipate the world our graduates will inhabit and lead. Through Fields of Knowledge requirements students explore the past, present and future as approached by our strong liberal arts and sciences programs. Communication courses help build strength in writing, speaking and foreign language skills. The Modes of Inquiry component of our program demands practice in the types of thought that support advanced learning and personal growth: critical thinking, ethical reasoning, quantitative reasoning, and information literacy. Also, Perspectives and Citizenship requirements promote understanding of significant domestic and global topics; a focused learning experience outside the classroom and immersion in cultural events, on- and off- campus. For more complete information, see the [General Education section](#).

Undergraduate Research

The Undergraduate Research Program supports faculty/student partnerships in the pursuit of research and creative activity in all fields and disciplines. In all majors, students may earn course credit for research work. College funds support research projects and help underwrite travel costs for students presenting their work at conferences. Stipends are awarded to students and faculty who collaborate on summer research projects. Each spring, Celebrating Student Achievement Day highlights the research, creative activity and academic and co-curricular accomplishments of Meredith students. This day of exhibitions, performances, scholarly presentations, awards and socializing brings the Meredith community together to share successes and inspire new levels of accomplishment. See the [Undergraduate Research Section](#).

Civic Engagement

Meredith has a long and proud history of offering service to others. 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 community-based learning program, coursework is enhanced with service-related experiential learning opportunities with a variety of community partners. Through community-based 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 is a dynamic academic experience which offers a rigorous interdisciplinary course of study to gifted and motivated student scholars. The program provides challenging and innovative academic experiences for the student scholars who want to elevate their learning. Honors students shape their own curriculum through common course work, individualized course projects, and in-depth research. Honors students acquire a superior intellectual foundation while exploring subject areas inside and outside of their major field of study. The Honors program spans all four years of the undergraduate learning adventure. Over the years the program seeks to challenge the Honors student to expand their power of thinking analytically, critically and creatively; to reach into the unknown and increase their knowledge; to stretch their imagination; to work collaboratively and improve their communication skills;

to achieve a clear sense of life purpose and direction; and to develop a substantial and authentic individual. See the [Honors Program section](#).

Teaching Scholars Program

The Meredith College Teaching Scholars 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 to participate in this prestigious program at Meredith College in their senior year of high school, at the end of their first year at Meredith College, and/or through the awarding of the NC Teaching Fellows scholarship per the NC State's guidelines. As our mission states, "We are preparing model teachers and future leaders to excel in public school classrooms" through the enriched program offered to these selected students. See the [Teaching Scholars Program section](#).

Study Abroad Programs

For generations, Meredith students have enhanced their education by spending a semester or summer abroad. [Study abroad](#) allows students to earn academic credits and gain valuable skills for careers in the global workforce. Study abroad sparks the development of independence, confidence, self-awareness, and appreciation of cultures. Our programs encourage Meredith students to embrace a lifelong engagement with the world. Among recent graduates, over 30% have studied abroad, compared to the national higher education average of 14%.

The Palazzo Alberti, Meredith's study abroad location in the heart of Tuscany, offers students the opportunity to study and travel with Meredith faculty for a semester or summer in the medieval town of Sansepolcro. In addition to Meredith in Italy, faculty have led summer study abroad programs to many destinations, including Belize, China, Costa Rica, England, France, Iceland, Peru, and Spain. New programs are added annually and are announced in early fall. Students can also work with the [Office of International Programs](#) to select a Meredith Affiliate study abroad provider program for the summer or semester throughout the world. These opportunities may include credit-bearing research, community-based learning, or internship programs abroad as well. Early planning is key for all study abroad experiences.

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

five local colleges or universities without additional tuition. See CRC in the [Credit Options and Restrictions section](#).

Career Planning

A meaningful college experience blends academics with personal and career growth. The [Office of Career Planning](#) (OCP) supports students through reflective and hands-on experiences that enhance their education and prepares them for life after graduation. Students are encouraged to participate in workshops, panels, and one-on-one career counseling to discover their interests, strengths, and goals. OCP also offers job and internship fairs and connects students with a wide range of employer engagement opportunities, such as mock interviews and resume reviews. Career Planning integrates career and professional development into classroom sessions by introducing students to career paths and helping them build key career readiness competencies alongside relevant industry skills. Students are encouraged to gain real-world experience through internships, co-ops, research, study abroad, leadership roles, volunteer work, and other experiential learning opportunities across all disciplines.

Faculty

Faculty who choose a career at Meredith embrace teaching, advising, and mentoring as their highest professional priorities. Effectiveness in these roles also demands ongoing study, research, and various forms of professional involvement. 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.

89% 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 88% of entering freshmen and approximately 56% 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. Nearby 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 and flexible meeting space with dining services, are available for use by off-campus groups.

Nondiscrimination 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.

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

Accreditation

Meredith College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's

degrees. Questions about the status of Meredith College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on [SACSCOC's website](#).

Program Accreditations and Approvals

The college maintains the following program accreditations:

- Undergraduate and graduate programs in business (business administration and accounting) are accredited by the Association to Advance Collegiate Schools of Business International (AACSB) (2025).
- The Dietetic Internship Program, the Master of Science in Nutrition - Didactic Program in Dietetics (MSN - DPD) and the Master of Science in Nutrition - Accelerated Dietitian Nutritionist Track (MSN - ADNT) are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) (2019, 2019, 2023).
- The BSW degree is accredited by the Council on Social Work Education (CSWE) (2019).
- The Council for Interior Design Accreditation (CIDA) accredits the BS in Interior Design (2022).
- Meredith College is an accredited institutional member of the National Association of Schools of Music (NASM) (2024).
- Meredith College is accredited under the Accreditation Commission of the Association for Advancing Quality in Educator Preparation (AAQEP) (2022).

The college has approval of programs from the following agencies:

- The North Carolina State Board of Education and the North Carolina Department of Public Instruction (initial and advanced teacher licensure programs) (2021).
- The American Bar Association (post-baccalaureate, non-credit Paralegal Program) (2020).

Contact Information

C. Dianne Raubenheimer
Director of Office of Research, Planning and Assessment
Johnson Hall third floor, 308
(919) 760-8913
Fax: (919) 760-8606

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 79.4 % of entering freshmen returned for their sophomore year. An average of 68% of full-time first-time students graduated from the Meredith College within six years, with 62% completing within four years. When including students who transfer and complete at other institutions, the graduation rate increases to 82.5%.

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 the following master's degree programs:

- Master of Arts (M.A.) in Biomedical Sciences
- Master of Arts (M.A.) in Criminal Justice
 - Master of Arts (M.A.) in Criminal Justice with a concentration in Behavioral Forensics
- Master of Arts (M.A.) in Industrial-Organizational (I-O) Psychology
- 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 Business Administration (M.B.A.) with concentrations in Business Analytics, Innovative Management, and Project Management
- Master of Education (M.Ed.) in Curriculum and Instruction with CIS (Curriculum Instructional Specialist) license.
 - Optional concentrations or licenses in Academically and Intellectually Gifted (K-12), English as a Second Language (K-12), Literacy (K-12), and Special Education (General Curriculum K-12)
- Master of Science in Nutrition (M.S.) with an Advanced Career Track (ACT), a Didactic Program in Dietetics (DPD) Track, and an Accelerated Dietitian Nutritionist Track (ADNT).

For a full description of these programs and their requirements, please consult the [Graduate Programs](#) website or contact the Graduate Admissions Office at (919) 760-8423 or email graduate@meredith.edu.

Professional Studies Programs

Also offered through The John E. Weems Graduate School are:

- Dietetic Internship, which is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting agency for the Academy of Nutrition and Dietetics.
- Graduate Certificate with licensure (GCL) in art, dance, family and consumer sciences, 6-9 or 9-12 English, 6-9 or 9-12 math, 6-9 or 9-12 science, 6-9 or 9-12 social studies, and theatre, which are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).
- Graduate certificate programs in Behavioral Forensics, Criminal Justice, Criminal Justice and Substance Use Disorder
- Post-baccalaureate certificate programs in Digital Communication, Digital Media, and Pre-Health
- Post-baccalaureate paralegal program, approved by the American Bar Association

For a full description of these programs and their requirements, please consult the [Graduate Programs](#) website or contact the Graduate Admissions Office at (919) 760-8423 or email graduate@meredith.edu.

Accelerated Programs

Business, Criminal Justice, Education, and Psychology offer programs to help undergraduate students get a jump start on their advanced degrees.

For more information, please consult the [Graduate Programs](#) website or contact the Graduate Admissions Office at (919) 760-8423 or email graduate@meredith.edu.

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 the [Meredith Community website](#).

Admissions

Recognizing the enriched environment produced by a diverse student body, Meredith actively seeks to enroll qualified students of varying backgrounds, interests, and talents. Enrolled students come from across the country and beyond. Students from all ethnic and racial groups, from all economic levels, from public and private schools, from other countries, and any religious background are encouraged to apply. Students interested in receiving financial assistance are encouraged to read the catalog section on financial assistance and contact the [Office of Financial Assistance](#) at (919) 760-8565.

Admissions Options

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 competitive and offered to qualified women applicants without regard to race, color, national origin, religion, disability, veteran's status, sexual orientation, or age.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Social Work.

The College welcomes direct-from-high-school students, transfer students from community colleges or other four-year institutions, and adult women over the age of 25 who have not enrolled in college since graduating from high school or earning a general education equivalency. Adult women over the age of 25 enter through Meredith's [Wings Program](#).

Applicants may be admitted as new first-year students, transfer students from other colleges, students seeking

a second baccalaureate degree, or as re-admitted students. The College also welcomes [non-degree students](#) to its credit classes.

First-year applicants may be admitted for entrance to the fall and spring semesters, which begin in August and January. Transfer applicants, applicants seeking a second baccalaureate degree, and applicants for readmission may be admitted for entrance in the fall, spring, or summer terms.

Meredith College is a residential campus. New first-year students and transfer students with freshman or sophomore classifications will apply as residential students. Requests to reside off-campus must meet the commuter criteria and be approved by the Dean of Students. The College also enrolls adult women age 25 and older as commuting students, and by exception, as campus residents.

Traditional Admission: Freshmen

First-Year applications are available [online](#).

First-Year Application Requirements

1. First-year applicants must submit a completed and signed application, including essay
2. \$40 application fee (non-refundable)
3. Official high school transcript
4. *(Optional) Official SAT or ACT test scores (essay section is not required)
5. School Official Recommendation
6. Teacher Recommendation is suggested but not required

Have official transcripts sent from all high schools attended.

*Note: Student score reports are accepted during the application process. All enrolled students must submit scores from the testing agency.

Note: home-schooled students must submit two recommendations; one must be from a non-family member who can attest to academic ability and potential.

Applicants who choose to submit SAT and/or ACT scores should submit the results of all tests taken. Meredith will combine the highest math and evidence-based reading and writing scores from all SAT scores submitted and the highest sub scores from all ACT scores submitted.

TOEFL or IELTS scores are required for students for whom English is not their first language. Please see [test score expectations](#).

Interviews are not required but are strongly encouraged. A meeting with an admission counselor provides important insight into an applicant's background, interests, and goals. An interview also provides students with information about the academic environment and the Meredith community – important information for making an informed college choice. A visit and interview can be scheduled on the [Admissions website](#), by email at admissions@meredith.edu, or by calling the Office of Admissions at (919) 760-8581.

Meredith accepts many sources of application fee waivers including The College Board, ACT, NACAC, and Friends of the College Fee Waiver. Contact the Office of Admissions for additional information.

First-Year Application Deadlines

First-year applicants may apply for fall or spring terms. Students applying for the spring term should apply by November 15. Fall entry term deadlines, notification dates, and deposit deadlines are described as follows:

Application Type	Application Deadline	Notification Date	Deposit Deadline
Early Decision (binding)	October 30	November 15	December 15
Early Action	December 1	December 15	May 1
Regular Decision	February 15*	Rolling beginning mid-January	May 1

*Priority application date: applications received after February 15 are received on a space-available basis.

** Students applying to Scholar Programs must submit the applicable program application in addition to the application to the College. Additionally, students seeking admission to the programs must be admitted to the College by January 15 and are encouraged to apply Early Decision or Early Action. Instructions for applying may be found on [financial aid webpages](#).

Early Decision Plan (Binding)

Application Deadline: October 30, Notification Date: November 15

Students whose first choice is Meredith are encouraged to apply Early Decision. The Early Decision agreement is a binding agreement that a student will enroll at Meredith if admitted. Students admitted for Early Decision must return a signed Early Decision Agreement, withdraw applications from all other colleges and universities, and submit a non-refundable \$300 deposit to Meredith by December 15. The deposit is applied toward the costs of the first semester.

Students applying Early Decision and for whom additional academic information is needed may be deferred for regular admission.

Students applying under the Early Decision Plan and seeking financial assistance should submit the Free Application for Federal Student Aid (FAFSA) by November 10. The aid award will be delivered to the applicant by December 10. Students may be released from the binding nature of the Early Decision plan if the financial aid award does not meet the student's demonstrated financial need.

Early Action Plan (Non-Binding)

Application Deadline: December 1, Notification Date: December 15

Students who would like to receive an early, non-binding decision on their application are encouraged to apply Early Action. Early Action applicants who would like to be considered for financial aid should submit the Free Application for Federal Student Aid (FAFSA) in early fall.

Students applying under the Early Application Plan should reserve their space in the class by submitting the Enrollment Deposit Form and \$300 non-refundable deposit on or before May 1, National Reply Date. The deposit is applied toward the costs of the first semester.

Regular Decision Plan

Application Priority Date: February 15

Notification Date: Rolling

Students applying under the Regular Decision Plan are encouraged to submit their application in the fall of their senior year. Upon receipt of all required application credentials, the application is read and a decision is offered. Students are notified of admission beginning in mid-January and on a rolling basis thereafter. Applications received after February 15 are considered on a space-available basis.

Students applying under the Regular Decision Plan should reserve their space in the class by submitting the Enrollment Deposit Form and \$300 non-refundable deposit on or before May 1, National Reply Date. The deposit is applied toward the costs of the first semester.

Students applying for spring admission should reserve their space in the class by submitting the Enrollment Deposit Form and \$300 non-refundable deposit on or before December 1. The deposit is applied toward the costs of the first semester.

First-Year Admission Requirements and Application Review

Admission to Meredith is competitive. Meredith welcomes students from many backgrounds with strong academic preparation who can contribute to and benefit from the college's academic and extracurricular programs.

Students should have taken a rigorous selection of college preparatory or higher-level courses throughout their four years of high school. Generally, a student is expected to present a challenging academic program, including honors, advanced placement, and/or international baccalaureate coursework. The most promising candidates for admission will have demonstrated solid achievement in five or more academic subjects with a total of 16 units of credit earned. Minimum preparation/requirements:

Minimum Academic Course Program

English	4 units (required) 3 units (required), 4 recommended
Mathematics	(Algebra I, Algebra II, and Geometry or their equivalent, or a higher level course for which Algebra II is a prerequisite.
Science	3 or more units (required)
History/Social Studies	3 or more units (required)
Foreign Language	2 or more units of the same language (required)
Elective	1 or more units (required)

Meredith conducts a holistic review of an applicant's application for admission. The high school record is the most important credential; careful attention is given to grades in academic subjects. The depth of service to one's community and/or family is also important to the decision process.

Cumulative unweighted grade point average, rigor of coursework, and class rank are considered when reviewing the high school record. Attention is paid to the competitive nature of the high school attended. Applicants are expected to rank within the school's college-bound population. Test scores, though optional for admission, may also serve as a predictor of success at Meredith. The essay provides insight into writing skills and "fit" for Meredith. The essay and recommendations provide important insight into initiative, persistence, curiosity, purpose, creativity, and maturity. Leadership experience, school and community honors, and service to community and family are also important in the review of an applicant. Offers of admission are made to applicants whose application indicates the potential for academic success and positive contributions to the Meredith community. Continued quality academic work, good citizenship, and completion of the high school curriculum are required.

Admission may be rescinded for students whose final academic transcript does not represent a continuance of quality work and persistence.

First-Year Admission Notification

Applicants will be notified of a decision according to the timetable above. Some applicants may receive a deferred decision and be asked to submit additional information that provides a clearer picture of a student's potential for success at Meredith. Typically, deferred students will be asked for one or more of the following: a seventh-semester transcript, additional writing sample, or interview with an admission counselor. Early Decision applicants who are deferred and asked to submit first-semester senior grades will be reconsidered for Regular Decision and notified after the requested credentials are received.

All offers of admission are contingent on satisfactory completion of senior year courses and a continuing record of good character. Meredith reserves the right to withdraw an offer of admission for unsatisfactory academic performance or social behavior up to the date of enrollment.

Musical Auditions

A prospective music major must be admitted to the College first and subsequently schedule an audition and interview with the music faculty prior to enrollment at Meredith.

Prospective music majors should contact the [Department of Music](#) directly to schedule an audition at (919) 760-8536.

Scholars Program Admission

Students are admitted to the [Honors, Teaching Scholars, AWE-STEM and Paschal Scholars](#) by application and interview. For application instructions, see the [financial aid webpages](#).

Additional Information for Home-Schooled Students

Meredith welcomes home-schooled students; diverse educational experiences are important to our academic community. Home-schooled applicants must meet the same high school course requirements as all first-year students. U.S. states have varying requirements for affirming home school education. Applicants from states which require a home schooler to file a transcript with the state or home school association should submit their official transcript filed with the state or association. All other home school students should submit a transcript clearly reflecting their coursework in accordance with the high school curriculum required for entry to Meredith.

Because many types of home-school programs exist, the Office of Admission may request additional information to assist in assessing an applicant. Credentials used in the evaluation may be established on an individual basis.

Additionally, an interview with an admission counselor is required as well as two letters of recommendation, one from a non-family member.

Health Record

Meredith College requires all new students to submit a variety of health forms and immunization records. All required forms can be completed and submitted in the [Meredith College Wellness Portal](#). The deadline for submitting all medical forms is July 1st. Students will be withdrawn from the College 30 days after classes begin if immunization requirements have not been submitted.

North Carolina General Statute 130A-155.1 requires students at Meredith College to receive certain immunizations. The State of North Carolina and Meredith College requires all students to provide a provider-reviewed copy of their immunizations. The statute applies to all students except students residing off-campus and registering for any combination of:

- Off-campus courses
- Evening courses (classes beginning after 5 p.m.)
- Weekend courses
- No more than four day credit hours in on-campus courses

If at any time the above student status changes to: on-campus courses, course load of more than four (4) credit hours, on-campus residence, and/or enrollment in day-time courses, a provider-reviewed copy of their immunizations must be presented on or before the date the person first registers for a semester/term. The medical form is available from the Office of Admissions.

Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended, and the regulations issued, a student with a disability will not be denied admission on the basis of disability. After an offer of admission is made, an applicant needing special accommodations is encouraged to visit the Disability Services Office and to inform the College of their disability. Students who want to arrange for accommodations are required to submit appropriate documentation of the disability and complete the certification process as required by Disability Services. Requests for accommodation letters must be completed in the [Meredith College Wellness Portal](#). Students may contact the Disability Services Office staff at (919) 760-8427.

Gap Year

A gap year is time taken between the end of high school and starting college. A gap year is not a vacation but rather a year of meaningful personal growth and/or service to a student's community. A student may consider a gap year in an effort to strengthen plans for college, career and/or to practice an increased level of independence and strengthen life skills.

The College's gap year policy allows students to delay enrollment for one year from their original entry term. A gap year request, in writing, must be made to the Director of Admissions. An interview may also be required. Gap year plans cannot include enrolling in college-level coursework for credit.

How to Request a Gap Year

- Accept your offer of admission no later than May 1 (including officially submitting the \$300 non-refundable Enrollment Deposit).
- Submit a gap year request – a formal letter written to the Director of Admissions. The letter must include specific goals and plans for the gap year.
- Have your final high school transcript sent to the Office of Admissions at the conclusion of your senior year.
- The deadline to request a gap year is June 15.

After a gap year request has been submitted and reviewed, you will be notified by email whether it has been approved.

Enrolling After Your Gap Year

If the request for a gap year is approved, admission will be deferred to the fall semester of the following enrollment year. Admission will be reinstated and the student will be notified by the Office of Admissions as if the student is a newly admitted first-year student. Academic merit scholarships awarded at the time of admission may remain intact. Talent scholarships and Scholars' program admission and scholarship(s) awarded previously are determined on a program-by-program basis. Federal, state, and institutional need-based aid awarded as part of the original financial aid award is not guaranteed; an updated FAFSA must be submitted for the new enrollment term.

If information provided in the application for admission changes during a gap year (disciplinary history, charged with or found guilty of a misdemeanor or felony, etc.) the student must contact the Office of Admissions to update their previous application for admission. A student who has such changes to their original application for admission will be re-evaluated for admission.

Students taking coursework for credit at another college or university during a gap year must reapply as a transfer student.

Questions about a gap year request or policy may be directed to the Office of Admissions at (919) 760-8581 or admissions@meredith.edu.

Transfer Admissions

Students under the age of 25 (including U.S. citizens, undocumented students, and international students on a student visa) who have attended a two-year or four-year degree-granting institution after graduating from high school apply for admission as a transfer student (a summer term before beginning college is an exception). Transfer students over the age of 25 should review the admissions section for [Wings](#) Students.

Transfer Admission Requirements and Application Review

Transfer students may be admitted to Meredith at any point in their educational journey. Admission is based on academic records at the institution(s) from which they are transferring, writing skills, and potential for positively contributing to the Meredith community.

Transfer Students with 30 or more transferrable college credits:

Only grades of C or higher are considered as transferrable credit.

In order to be considered for transfer admission a student must:

1. Submit a completed and signed application for Transfer Admission, including essay and courses in progress, with the non-refundable \$40 application fee. The transfer application is available [online](#).
2. Have a cumulative average grade of C (2.0 GPA) or higher in all coursework attempted.
3. Have a grade of C or higher in a college transferrable math course from an accredited institution, or have completed Algebra I, II, and Geometry or their equivalence in high school.
4. Have official transcripts sent from all two-year or four-year institutions attended, regardless of whether credit was earned or whether you wish to apply the earned credit at Meredith. Transcripts from all institutions attended must be submitted.
5. Be eligible to return to the last institution regularly attended in good standing.
6. Recommendation(s) from a professor are optional.
7. A campus visit is strongly recommended. An interview with an admission counselor is optional.

A visit and/or interview can be scheduled online at <https://www.meredith.edu/admissions/visit>, by calling the Office of Admissions at (919) 760-8581 or email Admissions@meredith.edu.

Transfer Students with less than 24 transferrable college credits and/or no transferrable college math must submit an official high school transcript and meet first-year student admission requirements.

In addition to submitting the transfer application and non-refundable \$40 application fee and meeting requirements 3-7 above, students must have obtained a high school or High School Equivalency diploma, SAT or ACT scores are not required.

Transfer Admission Deadlines

The priority deadline for transfer applications for the summer or fall semester is March 15; the priority application for the spring semester is November 15. After these dates, applications will be considered on a space-available basis. Residence Hall or Oaks Apartment space is limited. Apply for admission early.

Transfer of Credit

Official articulation of credit is conducted by the [Office of the Registrar](#) and in cooperation with the academic department of the student's intended major. Information regarding transfer of credit and Meredith credit regulations is available as follows:

- [Transfer of Credit](#)
- [Transfer Grade Point Average](#)
- [Residence credit requirements](#)
- [Transferring Credit website](#)

Transfer Student Admission Notification

Admission decisions are offered on a rolling basis after a review of all application credentials has been completed. Review of applications begins annually on August 15.

Transfer students admitted to the College must submit a non-refundable \$300 deposit by March 1 for the summer term, June 15 for the fall term, or by December 1 for the spring term.

All offers of admission are contingent upon satisfactory completion of courses and a continuing record of good character. Meredith reserves the right to withdraw an offer of admission for unsatisfactory academic performance or social behavior any time up to the date of enrollment.

Wings Admission

Women who are 25 (including U.S. citizens, undocumented students, and international students on a student visa) or older by the first day of their entering semester apply for Wings Admission by completing the Transfer and Adult Undergraduate Application for Admission, as outlined in the procedures section below.

Admission Requirements and Application Review

Wings Admission: First Year

A woman who is 25 or older and who has not previously been enrolled in college may apply for Wings first year admission by completing and submitting the Transfer and Adult Application found at [meredith.edu/](https://www.meredith.edu/) applications. This Wings first year applicant must submit an official high school transcript. If a General Education Diploma (GED) was completed, official GED documentation must be submitted, as well as an official high school transcript.

If admitted, the student will work with a designated Student Success staff member and assigned Faculty Advisor to develop an academic plan designed to create a solid foundation for college success. The student may declare a major and be assigned to a faculty advisor when prepared to do so. Wings first year students follow the same Satisfactory Academic Progress standards as all undergraduate students.

Wings First-Year Admission Deadlines

The priority deadline for Wings First Year applications for the fall semester is March 15; the priority application for spring semester is November 15. After these dates, applications will be considered on a space-available basis.

Wings Admission: Transfer Students with 30 or More Transferrable Hours of College Credit

Wings Transfer Applicants are admitted to Meredith based on their academic record at the institution(s) from which they are transferring.

In order to be considered for Wings Transfer admission an applicant must:

1. Submit a completed application, including the required essay and college courses in progress, if applicable, with the non-refundable U.S. \$40 application fee. The Transfer and Adult Application is available [online](#).

2. Have an average grade of C or higher in all coursework attempted.
3. Have a grade of C or higher in a college transferrable math course from an accredited institution, or have completed algebra I, II, and geometry in high school.
4. Have official transcripts sent from all two-year or four-year institutions attended, regardless of whether credit was earned or whether you wish to apply the earned credit at Meredith. Official transcripts from all institutions attended must be submitted.
5. Be eligible to return to the last institution regularly attended, in good standing.
6. Recommendation(s) from a professor are optional.
7. A campus visit is strongly recommended. An interview with an admission counselor is optional. A visit and/or interview can be scheduled online at <https://www.meredith.edu/admissions/visit>, by calling the Office of Admissions at (919) 760-8581 or email Admissions@meredith.edu.

Wings Transfer Applicants with Fewer Than 30 Transferrable College Credits

In addition to submitting the Transfer and Adult Undergraduate Application and non-refundable \$40 application fee and meeting requirements 3-8 above, applicants must submit their high school transcript or GED, if applicable. SAT or ACT scores are optional if attained in the last five years.

All applicants admitted with any amount of transferrable college credit will be supported by a Student Success Center staff member who can assist with conversations surrounding academic planning. It is our goal that students feel comfortable discussing their academic plan and are provided with support with foundational graduation planning. The student may declare a major and be assigned to a faculty advisor when prepared to do so. Wings first year students follow the same Satisfactory Academic Progress standards as all undergraduate students.

Wings Transfer Admission Deadlines

The priority deadline for applications for the summer or fall semester is March 15; the priority application for spring semester is November 15. After these dates, applications will be considered on a space-available basis.

Transfer of Credit

Official articulation of credit is conducted by the [Office of the Registrar](#) in cooperation with the academic department of the student's intended major. Information regarding transfer of credit and Meredith credit regulations is available as follows:

- [Transfer of Credit](#)
- [Transfer Grade Point Average](#)
- [Residence Credit Requirements](#)

Wings Admission: Re-Admission of Former Students

A woman who is 25 or older seeking re-admission to Meredith College will apply according to the considerations listed under [Re-Admission of Former Students](#). If readmitted, the student will be a Wings student.

Wings Admission: Second Baccalaureate Degree

Meredith College offers women the opportunity to earn a second bachelor's degree – whether they are seeking additional education or a career change.

Second Degree applicants possessing a bachelor's degree from a regionally-accredited institution may qualify to have their [General Education requirements](#) declared completed. Completion of [General Education requirements](#) will be determined by the Registrar upon transcript evaluation.

Any woman, regardless of age, desiring to pursue a second baccalaureate degree at Meredith College will apply according to the considerations listed under [Second Degree Students](#).

Wings Admission: Non-Degree Seeking

If you are a woman 25 or older who wants to take courses within the Meredith College credit curriculum, but do not currently wish to seek a degree, you may apply for admission as a Wings non-degree student. You may take a maximum of 11 credit hours per semester and earn no more than 30 credit hours as a non-degree student. Non-degree students are not eligible for financial aid. Students seeking admission as a non-degree student should submit a Non-Degree Application for Admission available in the [Office of the Registrar](#) or [online](#). The Registrar will serve as the academic advisor for non-degree students and the Director of Adult Education may offer additional support.

Wings non-degree students wishing to become degree-seeking candidates must formally apply for admission and meet regular admission requirements to the College. Completion of non-degree course work does not guarantee admission to the College.

Auditing a Course - If you would like to brush up on your skills or continue your intellectual enrichment in a

structured environment, Meredith offers the option of auditing courses. Contact the [Office of the Registrar](#) at (919) 760-8593 for more information.

Wings Admission Notification

Admission decisions are offered on a rolling basis after all application credentials and review of transcripts have been completed. Review of applications begins August 15.

Wings applicants admitted to the College are required to submit a non-refundable U.S. \$300 deposit on or before June 15 or within 10 days after the date of acceptance, whichever is later. 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 submit this deposit on or before December 1 or within 10 days after the date of acceptance, whichever is later. This non-refundable deposit will be credited to the student's account and applied to tuition charges.

All offers of admission are contingent upon satisfactory completion of courses, defined as a cumulative C grade point average or higher in all courses attempted at postsecondary institutions and a continuing record of good character. Meredith reserves the right to withdraw an offer of admission for unsatisfactory academic performance or social behavior any time up to the date of enrollment. Some applicants may receive a deferred decision and be asked to submit additional information that provides a clearer picture of a student's potential for success at Meredith.

Prior to acceptance or thereafter, a student may discover that they will be unable to attend that particular semester. If the student wishes to attend the following semester, they must inform the Office of Admissions that they wish to defer their admission. If the student has submitted the non-refundable \$300 enrollment deposit for the original admission term, a subsequent \$300 non-refundable deposit will be required prior to enrollment in the newly-chosen term. Both deposits are applied to the balance for the term in which the student enrolls. The \$300 non-refundable deposit is held for the subsequent semester only (excluding summer). The student may exercise this option only once and must reapply for admission if not enrolled in courses the following semester.

International Student Admission

Meredith College values intercultural experiences in the classroom and our community. Prospective students

whose previous study and English proficiency have prepared them for successful study at Meredith, whether first-year, transfer, or Wings students, from outside the United States can obtain all application and admissions documents [online](#).

Admission Requirements and Application Review

International students requiring an F-1 (student) Visa for the fall semester are encouraged to submit all application documents by December 1. Students seeking admission for the spring term should submit their application no later than October 1.

In addition to the applicable application for admission (First-Year, Transfer, or Wings) international applicants must submit the following:

1. Official academic records from each secondary school, college, or university attended.
2. Official copy of each diploma, degree, or educational certificate received.
3. Official score report of any national examination(s).
4. Non-native English speakers and/or applicants whose principal language of instruction is not English, must submit scores on the Test of English as a Foreign Language ([TOEFL](#)), International English Language Testing System ([IELTS](#)), or [Duolingo](#) test scores.
5. SAT or ACT scores are optional.
6. Applicants who are already studying in the US must provide a copy of their current visa as part of the application process

Note: Tests of English proficiency must be taken within 18 months preceding the date the student wishes to enroll. When registering for these exams, the student should request a score be sent directly to Meredith College.

If the original academic records 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 required for any post-secondary work taken outside of the United States. Meredith recommends a member organization of The Association of International Credential Evaluators, Inc. ([AICE](#)), National Association of Credential Evaluation Services ([NACES](#)), or World Education Services, Inc. ([WES](#)) for translation and evaluation services.

Application Deadlines: For the fall semester, refer to the [table](#). For the spring semester the deadline is October 1. International applicants admitted to the College are required to demonstrate proof of financial responsibility by submitting Meredith's Certificate of Financial

Responsibility (CFR). The CFR must be submitted before an I-20 form, required for obtaining a student visa, will be issued by the College. An international student at Meredith is also required to submit student health forms and immunization records. The required health forms can be viewed and submitted on the [Meredith College Wellness Portal](#).

Additionally, international students are required to purchase and maintain a minimum standard of health insurance. 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.

Institutional financial aid resources are limited. A student and their family should expect to be primarily responsible for educational expenses.

International inquiries may be directed to the Office of Admissions by calling 001-919-760-8581 or by emailing admissions@meredith.edu.

Re-Admission of Former Students

A degree-seeking student who was previously enrolled at Meredith but 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 approved leave of absence and those visiting another institution with the approval of Meredith College. Re-admission is not guaranteed.

All students applying for re-admission must submit the following:

1. Application for Re-Admission available [online](#).
2. An official transcript from each school attended during time away from Meredith.
3. A letter of recommendation from a school official from the last school attended during time away from Meredith.
4. An essay describing a plan for success at Meredith.
5. \$40 non-refundable application fee.
6. 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.

Other information necessary to support a decision for readmission is obtained by the [Office of Admissions](#) and may include recommendations from a variety of campus constituents as well as the student's previous academic and personal records at Meredith.

The application for re-admission must be submitted at least three weeks before the start of classes for the term in which the student seeks re-admission.

A student who was on academic probation during their last semester of attendance and who is re-admitted will be placed on academic probation and will be informed of the specific criteria required to attain a level of good standing. A student who has been academically suspended twice is unlikely to be re-admitted to the College.

Second Baccalaureate Degree Students

Women seeking education in another field or a career change may wish to earn a second degree. Second bachelor's degree applicants must have completed all requirements for the first degree before enrolling in coursework for the second degree.

In order to be considered for admission a second degree applicant must:

1. Complete the Transfer and Adult Undergraduate Application for Admission including the non-refundable U.S. \$40 application fee. The Transfer and Adult Application is available [online](#).
2. Submit an official transcript from each college attended, whether or not credit was earned.
3. Submit the School Official Recommendation (if enrolled in college since receiving the first degree).
4. Submit a professor recommendation (optional).

If you are admitted to Meredith College and hold a bachelor's degree from a regionally-accredited institution you may qualify to have your [General Education requirements](#) declared completed. Completion of [General Education requirements](#) will be determined by the Registrar when you apply as a second degree-seeking student.

The priority application deadline for the fall term is February 15. The spring term priority deadline is November 15. Applications received after these dates are considered on a space available basis.

An accepted student for the fall semester is required to submit a \$300 non-refundable deposit by June 15 or within 10 days after the date of acceptance, whichever is later. Accepted students for the spring term must submit the \$300 non-refundable deposit by December 1 or within 10 days after the date of acceptance, whichever is later. The deposit is applied toward semester costs.

Non-Degree Students

Non-degree students are those who have not been formally admitted into a degree program but who wish to enroll in courses offered by the College. Non-degree students are limited to a maximum course load of 11 credit hours per semester (including summer), and are limited to a maximum of 30 credit hours as a non-degree seeking student. Non-degree students are not eligible for financial aid. Students seeking admission as a non-degree student should submit a Non-Degree Application for Admission available in the [Office of the Registrar](#) or [online](#).

The Registrar will serve as the academic advisor for non-degree students.

Non-degree students wishing to become degree-seeking candidates must formally apply for admission and meet regular admission requirements to the College. Completion of non-degree course work does not guarantee admission to the College.

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 can register one week before the opening day of the term in the [Office of the Registrar](#). Contact the Office of the Registrar at registrar@meredith.edu.

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.

Part-time Students

A part-time student is one who is degree-seeking and enrolls in 11 credit hours or less per semester. Part-time students must meet regular application and admission requirements.

Post-baccalaureate Teacher Licensure Only

A student with a baccalaureate degree from another institution who is seeking a North Carolina teaching

license through Meredith College should apply for admission through the Department of Education. Candidates must submit an application and an official transcript. Upon admission, the candidate will receive guidance from faculty in the Education department concerning course selection and registration. Candidates must complete a minimum of 30 credit 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.

Teacher Licensure Renewal Students

A licensed 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 will receive guidance from faculty in Education concerning course selection and registration.

Resident Teacher Licensure

Resident teachers seeking an affiliate teacher education program in elementary education, special education, English as a second language, or health & physical education will find information in the Meredith College Graduate Catalogue and are encouraged to contact the Department of Education.

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 fall and/or spring of their senior year.

Applicants must submit:

1. Senior Scholar Application, available [online](#).
2. \$40 Application fee (non-refundable)
3. Official transcript
4. Official SAT or ACT Report (Optional)
5. School Official Report
6. Essay

Admission to Meredith as a Senior Scholar does not guarantee admission as a degree-seeking student following high school graduation.

Senior Scholars who earn a grade of A or B in all classes taken as a Senior Scholar and subsequently enroll as a degree-seeking student immediately following high school graduation will be awarded a Senior Scholar Scholarship that is equivalent to the cost of tuition of the courses taken as a Senior Scholar. The Senior Scholar Scholarship is awarded one time.

Meredith Faculty, Staff, and Administration

Members of the Meredith College faculty, staff, or administration may register for courses as non-degree students. Applicants may submit a registration form provided by the College to the [Office of the Registrar](#) beginning one week prior to the start 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 the Registrar beginning one week prior to the start 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 the Registrar for information about application procedures and advising. 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. Please see information about admission requirements for [second degree students](#) and [academic requirements](#).

Summer Session

Newly enrolled students beginning a degree program in the fall term as well as those previously enrolled at Meredith may enroll in summer course-work. Students, male and female from other colleges and universities may also apply and enroll as non-degree seeking students. Registration materials are available in the [Office of the Registrar](#).

Condition of Admission

Meredith College reserves the right to suspend or 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 a credit evaluation from the Office of the Registrar. The evaluation reflects credits transferred

and general education requirements met. 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 credit hours. Credit received for courses transferred or received by 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 dual credit high school courses, early or middle college high schools, 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 (AP) examination of The College Board
 - General examination or a subject examination of the College-Level Examination Program (CLEP) of The College Board
 - An International Baccalaureate (IB) examination
- Credits awarded for advanced placement credit are detailed in the [Credit Options and Restrictions](#) section.

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 Chair 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 room is 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, and basic cable service.

More detailed information about on-campus housing options can be found on the [Residence Life website](#).

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 on the [Campus Dish website](#).

Tuition and Fees

Tuition is charged based on a student's full- or part-time status, not on the format of instruction, which may vary. Full-time students include all students taking 12 or more credit hours per semester. Part-time students are students taking fewer than 12 credit 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 (12-18 credit hours)

	Semester	Academic Year
Tuition	\$24,585	\$49,170

	Semester	Academic Year
Student activities fee	\$85	
Credit Hours in excess of 18	\$1,219 per credit hour	

Housing

Residence Halls, food and housing (includes applicable sales tax on food)	\$14,362
	\$7,181
	\$900

Private Room Fee

Apartment (for Juniors and Seniors, requires 10 or 12 month lease)

	10 Month Cost	12 Month Cost (sign before April 1, 2025)	12 Month Cost (sign after April 1, 2025)
4BR/2BA	\$10,774 (\$5,387 Fall & Spring)	\$11,814 (\$5,387 Fall & Spring/\$1,040 Summer)	\$12,314 (\$5,387 Fall & Spring/\$1,540 Summer)
2BR/2BA	\$12,750 (\$6,375 Fall & Spring)	\$14,070 (\$6,375 Fall & Spring/\$1,320 Summer)	\$14,570 (\$6,375 Fall & Spring/\$1,820 Summer)
Payment Due Date	8/1/2026-Fall, 12/1/2026-Spring	8/1/2026-Fall, 12/1/2026-Spring, 6/1/2027 Summer	8/1/2026-Fall, 12/1/2026-Spring, 6/1/2027 Summer

Part-Time Students (1-11 credit hours)

1st through 5th credit hour	\$1,219 per credit hour
6th through 8th credit hour	\$2,024 per credit hour
9th through 11th credit hour	\$3,014 per credit hour
Student activities fee	\$85 per semester

Applied Music (per semester)

1 half-hour lesson weekly	\$200-475
2 half-hour lessons weekly	\$400-950
Class lessons in piano, voice or guitar	\$150
Recital fee	\$150
Accompanist fee	Contact Department

Health Insurance

Health insurance per year (August 1, 2025 – July 31, 2026)	\$4,272 per year; broken into two payments
	\$1,780 Fall (5 months) \$2,492 Spring/Summer (7 months)

All full-time undergraduates and select graduate students must submit a waiver each year if covered under another plan. Graduate and post-baccalaureate students should check with their program for insurance requirements.

For additional information about the student health insurance coverage and costs, visit the [Health Services website](#).

Auditing Courses

Full-time students	no charge
Part-time students	\$522 per credit hour

Special Fees

Application fee for new students	\$40
Application fee for students seeking re-admission and non-degree admission	\$40
New Student fee -Full time (12+ hours)	\$250
New Student fee -Part time (6-11 hours)	\$125
Graduation fee	\$250
Transcript fee	Fees noted online via NSC
(Requests made through NSC include a processing fee per recipient. Contact the Office of the Registrar regarding same day requests.)	
Breakage fee	TBD
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.	\$0.00
Apartment residents and non-resident students – service is available.	\$200/year

Additional Fees

Additional fees may be charged for courses in the following areas: art, biology, birth through kindergarten, business, career planning, chemistry, child development, communication, education, fashion merchandising, food and nutrition, geoscience, health, interior design, legal, physical education, psychology, and social work. Refer to the class schedule for a detailed listing of class fees.

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.

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.

Terms of Payment

Payment Schedule

Advance deposit for all entering students: \$300

Students who are accepted on the Early Decision Plan must make a deposit on or before December 15. Other new students are required to make this advance deposit on or before May 1 or within 10 days after the date of acceptance, whichever is later. 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 or within 10 days after the date of acceptance, whichever is later. 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.

Payments for tuition and fees are 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.

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 their 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, for a low enrollment fee, a student may elect to divide the cost each semester into 4 or 5 monthly installments. To enroll in a plan, go to [ACI Payments, Inc. Payment Plan website](#).

VA Benefits Policy

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

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, the student is responsible for the following percentage of the full semester tuition:

First through 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 credit 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, the student forfeits their right to any adjustments to their charges. See the [Grading System](#) section regarding 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% of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: 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 their account is paid in full.

Financial Assistance

The Office of Financial Assistance, which is located on the first floor of Johnson Hall East, is committed to working with you and your family to help guide you

through the financial aid process. We strive to provide all the information and resources available in order to help you make your education affordable.

The Office of Financial Assistance administers a variety of scholarships, grants and loan programs. Any student who feels they need assistance in order to attend Meredith College or who has questions about an award that has been received should contact the Office of Financial Assistance at finaid@meredith.edu or (919) 760-8565. Additional information is available on our [website](#). Students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. Although the student and/or families are 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. International and undocumented applicants should consult page 17 for assistance available to students who are not US citizens.

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 their 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 undergraduate student, the cost of attending includes tuition, room and board, and an estimated \$3,950 for miscellaneous personal expenses, including transportation and books. The educational cost used by the Office of Financial Assistance in its calculation of need for an on-campus student for 2026-2027 is \$67,902. For the dependent commuting student living with their parents, the cost of attending includes tuition and an estimated \$3,950 for living, 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 2026-2027 is \$53,540.

Student may purchase books by going to the [online bookstore](#). Additional classroom and personal supplies are available in the Meredith College Campus Store in the Cate Student Center.

Application Procedures

All US citizens and permanent residents who wish to apply for any kind of financial assistance should complete the Free Application for Federal Student Aid (FAFSA) after October 1. The FAFSA may be completed on the [FAFSA website](#).

All grants, scholarships and loan funds will be credited to the student's account. If the total financial assistance exceeds the charges on the account, the result will be a credit balance. Credit balances will be refunded to the student (or the parent if the credit balance is due to a PLUS loan) within 14 days of the credit balance occurring. These funds may then be used for educational expenses such as books, supplies, transportation or for off-campus living expenses.

Returning Students

The FAFSA must be filed each year a student wishes to receive financial assistance. The form should be completed on the [Federal Student Aid website](#) between October 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 Direct Student 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.

Students who have a Federal Work-Study job on campus are paid on the 15th 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 Credit Hours	Minimum Meredith QPR
1-59	1.800
60 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 they 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, AH, BH, C, D, or P is received.
- **Incompletes:** An incomplete grade will count as credit attempted and credit not earned until the [Office of the Registrar](#) 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](#) 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 credit 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 credit hours 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 not eligible for financial assistance and is placed on Financial Assistance SAP Suspension for the following semester. Please note an appeal is not a guarantee. The appeal process is described in section "Appeal Process."

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

Appeal Process

An appeal must explain why a student failed to make satisfactory progress and what has changed in their situation that will allow them to make satisfactory progress at the next evaluation.

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 following semester, the student may not be eligible for further 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 credit 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:

- Achieve the required qualitative requirements;
- Successfully complete 75% of the credit 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 they can provide. A student has the right to make a similar request in regard to any adjustment in the amount of their award for a subsequent year. A full-time student is responsible for advising the Office of Financial Assistance if their course load drops below 12 credit hours for any semester covered by the award. A

part-time student has the same responsibility if their course load for any semester covered by the award drops below the number of credit hours specified on their 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 the student's job contract if earnings from a campus job are part of the student's 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 Presidential Full-Ride Scholarships

The Meredith College Full-Ride 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 the student 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 completed at Meredith. In addition, a recipient has the opportunity to apply for an additional stipend to help cover a study abroad experience while they are a student at Meredith.

In addition to the monetary award, Full-Ride 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 a Full-Ride Scholarship are encouraged to participate in the "Focus on Excellence" series and other activities planned for Scholars of the college. Full-Ride 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. Full-Ride Scholarships have been endowed through the generosity of alumnae and other friends of Meredith College.

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 according to [Satisfactory Academic Policy](#), and being a full-time student.

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. Students 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 completed 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.

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 completed 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 completed at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. Students 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 completed at Meredith. Recipients are designated as Thomas Meredith Scholars.

Transfer Students Grants and Scholarships

Meredith provides scholarships and grants for Transfer students based on academic ability, achievement, and leadership potential. The student's application for admission is the student's application for these Transfer awards.

Phi Theta Kappa

Students who are members of Phi Theta Kappa, the honor society for two-year colleges, and have at least 30 credit 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.

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.

Additional Scholarships

Additional scholarship opportunities are listed on the [Office of Financial Assistance website](#).

Frequently Asked Questions About Financial Assistance

How can Meredith help my family meet educational costs?

We can offer many solutions. If you have verified 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 the [Office of Financial Assistance website](#) 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 increases or decreases in family income levels, or changes in the size of the household or the number of children enrolled in college. Significant changes can affect eligibility for financial assistance in a future year.

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 2026-2027 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	\$49,590
Housing	\$14,362
Books and supplies	\$850
Transportation	\$1,224
Miscellaneous	\$1,818
Loan Fees	\$58

Commuting Students Living With Family

Tuition and Activity Fee	\$49,590
Housing	\$3,600
Books and supplies	\$850
Transportation	\$1,224
Miscellaneous	\$1,818
Loan Fees	\$58

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

Financial Assistance 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 or Undocumented student. Can I receive Financial Assistance?

Yes, but it is limited. It is based on your academic profile and financial need. We require International and Undocumented Students to submit an Application for Institutional Aid 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 intellectual and personal 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 students' awareness of their global citizenship and their 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 career planning; athletics; dean of students; disability services; diversity programs; campus police; commuter life; chaplain's services; volunteer services; counseling; health services; residence life; student leadership and service; emerging leader seminar; community resources; first year experience; orientation; international programming; and social, recreational, and cultural events.

Student Orientation

New first-year students are invited to participate in Ready.Set.Go Strong events and activities during the summer.

An in-depth and comprehensive program of orientation for all new undergraduate students takes place before classes start in August, and an abbreviated program is held for students entering in January. Included in the August orientation program are discussions on various phases of college life, changes in registration, the Honor Code Ceremony, tours of the library, and social events. Through these and other activities, the orientation program provides opportunities for students to meet classmates, faculty advisors, student leaders, and college programs staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources.

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 the late Ruth Bader Ginsburg, Associate Justice of the Supreme Court of the United States; Alexa Von Tobel, author of *Financially Fearless*; Randi Zuckerberg, social media entrepreneur; the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States and Nobel laureate; Dr. Jane Goodall, writer and world authority on primate behavior; Sandra Day O'Connor, first female Associate Justice of the Supreme Court of the United States; the late syndicated columnist Erma Bombeck; the late Congresswoman Patricia Schroeder (D-Colorado); the late playwright Wendy Wasserstein; documentarian Rory Kennedy; Nicholas de Torrente, 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, Wangari Maathai and Jody Williams.

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 programs, a number of cultural societies in Raleigh, Durham and Chapel Hill bring talent to the area. Also, Meredith has a strong focus on dance instruction and performance, with performances 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. Meredith performance groups offer 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 Meredith Activities Board brings bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by student organizations help create Meredith traditions and other annual events. From the dignity of formal occasions such as the Honor Code Ceremony to the fun of STUNT, 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 first year students are eligible for induction into Alpha Lambda Delta, freshman honor society. 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 in the [Academic Recognition and Graduation](#) section.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include Alpha Kappa Delta for sociology, Beta Beta Beta for biology, Kappa Omicron Nu for human environmental sciences, Kappa Pi for art, Phi Alpha Theta for history, Pi Delta Phi for French, Pi Kappa Lambda for music, Psi Chi for psychology, Sigma Delta Pi for Spanish, and Sigma Tau Delta for English. See the Student Organizations section for a full list of honor societies. 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, student life, and 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 students' insistence that it work. Each student is personally responsible for their own personal conduct and actions. If a student violates the Honor Code, the student is expected to self-report to the Honor Council. If a student is aware of a violation by another student, this violation of responsibility should be called 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. The Student Government Association also seeks to involve all students in the academic and social life of the College.

The branches of the Student Government Association are composed of the Senate, Honor Council, Student Life Committee, Elections Board, the Belonging Board, Association of Meredith Commuters, Residents Housing Association, and WINGS. An executive board is composed of the student government president, vice-president, secretary, treasurer (who also serves as the Student Activities Fee Chair), a freshman member-at-large, and chairs/presidents from each branch.

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 provide 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 100 student organizations in which to participate. Students serve in a variety of leadership positions and gain valuable skills in these organizations 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 Meredith College [Student Handbook](#), published online.

Students may choose to join student government, student publications, event planning organizations, cultural organizations, service organizations, classes, clubs within major departments, honor societies and religious organizations. 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 or at leadershipandservice@meredith.edu.

Religious Life Office of the Chaplain

Meredith College provides an environment that is supportive of all faith traditions and belief systems and places a high value on students' development both intellectually and spiritually. The Chaplain offers guidance for religious programming on campus as well as pastoral care and spiritual coaching.

In a world often divided by religious tensions, the Chaplain values interfaith dialogue, understanding and friendship. There is an interfaith meditation room in the chapel for community use, and the Chaplain organizes interfaith dialogue experiences. The Chaplain values exploring difference, honoring all humanity, and serving others together.

The Chaplain advises Sisters United, a student service group that supports girls and women locally and abroad. The work addresses topics like girls education in the developing world (the Chaplain led service trips to Belize, Central America and Ghana, West Africa and currently has a pen pal program with girls in Honduras), sexual assault, human trafficking, menstrual health, domestic violence and others. Supporting girls locally, the office runs Mentoring Angels, partnering girls from the Raleigh nonprofit Loaves and Fishes with Meredith mentors, meeting weekly on campus and utilizing the research of the top mentor academic in the country, Dr. Jean Rhodes from UMASS Boston.

Recognizing that many college students face financial pressures, the [Office of the Chaplain](#) organizes and operates The Daisy Trade, our campus food and toiletry pantry. There are four locations: the chapel kitchen, Martin room 123, and two outdoor kiosks. In addition, the Chaplain oversees the Student Emergency Fund.

The Chaplain and Department of History, International Studies, Political Science, and Religious Studies also host renowned scholars on campus to address pertinent issues in the field of religion

Recreation

Meredith offers a variety of recreational activities for students. The Weatherspoon Athletic Center provides facilities for curricular and co-curricular sports activities with court space for games such as basketball, volleyball, and badminton. The Lowery Family Fitness Center, as well as outdoor facilities which 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, are available for use by Meredith students. Various student organizations coordinate organized physical/recreational activities and fitness classes.

Intercollegiate Athletics

Meredith, a member of the USA South Athletic Conference, sponsors ten intercollegiate sports: basketball, cross country, golf, field hockey, lacrosse, soccer, softball, tennis, track and field, 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, field hockey and volleyball) begin practice during the week of new student orientation. Interested students should 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 scholarships. 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, student-athletes must be in good standing with the institution, be enrolled as full-time students, and abide by all rules of the NCAA and USA South Athletic Conference.

Student-athletes will be amateurs in their sport and conduct themselves with integrity, fair play, 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.

In keeping with the College's mission, the athletics program strives to promote the core values of integrity, discipline, respect, and responsibility. Furthermore, it strives to provide student-athletes with opportunities to gain knowledge and skills to excel in their chosen sport, to develop the ability to assume leadership roles within their team and other organizations, and to demonstrate responsible citizenship and respect for a diverse community.

Through participation in the Meredith College Athletics Program, student-athletes will:

- Develop leadership qualities that will enable them to be productive members of society;
- Demonstrate an understanding of team concepts such as respect, cooperation, attitudes, roles, and responsibilities;
- Gain knowledge and skills necessary to implement a healthy and balanced lifestyle;
- Value and support community service;
- Have a quality student-athlete experience, which includes competitive success.

On-Campus Living

Campus housing is available to full-time, degree-seeking students, including students in the Wings program. Six residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two double rooms with an adjoining bath. All residence halls are air-conditioned, and each room is equipped with internet access through wireless technology.

Freshmen will be assigned to Poteat, Heilman or Faircloth, and transfer students to various residence halls, depending on academic classification and location of available spaces. Juniors and Seniors may live in a residence hall or in The Oaks on-campus apartments. Any roommate per roommate preference should be noted on the Housing Request Form. Mutual roommate requests are honored. Housing assignments are usually sent to new students in mid-July. Students serving as resident assistants live on each residence hall floor. Their responsibilities include informal guidance of the residents on their floors. Three residence directors live in the freshman residence halls, and the other residence director lives in the upper-class halls.

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

- First and second year students under the age of 21 (regardless of hours) must live in the residence halls or commute from the primary residence of their parents, spouses, 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 (students in their third and fourth years at Meredith) with at least a 2.0 GPA may request to live off campus by a designated deadline, usually in April. Students must have at least 60 credit 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. Students 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 credit hours) students while living in the halls. If a student drops below full-time, the student will not be eligible to live on campus unless approved by the dean of students.
- Students interested in housing during summer terms should check with the [Office of Residence Life](#) for housing options and stipulations.
- On-campus residence hall students have the cost of health services, laundry machine use, and meals in the dining hall included in their payment for room and board. Additionally, wireless access, cable television and all utilities are included in room and board.
- Residential policies will be reviewed annually.

Apartments

One apartment building, The Oaks, is available on campus for undergraduate students who have junior or senior status. Apartments are either 4 bed/2 bath or 2 bed/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.

- 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 rent an apartment. Exceptions must be approved by the dean of students.
- Transfer students who meet eligibility requirements can also reside in the apartments. Consideration is also given to students who have lived on campus for one year and who have earned 60 credit hours by the end of their first year, space permitting.
- Dropping to part-time status does not automatically terminate the Rental Agreement.
- The rental price includes utilities and wireless internet.
- Apartment residents are responsible for paying the 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. A lounge area on the second floor of the Cate Center provides space for commuter student rest, study, and relaxation. Cate is the center of commuter student activity and communication; there are computers, wireless technology and e-mail access, and bulletin boards for students to peruse information and announcements about important events. Food is available in the Bee Hive and vending areas of the Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students. Students who live off campus must pay a health fee, typically part of room and board for on-campus students, in order to receive services from the Student Health Center.

Student Support Services

Academic Advising

The College follows a faculty advising model that is supported by Academic Advising in the Student Success Center. Faculty advisors and Student Success Center staff collaborate to provide guidance to students in planning their individual academic programs. The Student Success Center staff, including success coaches and learning specialists, are located on the first floor of the Park Center. The Student Success Center offers academic planning, success coaching, and peer tutoring through the Learning Center. These services are offered in addition to individual faculty advisors who are assigned to each student. The Student Success Center is open during regular business hours when classes are in session. To schedule an appointment, [book online](#), email success@meredith.edu, or stop by the office. See [Academic Planning and Advising](#) for further details.

Career Planning

Career counseling and coaching, career resources, and workplace information is provided to Meredith students and graduates. Trained counselors help students begin the process of self-discovery by identifying their interests, strengths, and values through individual appointments and group sessions, assessments and career information. As students declare their majors, Career Planning provides opportunities for skill development through Cooperative Education and internships, which are posted by employers on Handshake, OCP's online recruiting platform. Assistance is available in developing professional documents, establishing one's professional brand, preparing for interviews, searching, applying, and interviewing for jobs, graduate/professional school consideration and application preparation, and discovering job market trends and opportunities. Services include individualized counseling sessions, specialized workshops, classroom presentations, on-campus interviews, employer information sessions and Handshake for posting resumes, viewing and applying for job, internship, and co-op openings, and connecting with employers. Career fairs, large-scale career events, and a variety of networking events during the fall and spring semesters provide an opportunity for students to develop career competencies and demonstrate their career readiness. Students also have the opportunity to establish networking connections with recruiters and other professionals. To schedule an appointment, book through the [Office of Career Planning website](#) on your Handshake account, email career@meredith.edu, call (919) 760-8341 or stop by the office located on the second floor of Park Center.

Counseling Center

The Counseling Center (CC) is committed to providing students with confidential, evidence-based counseling services rooted in cultural humility. CC's goal is to give students opportunities for personal growth, physical and emotional health, well-being, and personal exploration and problem-solving in a confidential and safe space.

Counseling is free for all students. All of our mental health providers are licensed or supervised by licensed mental health professionals. The Center also provides students with off-campus referrals, as needed.

During the fall and spring semesters, the Center provides Meredith students with a counselor on-call to assist in mental health crisis situations (e.g., harm to self or others, assault, bereavement, trauma). The counselor on-call may be accessed by calling [Campus Police](#) at (919) 760-8888 or the Critical Response Team at (919) 612-6350. Additionally, the Counseling Center offers a 1:00 p.m. crisis drop-in hour, Monday through Friday. Services for acute psychological crises are provided by local hospitals.

To make an appointment, call (919) 760-8427 or email CounselingCenter@meredith.edu, send a message through the [Meredith Student Wellness Portal](#), or drop by the Counseling Center main office at room 208 of the Student Health & Wellness Center between 1:00 p.m. and 5:00 p.m., Monday through Friday.

For more information visit the [Counseling Center website](#).

Disability Services

Meredith College values the diversity of its community and works to promote the academic endeavors of all students. Therefore, Disability Services collaborates with faculty, staff, and students to create an inclusive environment in which all students have equal access to all courses, programs, events, activities, and facilities at the College.

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Meredith College is committed to equity of educational opportunities and ensures that no otherwise qualified person shall, by reason of a disability, be denied access to, participation in, or the benefits of any program or activity offered by the College. Self-identified students who are certified through Disability Services will receive reasonable and appropriate accommodations which eliminate barriers and create equal access to all aspects of the College.

It is the student's responsibility to disclose a disability, request accommodations, and file grievances. Individuals seeking reasonable accommodations are

responsible for initiating contact with Disability Services through the [Meredith Student Wellness Portal](#) and for providing current, comprehensive documentation to support the accommodation request.

Disability Services is responsible for establishing eligibility based on thorough documentation, student self-report and federal guidelines. Accommodations are determined on an individual, case-by-case basis. In addition to providing accommodations, Disability Services offers support services designed specifically for students with disabilities.

For more information about the certification process, documentation guidelines, and other services, please visit the [Disability Services website](#).

First-Year Experience Class and Freshman Discovery Series

Most freshmen are enrolled 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, and to identify strengths and learn more about [StrongPoints@](#). Additionally, all freshmen are expected to attend Freshman Discovery sessions held during the fall semester. These sessions help students cope with issues that may arise while they are in college.

Student Health Center

The Student Health Center provides confidential clinical care for minor illnesses, minor injuries, prevention services, health education, and wellness promotion for students. The Health Center is located on the first floor of the Student Health and Wellness Building. Appointments are required to see a provider; nurse triage care is available during business hours. For hours and other information, please visit the [Student Health Center website](#).

For students living in on-campus residence halls, most office visits are covered in their room and board fees, with the exception of student-teacher physicals and some procedures and lab work. These fees can be charged to the student's account at the time of service. The Student Health Center does not file insurance and cannot provide a receipt for insurance reimbursement. For commuters and Oaks residents, there is a \$100 per semester charge for office visits, or \$50 after Fall/Spring Break.

Meredith College values the health and welfare of its students. To serve the health needs of Meredith students, the College requires health insurance as a condition of enrollment for all full-time undergraduate (12 credit hours or more), licensure only, pre-health, international, Sansepolcro students and dietetic interns to assure that students have access to health care

services beyond what is available on campus. More information regarding health insurance requirements, fees, and deadline dates can be found in the *Insurance Information* section of the [Student Health Center website](#).

For information on Student Medical Forms and Immunizations, please view the *Student Forms and Resource* section of the [Student Health Center website](#) or review the forms within the [Student Wellness Portal](#).

To learn more about our services, please visit the [Student Health Center website](#), send a secure message through the [Student Wellness Portal](#), or call during regular business hours. For on-campus medical emergencies, call 9-1-1 and then call campus police at (919) 760-8888 or 8888 from a campus phone. Campus police serve as campus first responders.

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, state, nation and 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.

Meredith students seeking to expand self-understanding and eager to meet the responsibilities and challenges of volunteer service are encouraged to visit the [Office of Student Leadership and Service](#) in the Cate Center. For more information, contact the Office of Student Leadership and Service at (919) 760-8338 or leadershipandservice@meredith.edu.

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

Association of Meredith Commuters
Belonging Board
Elections Board

Executive Board
Honor Council
Residents Housing Association
Senate
Student Activities Fee Committee
Student Life Committee
WINGS

Cultural Organizations

African Student Union
Angeles Latines
Asian Studies Club

Association of Latino Professionals for America
Black Student Union
La Tertulia Spanish Club
Le Cercle Francais
Tavola Italiana Italian Club

Service Organizations

Angels United
Iris Impact Initiative

Classes

Freshman Class
Sophomore Class
Junior Class
Senior Class

Publications

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

Event Planning Associations

Meredith Activities Board
Meredith International Association
Meredith Recreation Association

Religious Organizations

BRIDGE Meredith
Cru
Delight Ministries at Meredith
Fellowship of Christian Athletes
Interfaith Alliance
InterVarsity Christian Fellowship
Jewish Student Association
Muslim Student Association
Pagan Angels Association
RUF-Reformed University Fellowship
Summit College

Clubs

American Chemical Society
American Society of Interior Designers
Angels for Disability Advocacy
Angels for the Environment

Angels in Economics
Artists' Alliance
Broyhill Business Fellows
Canaday Math and Computer Science Club

English Colton Club
Extra Theatre Company

F.I.R.E. – Fierce International Rhythmic Experience
First Generation Empowerment Network
Healthier Meredith Minds
History, International Studies, Political Science, and Religion Club

Meredith Advocates for Young Children
Meredith Alliance for Children in Healthcare Settings
Meredith Angels Dance Team
Meredith Anime Club
Meredith Association of Family and Consumer Sciences
Meredith College Dance Crew
Meredith College Democrats
Meredith College Educators
Meredith Dance Association
Meredith Fashion Association

Meredith Global Justice Collective
Meredith Health Professions Society
Meredith Hues Organization

Meredith Motorsport Society
Meredith Nutrition and Wellness Association
Meredith Pre-Dental Society
Meredith Student Veterans of America

Morgan's Message
PEARLS
Phi Beta Lambda – Business Club

Political Advocacy and Civic Engagement (P.A.C.E.)
Pre-Law Club
Psychology Club
Queer Space
Raleigh Magic Club
Social Work Club
Society for Human Resource Management
Sociology and Criminology Club
Sports Science Association

Voices of Angels Debate Club

Honor Societies

Alpha Kappa Delta (Sociology)
Alpha Lambda Delta (First Year Students)
Alpha Psi Omega (Theatre)
Alpha Sigma Lambda (Adult Students)
Beta Beta Beta (Biology)
Chi Alpha Sigma (Athletics)
Edwin H. Sutherland (Criminology)
Gamma Sigma Epsilon (Chemistry)

Kappa Omicron Nu (Human Environmental Sciences and Nutrition, Health and Human Performance)
Kappa Pi (Art)
Lambda Pi Eta (Communication)
Omicron Delta Epsilon (Economics)
Phi Alpha (Social Work)
Phi Alpha Theta (History)
Phi Kappa Phi (All Disciplines)
Pi Delta Phi (French)
Pi Kappa Lambda (Music)
Pi Mu Epsilon (Math)
Pi Sigma Alpha (Political Science)
Psi Chi (Psychology)
Sigma Delta Pi (Spanish)
Sigma Tau Delta (English)
Silver Shield (Leadership)
Theta Alpha Kappa (Religion)

Academic Policies and Procedures

Meredith College requires that students complete a minimum of 124 credit 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 completed at Meredith in the major field. A student's program of study includes 42-53 credit hours of [general education](#) courses and all courses required in at least one [major field](#). Many majors include courses that fulfill general education requirements in their programs-thus reducing the total credit hours "spent" on general education. Major field requirements range from 30 to 99 credit 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 please refer to the [Degrees and Certificates](#) section.

Types of Degrees

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

TYPES OF DEGREES

Bachelor of Arts

Art Education	English	
Biology	Environmental Sustainability	Psychology
Chemistry	Graphic Design	Religious Studies
Communication	History	Sociology
Computer Science	International Studies	Spanish
Criminology	Mathematics	Studio Art
Dance	Music	Theatre
Economics	Political Science	

Bachelor of Science

Biology	Fashion Merchandising and Design
Business Administration	Food and Nutrition
Chemistry	Health, Exercise, and Sport Sciences
Child Development	Interior Design
Computer Science	Mathematics
Family and Consumer Science	Public Health

Bachelor of Science in Nursing

Nursing

Bachelor of Social Work

Social Work

Bachelor of Music

Music Education
Music Performance

Students may choose to complete one degree with one or more majors (124 credit hours required) or two different degrees (ex. BA and BS) (155 credit hours required).

Students may not earn two of the same degrees (ex. two BA degrees) at Meredith College, but may complete one degree with multiple majors (124 credit hours required).

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 their 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. They must meet all the requirements for the second degree.
2. They must complete a minimum of 31 additional credit hours in residence beyond requirements for the first degree (155 credit hours minimum).

A student admitted to Meredith College who possesses a Bachelor's Degree from a regionally accredited institution may qualify to have their Meredith [General Education requirements](#) declared completed.

Completion of general education requirements will be determined in accordance with College policy by the Office of the Registrar when a student applies as an undergraduate degree-seeking student.

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 Provost and the Academic Council.

All undergraduate degrees granted by Meredith College require the completion of a minimum of 31 credit hours completed in residence, and 24 of the last 30 credit hours must be completed 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. Refer to the Admissions section for [admissions requirements and procedures](#).

Choice of Catalogue

The catalogue for the year in which a student enters Meredith College governs the degree requirements during their period of enrollment. Students may elect to follow degree requirements published in that or any subsequent catalogue in force during their 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 they are 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.

Policy for Awarding Academic Credit and Definition of a Credit Hour

Meredith College employs sound and acceptable practices for determining the amount of credit awarded for the courses offered. The majority of credit courses

offered at the College involve face-to-face instruction in a classroom with appropriately credentialed college faculty; some courses feature alternative modes of instruction, including internships, field placements, directed studies, independent studies, hybrid, and online instruction.

The College operates on a traditional semester calendar, in which students typically meet weekly over an entire 14-week semester followed by exams. Course credit is awarded in credit hour units, with one credit hour representing one weekly instructional hour (50 minutes) throughout a semester or its equivalent and two hours of out of class work each week, as per federal requirements (see Federal Code of Regulations, §600.2 Definitions). The College's academic calendar is developed by the Academic Council each year before being approved by the College's Executive Leadership Team (ELT). The academic calendar ensures that the appropriate number of class meetings and instructional hours are offered each semester. The most common course length for Meredith undergraduate students is either three times a week for 50 minutes at each meeting or twice a week for 80 minutes at each meeting. Additionally, the course length for graduate students is either twice a week for 80 minutes at each meeting, or once a week for 150 minutes. Courses carrying fewer credit hours meet for proportionally fewer hours – some for less than a full semester in duration. Certain specialized courses such as lab, physical activity, performance, and studio courses have more weekly contact hours than credit hours.

College courses taught in the summer, online/hybrid, or abroad are equivalent in learning outcomes and thoroughness and are typically the same in the number of instructional hours as regular semester classes on campus. In addition to the classroom instructional time, Meredith offers numerous classes in which face-to-face instruction is supplemented by an online component – whether students are consulting online texts, viewing academic films streamed via the college server, conducting discussions remotely, or sharing assignments with faculty and classmates via electronic media.

Online courses are offered according to the established academic calendar each semester. Instructional delivery equivalent to 3 credit hours of contact time, as described above, are typically offered via one or a combination of the following methods, a) regular web-based synchronous sessions using video-conferencing software, taught by the faculty at times scheduled in advance, and b) academic engagement through interactive tutorials, video lectures, online chats, group discussions moderated by faculty, virtual study/group projects, engaging with class peers and computer

tutorials graded and reviewed by faculty. Each instructor will determine the appropriate mix of activities to equal the credit hour requirement.

For credit-bearing experiential learning courses that take place beyond the classroom such as internships and field placements, guidelines are set by the academic departments regarding how the course time frame will meet or exceed the hourly limits outlined above. Generally speaking, an academic department requires a minimum of 40 hours in the experiential learning setting for each hour of credit.

In short, the College awards college credit only after a student's successful completion of an approved course or their demonstration on a national or departmental test that the requisite knowledge, skills, and competencies have been mastered.

Academic Planning and Advising

Upon entering Meredith, a student is assigned an academic advisor, based on their indicated major of interest, who will work collaboratively with the student to plan course schedules and explore their 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 Advising](#) in the Student Success Center (first floor of the Park Center or 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 their 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 the student's

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 completed at Meredith in a student's major.

A major requires a minimum of 30 credit hours and a maximum of 80 credit hours (including prerequisite courses). A major may exceed 80 credit hours for a professional degree or when mandated by an accrediting or licensing agency. At least 35% of the credit hours required for a major must be completed 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 completed 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 credit 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 credit 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 credit 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](#), and 100-level foreign language courses are not considered prerequisites and are not part of the major credit 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, the student should talk with their advisor about course sequences and offerings in their 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 Advising 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 credit hours; (b) a unifying theme; (c) a core discipline of 18-21 credit hours and two additional related disciplines or 12 credit hours from each of three separate disciplines; and (d) a 3 credit 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 their 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 from the chair of Academic Council. 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 their 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 corequisite 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 completed at Meredith in a student's minor. Minors require a minimum of 18 credit hours, with study in upper division courses. A minimum of 50% of the credit hours required for the completion of a minor must be completed 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 credit 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 chair or other faculty in their chosen field of study and submitting a Declaration of Major form to the Office of the Registrar. Students follow 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](#).

Advising in the Major Field

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

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 will comply with FERPA to protect student educational records from unauthorized access. Questions concerning FERPA can be answered in the [Office of the Registrar](#) in Johnson Hall-East Wing or (919) 760-8593.

Meredith College has the right to release the following directory information without a student’s prior consent:

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

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

Meredith College is permitted by law to release and share your student educational records and personally identifiable information without your prior consent to the following parties:

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

- Appropriate persons in connection with an emergency if such knowledge is necessary to protect the health or safety of a student or other person

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

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

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

Procedures for Accessing Education Records

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

Definitions

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

Records are information records in any medium, including, but not limited to, the following; handwriting, print, electronic media, tapes, film, microfilm, and microfiche. Educational records do not include: (1)

personal notes, (2) records available only to law enforcement personnel, (3) employment records, unless the student's status is a condition of employment or (4) medical and psychiatric records, (5) directory information previously defined.

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

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

Eligible parents are those who have satisfied Section 152 of the Internal Revenue Code of 1954 and who present such proof to the Office of the Registrar. Normally the proof will be a certified copy of the parent's most recent Federal Income Tax Form.

Exclusions

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

- Financial records of parents or any information therein;
- Confidential letters and statements of recommendation which were placed in the education record prior to January 1, 1974;
- Records to which access has been waived by the student. (This exclusion applies only if a student, upon request, is notified of the names of all persons making confidential recommendations and if such recommendations are used solely for the purpose for which they were intended.)

Destruction of Education Records

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

Registering for Courses: Registration Materials

Registration instructions and class schedules are available from the [Office of the Registrar](#) on Self Service 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 add/drop period — the first five class days of the semester.

Course Load and Overloads

The student wishing to graduate in four years should take 15–16 credit hours per semester. A full-time course load ranges between 12 and 18 credit hours. Students on academic recovery should read the section on [Satisfactory Progress, Academic Recovery, and Suspension](#) for their course load guidelines. A student who wishes to take a course overload of more than 18 credit hours must have approval from the Registrar. A student seeking overload permission may take no more than 9 credit hours of half-semester courses.

Adding and Dropping Courses

An add/drop period running for the first five days of each semester offers students an opportunity to adjust their class schedule. Courses dropped during this period do not appear on the 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 credit hours. A grade of W is included in the calculation of attempted credit 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 to drop a course with a W will be considered upon appeal for medical or other documented emergencies and must include documentation demonstrating the student's 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. Students who meet the criteria may request to appeal for a late drop with a grade of W by completing the [Petition for a Course Drop with a W after the Deadline](#).

Students seeking to drop a course with a W after the deadline must submit their petition by the last day of classes for the semester in which the course is taken. Petitions submitted after the last day of classes are not eligible for review.

Classification

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

Classification	Semester credit 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 Commission on Colleges or by an equivalent regional accrediting association. The candidate will receive credit for the courses acceptable for an undergraduate degree at Meredith for which they 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 completed (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 credit hours, and if the credits were earned under a quarter system they will be converted to semester credit hours.

Students, who transfer to Meredith College without having completed an Associate of Arts or Associate of Science degree from a regionally accredited college or university, 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 chair. Likewise, credits earned 10 or more years prior to application will be evaluated under consultation with the Department Chair.

General education requirements will be considered met for students with an Associate of Arts or Associate of Science degree granted by a regionally accredited college or university.

Articulation Agreement

In December 2011, Meredith College initially signed an independent comprehensive articulation agreement with the North Carolina Community College System. This agreement was revised in 2015. Students who have completed an Associate of Arts (AA) or Associate of Science (AS) from a college in the North Carolina Community College System, have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of C or better in all transferable courses counting toward the degree from a college in the North Carolina Community College System, are eligible to transfer under the articulation agreement. Students transferring under the articulation agreement will be recognized as having fulfilled all general education requirements for the completion of a Meredith College baccalaureate degree. Students with an AA or AS admitted under the Independent Colleges Articulation Agreement (ICAA) will also be recognized as having met all general education requirements.

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, they must write the [Office of the Registrar](#) indicating that the course has been completed and requesting that the advanced placement credit be added to the student's academic record.

Credit Opportunities for High School Advanced Placement Courses

AP Exam	Score	Credit Hours Granted	College Courses Satisfied
African American Studies	3,4,5	3	Cultural Elective
Art History	3,4,5	3	Art History Art 222
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 Lab Elective
Chemistry	3	4	Chemistry 111, 141
	4,5	8	Chemistry 111, 141, 112, 142
Computer Science A	3,4,5	3	Computer Science 190
Computer Science AB	3,4,5	6	Computer Science 190, 212
Computer Science Principles	3,4,5	3	CS Elective (fulfills Natural Sci./Math/CS elective in General Education)
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	Literature elective (fulfills general education literature requirement)
Environmental Science	3,4,5	4	General Elective (fulfills the Natural Sciences, Mathematics or CS elective in general education)
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)

AP Exam	Score	Credit Hours Granted	College Courses Satisfied
	4, 5	6	German 205, 206 (fulfills the FL requirement in general education)
Government & Politics, Comparative	3,4,5	3	Political Science 204
Government & Politics, US History—European	3,4,5	3	Political Science 100
History—United States	3	3	History 102
	4, 5	3	History Elective (fulfills cultural elective in general education)
			History 214 or History 215 (fulfills the US Perspective and cultural elective in general education)
History—World	3,4,5	3	History Elective (fulfills cultural elective)
Human Geography	3,4,5	3	General Education behavioral and social science elective
Italian Language	3	3	ITA 205 or 206 (fulfills the FL requirement in general education)
	4, 5	6	ITA 205, 206 (fulfills the FL requirement in general education)
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 191
Mathematics—Calculus BC	3,4,5	8	Mathematics 191, 212
Music Theory	3,4,5	3	Music 100
Physics 1	3	4	Physics Lab Elective
	4,5	4	Physics 207, 247
Physics 2	3	4	Physics Lab Elective
	4,5	4	Physics 208, 248
Physics C: Mechanics	3	4	Physics Lab Elective
	4,5	4	Physics 211, 241
Physics C: Electricity & Magnetism	3	4	Physics Lab Elective
	4,5	4	Physics 212, 242
Psychology	3,4,5	3	Psychology 100
			Spanish 205 or 206 (fulfills the FL requirement in general education)
Spanish Language	3	3	Spanish 205, 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 175

Meredith College International Baccalaureate Policy

IB Subject	Min. Score Accepted	Semester Credit Hours Awarded	Meredith Equivalent
Art/Design Option A (Studio Work)- SL	5	3	Art elective (Studio)
Art/Design Option B (Research Workbook)-SL	5	3	Art elective
Art/Design Option A&B- HL	5	6	Art elective (Studio)
Biology - HL	5	4	BIO 111/141 or BIO 112/142
Business & Management - SL	5	3	BUS 150
Business & Management - HL	5	6	BUS 150 and a business elective
Chemistry - SL	5	4	CHE 111/141
Chemistry - HL	5	8	CHE 111/141, CHE 112/142
Classical Languages - SL	5	3	Aesthetics and Art elective
Classical Languages - HL	5	6	Aesthetics and Art elective
Computer Science - HL	5	3	Computer Science elective
Dance - SL	4	3	Dance Elective DAN 160 (2), Dance elective (4)
Dance - HL	5	6	ECO 100/101
Economics - HL	5	6	Literature elective
English (Language A1) - HL	5	3	BIO 225/265
Environmental Systems and Societies	5	4	
French - SL	5	3 after completion of 6 credit hours at Meredith	
French - HL	5	6 after completion of 6 credit hours at Meredith	
Geography - SL	5	3	Behavioral & Social Science elective
Geography - HL	5	6	Behavioral & Social Science elective
German - SL	5	3 after completion of 6 credit hours at Meredith	
German - HL	5	6 after completion of 6 credit hours at Meredith	
History - HL	5	3	History elective
Information Technology in a Global Society	5	3	Elective
Islamic History - HL	5	3	History elective
Mathematics - HL	5	4	MAT 191
Music - SL	4	3	MUS 214
Music - HL	5	3	MUS 100
Philosophy - HL	5	3	Elective
Physics - SL	5	4	PHY 211/241
Physics - HL	5	8	PHY 211/241, PHY 212/242
Psychology - HL	5	3	Psychology Elective

IB Subject	Min. Score Accepted	Semester Credit Hours Awarded	Meredith Equivalent
Social & Cultural Anthropology 4 - HL	4	3	SOC 260
Spanish - SL	5	3 after completion of 6 credit hours at Meredith	
Spanish - HL	5	6 after completion of 6 credit hours at Meredith	
Theatre - SL	4	3	THE 114
Theatre - HL	5	3	THE/ENG 350
Visual Arts - SL	5	3	Art Elective

SL- Subsidiary Level HL- Higher Level

College Level Examination Program (CLEP) Examination*

CLEP Examination	Min. Score Accepted	Amount of Credit Hours 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 303
Marketing, Principles of	50	3	BUS 360
Foreign Languages			
French, Level 1	50	3	FRE 101
German, Level 1	50	3	GER 101
Spanish, Level 1	50	3	SPA 101
History & Social Sciences			
American Government	50	3	POL 100
Educational Psychology, Introduction to		NONE	
History of the United States I: Early Colonization to 1877	50	3	HIS 214
History of the United States II: 1865 to the Present	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: Ancient Near East to 1648	50	3	HIS 101
Western Civilization II: 1648 to the Present	50	3	HIS 102
Composition & Literature			
American Literature		NONE	
Analyzing & Interpreting Literature		NONE	
Composition, Freshman		NONE	

CLEP Examination	Min. Score Accepted	Amount of Credit Hours Granted	Equivalent Course(s)
English Composition (with or without essay)		NONE	
English Literature	50	NONE	
Humanities	50	3	
Science & Mathematics			
Biology		NONE	
Chemistry	50	6	CHE 111, 112
Calculus with Elementary Functions	50	3	MAT 191
College Mathematics	50	3	
Natural Sciences	50	3	
Trigonometry	50	3	MAT 170

** Students must complete a course at Meredith College in the same department or area with a grade of at least a C before receiving CLEP credit.*

Off-campus Study Credit

A student may elect to study for a single semester at another college or university while retaining their status as a Meredith student. This arrangement allows the student to return to Meredith the following semester without having to apply for re-admission. Prior to the student beginning their study at another institution, they must submit an off-campus credit application. This form can be found on the [Office of the Registrar's](#) website and requires the approval of the student's advisor, Department Chair and/or Director of General Education, and the Registrar.

Cooperating Raleigh Colleges

Meredith College, North Carolina State, Saint Augustine's, William Peace, Shaw University, and Wake Technical Community College 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. Students may *not* audit a course as part of CRC. Questions about these courses should be directed to the [Office of the Registrar](#).

A student may take up to three courses per year during the fall and spring semesters through the CRC agreement. Students 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. Online course approvals are at the discretion of the host institution and are not guaranteed.

A student is not eligible to take CRC courses during their first year. Exceptions will be made for students in the dual-degree engineering or other cooperative programs.

Special Studies

A student may expand their 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 chair of the department or school which grants the credit. Up to 4 credit hours may be earned in a special studies course per term 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 (949) A course on a 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, and Special Studies form submitted by the Department, the special studies options listed above require a Special Studies form, submitted by the student, available in the Office of the Registrar. The completed form must be submitted to the [Office of the Registrar](#) 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 the [P/F options](#).

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 credit hours.

498 HONORS THESIS Open to juniors and seniors in the Honors Program and/or Teaching Scholars Program who will formulate and execute an original research project at an advanced level. Maximum credit provided is 4 credit 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 credit 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 credit 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 credit hours of credit toward graduation for each 299 and 499.

Students may receive no more than a maximum total of 12 credit 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 Office of the Registrar. 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 offers summer courses on a variety of schedules. Registration begins in early spring each year. Students register for summer courses with advisor's approval. More information can be seen on the [Summer School website](#). A student who plans to attend summer school at another accredited institution makes application for transfer credit on an [off-campus credit application](#) available on the [Office of the Registrar's website](#). They secure for specific courses written approval of their advisor, Department Chair and/or Director of General Education, and the Registrar. Failure to obtain prior approval may result in the coursework being deemed unacceptable for transfer to Meredith. 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. Residence credit requirements apply.

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 of the student's last 30 credit hours at Meredith College. If 4 credit hour courses are involved, 22 of the last 30 credit hours will suffice. For a student who plans to study abroad their senior year, completing 15 of their last 30 credit 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 4 hours credit is permitted. A student who plans to complete their graduation requirements in December may take as

many as 12 credit hours (or 14, if 4 credit hour courses are involved) at another institution during the summer immediately prior to their final semester, provided they have prior approval and complete at least 12 credit hours at Meredith during each of the student's last two regular semesters.

If a transfer student enters from a two-year institution, they must complete at least 60 credit hours from accredited four-year institutions in order to graduate.

All undergraduate degrees granted by Meredith College require the completion of a minimum of 31 credit hours completed in residence, and 24 of the last 30 credit hours must be completed in residence. A minimum of 50% of the credit hours required for completion of a Meredith major and a minor must be completed 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).

Off Campus Transfer Credit

Prior to a student beginning their study at another institution, they must submit an off-campus credit application. This form can be found in the [Office of the Registrar](#) and requires the approval of the student's advisor, Department Chair and/or Director of General Education, and the Registrar. Failure to obtain prior approval may result in the coursework being deemed unacceptable for transfer to Meredith.

Credit in Music

Of the 124 credit 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. This policy does not apply to majors in Music where additional ensemble credits are required. (See the [Courses](#) section for list of ensemble courses.)

Credit in Physical Education and Dance

Of the minimum 124 credit hours required for graduation, no more than 8 credit hours may be physical education and/or dance activity courses. Exceptions to the maximum of 8 credit hours are made for students majoring or minoring in Dance, and must be approved by the chair and by the Senior Vice President and Provost, or the Registrar. Activity courses completed for a grade are 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 [Career Planning Office](#). Participants complete both work and academic assignments for evaluation. 1 to 4 credit hours of academic credit may be earned for each work experience. Up to 8 credit hours of cooperative education credit may be applied to the 124 credit hours required for graduation.

Auditing Courses

Auditing is an arrangement under which a student participates in but does not earn credit for a course. Advisor approval is required. 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 the student's 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

All undergraduate students may repeat a course they have taken at Meredith in order to improve their grade. The student should do so in the semester following the first attempt or as soon as the course is offered again. If they repeat the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student cannot repeat a Meredith course at another college in which they have earned a grade of D or higher. 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. 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, they must retake only the one they did not pass. If the student drops either component, they 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 the student's overall or Meredith average, and they are not included in credit hours counted for Provost'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 credit hours earned toward graduation.

Academic Recognition and Graduation

Provost's List

At the end of each semester a Provost'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 attend and completed a full-time course-load during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Provost's List for that semester.

Graduation

Students may graduate in May, July, 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 October 20; December graduates file by March 20. Students who plan to complete work at Cooperating Raleigh Colleges or credit at another college in the semester/term they plan to graduate, must indicate this plan when they file for graduation. Degrees are awarded three times per year on July 31, August 31, December 31 and the May commencement 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 credit hours earned at Meredith College to earn distinction.

As May candidates for graduation are participating in a commencement ceremony prior to the submission of final grades, final distinction cannot be calculated. The commencement program will list the student's distinction status as of the preceding fall term. Final distinction will be noted on the student's diploma.

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 be cleared for graduation by the [Office of the Registrar](#). Participation in the ceremony is open to students who have completed requirements in May or the preceding July, August or December.

Students who are candidates for July or August graduation may petition to participate in the May graduation ceremony. They must document that all requirements for the degree will be met by the July or August graduation date. Students must be in good academic standing with the College effective with the end of the preceding fall term (December). They must complete the online Petition to Participate in the May Commencement Ceremony by April 1.

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 credit 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. The requirements for completion of a course for a grade, as well as the deadline for completion of the work, will not be extended in the case of leave of absence or withdrawal from the college.

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. If a Z is not completed by the final class day of the next semester, it automatically becomes an F. The requirements for completion of a course for a grade, as well as the deadline for completion of the work, will not be extended in the case of leave of absence or withdrawal from the college.

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.

AH Successful completion of honors program contract with a grade of A.

BH Successful completion of honors program contract with a grade of B.

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.

Repeated Courses

All undergraduate students may repeat a course they have taken at Meredith in order to improve their grade. The student should do so in the semester following the first attempt or as soon as the course is offered again. If they repeat the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student cannot repeat a Meredith course at another college in which they have earned a grade of D or higher. Grades for courses repeated elsewhere will not improve the Meredith quality point ratio.

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 activity classes are taken automatically pass/fail and some are taken automatically for a letter grade. A student may elect to change how a course is graded for them according to the following policy. Grade change requests of this nature must be received in the [Office of the Registrar](#) according to pass/fail election deadlines, as noted in the academic calendar.

All PED activity classes and DAN activity classes at the 100 level are taken pass/fail. Students who have fulfilled the Health and Physical Learning component of [General Education](#) may elect to take them for a letter grade. Students who have fulfilled the Health and Physical Learning component of General Education and who need these courses to fulfill major requirements must take them for a grade.

DAN activity courses at the 200, 300, and 400 level are taken for a grade. Students may take these courses as pass/fail to fulfill the Health and Physical Learning Component of [General Education](#).

Some courses are taught only for pass/fail grading. Courses designated Pass/Fail Only are excluded from the following Pass/Fail restrictions:

- A student may elect to take a total of two courses for pass/fail grading. These courses must be taken during the student's junior year and/or senior year and may not include any course required for their 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 their major for pass/fail grading.
- Only one such course may be elected during a single semester.
- 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.
- 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 do not impact the student's grade point average. If an F is earned, the credit does impact the student's grade point average.

Guidelines for Incomplete Grades

- An Incomplete grade is appropriate for limited amounts of work due late in the semester (typically after the last day to withdraw) when extraordinary circumstances prevent the completion of required coursework within the time limits previously established.
- An Incomplete is only appropriate when the student's record in the course is such that the successful completion of the indicated coursework would provide the student with an opportunity to pass the course.
- An Incomplete grade is always at the discretion of the instructor. Approval is not guaranteed.

- There are some courses for which an Incomplete grade may not be appropriate.
- Students should be mindful of the impact that an Incomplete grade may have on course prerequisites, progress towards graduation, Provost's List eligibility, and financial aid. Students are encouraged to discuss the impact of Incomplete grades with their advisor, the Office of the Registrar, and the Office of Financial Aid.

Mid-term Progress Reports

Midway into each semester, instructors provide the Office of the Registrar with progress/midterm reports for those students whose performance in class indicates work at the D or F level. Not a permanent grade, this report is an indication of the student's progress thus far in the current semester. Mid-term progress reports are available on Self Service.

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 provided to the student as an unofficial transcript through Self-Service shortly after the end of the semester. The student may also purchase an official transcript through the [Office of the Registrar's](#) website.

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 credit hours attempted. A course that is repeated does not count toward additional credit 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 credit hours attempted figure.

Grade Appeals

Students with a concern about a final course grade, should first discuss the matter with the course instructor. It is the instructor's responsibility to explain

course requirements, grading criteria, and the basis for the assigned grade. If the concern is not resolved through conversation with the instructor, the next step is to meet with the academic department chair and discuss the concern.

A grade appeal may be submitted when you have met with the instructor and academic department chair and still believe that the final grade was affected by factors other than their academic performances. Grounds for appeal may include:

- A clerical, administrative, or mathematical error in calculating or recording the grade;
- Arbitrary or inconsistent grading that is not supported by the course syllabus, stated grading criteria, or academic performance;
- Personal bias, discrimination, harassment, or other improper considerations that may have affected the assignment of the grade; or
- Other circumstances that resulted in the grade being assigned in a manner inconsistent with College policy.

Disagreement with an instructor's professional judgment regarding the quality of academic work, by itself, is not sufficient grounds for a grade appeal.

Any grievance concerning a final grade that has not been satisfactorily resolved with the instructor and department chair may be appealed by submitting a [Grade Appeal Form](#) to the Associate Provost of Academic Affairs. *Grade appeals must be submitted within eight weeks of receiving the grade.*

The Associate Provost of Academic Affairs will review the appeal and may consult with the instructor, academic department chair, and other appropriate academic administrators before making a determination. Students will be notified of the outcome through their Meredith College email account.

Satisfactory Progress, Academic Recovery, and Suspension

Satisfactory Progress, Academic Recovery, and Suspension

Students at Meredith College are expected to maintain both a minimum cumulative and semester GPA as outlined below. A student's academic standing is determined by the state of both grade point averages. Possible standings include good standing, academic alert, academic recovery, and academic suspension (definitions below).

Total Credit Hours Attempted	Minimum Expected Meredith GPA
1-59	1.8
60 and above	2.0
Semester Credit Hours Attempted	Minimum Expected Semester GPA
6 or more	2.0

- When a student's cumulative GPA and semester GPA are above the minimum expected Meredith GPA, they will be considered in good standing.
- When a student's cumulative GPA is above the minimum expected Meredith GPA but their semester GPA is below, they will be placed on academic alert for the following semester.
- When a student's cumulative GPA is below the minimum expected Meredith GPA but their semester GPA is above, their academic status will remain the same. Therefore, if the student is on academic recovery, they will remain on academic recovery the following semester.
- When a student's cumulative GPA and semester GPA are below the minimum expected Meredith GPA:
 - If in good standing, the student will advance to academic recovery for the following semester
 - If on academic recovery, the student will advance to academic suspension for the following semester
 - If a student fails all courses in a semester in which six or more credit hours are attempted, they will advance to academic suspension for the following semester, regardless of their previous standing.

Good Standing

When both a student's cumulative GPA and semester GPA are above the minimum expected Meredith GPA, the student is in good academic standing. If a student who is currently on academic recovery finishes the semester with both a cumulative and semester GPA above the minimum expected GPA, the student will return to good standing for the following semester.

Academic Alert

When a student's semester GPA falls below 2.0 but their cumulative GPA remains above the minimum expected Meredith GPA, the student will be placed on academic alert for the following semester. Academic alert is a warning mechanism used to notify the student that they have fallen below the necessary GPA needed in order to graduate. A student on academic alert is strongly encouraged to (1) repeat courses in which a D or F is earned and (2) work with their faculty advisor to set goals for the upcoming semester so that they do not later advance to academic recovery.

Academic Recovery

When both a student's cumulative GPA and semester GPA are below the minimum expected Meredith GPA and the student is presently in good standing, they will advance to academic recovery for the following semester. For a student currently on academic recovery whose cumulative GPA is below the minimum expected Meredith GPA but their semester GPA is above, the student will remain on academic recovery for the following semester.

A student on recovery must conform to the following guidelines the next semester in which they are enrolled:

- Register for no more than 15 credit hours;
- Repeat *at least* one course in which you earned a "D" or "F," unless no such courses are offered or you and your advisor agree that another course could better prepare you for success in your future attempts;
- Enroll in [ENG 111](#), if you have not completed the general education composition requirement;
- Schedule and attend *at least* three meetings with a recovery coach in the [Student Success Center](#);
- Complete an Academic Success Action Plan.

Failure to satisfy all of these requirements will result in a delay of future class registration until the student completes their academic success workshop and reviews their action plan for academic improvement with their coach in the [Student Success Center](#).

Students may be encouraged to attend summer school at Meredith College to improve their academic standing. Students on academic recovery 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 recovery should meet with their coach in the [Student Success Center](#) to understand fully how future course work taken at Meredith or other schools may impact their progress toward a degree.

If a student wishes to appeal their academic standing or any corresponding requirements, the student must submit an appeal in writing to the Academic Standing Appeals Committee by 5:00 p.m. on the Wednesday before classes begin for the next semester (fall or spring). Contact the [Office of the Registrar](#) at registrar@meredith.edu for more information.

Academic Suspension

When a student's cumulative GPA and semester GPA are below the minimum expected Meredith GPA and said student is presently on academic recovery, the student will advance to academic suspension for the following semester. Also, any student failing all courses in a semester in which six or more hours are attempted will be immediately suspended.

A student may make up deficiencies at Meredith during the summer sessions. If the student's summer course work does not raise their Meredith GPA to the minimum standard established for retention (see above), the student will be suspended.

A suspended student may apply for readmission after sitting out at least one regular semester (spring or fall), and, if readmitted, enroll for any subsequent semester if space is available. To be eligible for readmission, a student must submit the Application for Readmission. This application can be found online at the Meredith College [Office of Admissions website](#) and requires an application fee. Applications for readmission must be submitted a minimum of three weeks before the start of the term in which the student wishes to enroll. A readmitted student is on academic recovery, must follow the guidelines of recovery, and must raise their Meredith GPA to the minimum standard outlined above. Students on academic recovery will follow the same guidelines as before, meaning that the student's cumulative and semester GPAs will impact whether or not the student returns to good standing, remains on academic recovery, or advances to a second suspension.

If a student wishes to appeal their academic standing or any corresponding requirements, the student must submit an appeal in writing to the Academic Standing Appeals Committee by 5:00 p.m. two weeks before classes begin for the next semester (fall or spring). Contact the [Office of the Registrar](#) at registrar@meredith.edu for more information.

Withdrawal from the College and Request for Leave of Absence

Withdrawal from the College and Request for Leave of Absence

Students who plan to stop attending classes before the last day to withdraw with a grade of a W should complete the Withdrawal from the College or Leave of Absence Application form. Tuition, fees, and financial assistance adjustments are determined based on the date the withdrawal form is received in the [Office of the Dean of Students](#) or the leave of absence form is received in the [Office of the Registrar](#).

- A Withdrawal from the College means the student is ending their enrollment at Meredith College before the semester is over and does not plan to return within the next 180 days. Students who withdraw from the College must apply for readmission if they wish to return in a future semester.

- A Leave of Absence allows students to temporarily step away from Meredith College while planning to return within 180 days. Students approved for a Leave of Absence remain active students and do not need to apply for readmission if they return within the approved leave period.
- Stopping attendance is not the same as officially withdrawing or taking a leave of absence from the College. Students who stop attending classes without submitting the Withdrawal from the College or Leave of Absence Application Form will remain enrolled and will receive the final grades earned in their courses. Simply not attending class does not remove a student from their classes or cancel their enrollment.

Official withdrawal is effective only after the required request has been submitted and processed by the College.

Withdrawal from the College

Students who wish to end their enrollment at Meredith College need to complete the [Withdrawal from the College Form](#).

Please Note:

1. During the first five class days (add/drop period)
Students who withdraw from the college during the first five class days of the semester
 - Will be dropped from all registered courses
 - Said courses will not appear on their academic transcript
2. After the first five class days
Students who withdraw after the add/drop period but on or before the published last day to drop a course with a W:
 - Will receive a grade of W in all ungraded courses
 - A grade of W does not affect the GPA
 - A grade of W counts as attempted credit hours and may affect financial aid eligibility and satisfactory academic progress
3. After the withdrawal deadline
If the deadline to withdraw with a grade of W has passed, students must use the [Petition for Withdrawal from the College after the Published Deadline to Withdraw form](#). Late withdrawals are considered only for documented medical or other extraordinary circumstances.

Application for Re-Admission

A student who has withdrawn from the College must submit an application for readmission to re-enter the College. Students who receive an approved leave of

absence will remain as active students and do not need to reapply for readmission to return to the College if returning within 180 days of their approved leave.

Leave of Absence Request

A currently enrolled student may apply for a Leave of Absence for up to 180 days (typically one semester) without having to apply for readmission, provided they are in good academic, social, and financial standing at Meredith.

Students are considered to be in good standing if they:

- Academic Standing: Are not on Academic Recovery or Academic Suspension at the end of the term in which they apply for the leave.
- Social Standing: Do not have a social standing hold from the Office of the Dean of Students on their student record for not completing a required sanction or having a pending student conduct case. Students on suspension, delay of graduation, or who have been expelled are also not considered to be in good social standing.
- Financial Standing: Have paid all tuition, fees, and other charges in full.

Students who meet these eligibility requirements may submit a [Leave of Absence Request Form](#).

Please note that submission of a request does not guarantee approval.

A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. Students who are withdrawn or who do not comply with the leave of absence policy must complete the readmission process outlined in the Undergraduate Catalogue.

Please Note: Undergraduate students who plan to take courses at another institution while on a leave of absence from Meredith College must complete the [Application for Off-Campus Credit Form](#), obtain all required approvals, and submit the completed form to the Office of the Registrar at Meredith before enrolling in those courses.

Resident Student Impact

A student who withdraws or receives an approved leave of absence from the College and lives on campus is expected to vacate their residence room or apartment within 48 hours or through arrangement with Residence Life. They must also return any college loaned equipment issued during their attendance.

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.

Involuntary Withdrawal

Involuntary Course Withdrawal: The College may immediately remove, suspend, or restrict a student from any class for significant disruption. This may result in the student being involuntarily withdrawn from the course. For full information about the involuntary withdrawal policy, see the [Undergraduate Student Handbook](#).

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 can view/print an enrollment verification by logging into their record in Self Service.

Transcripts

Official transcripts may be ordered through the [National Student Clearinghouse](#). The transcript request fees are noted online, and include an online processing fee per recipient. Same day requests may be made in person to the Office of the Registrar. Please contact the office for specific fees.

Name and Address Changes

Address changes should be made in [Self Service](#) for distribution to other offices on campus. Legal name changes for current students require specific documentation and need to be reported to the [Office of the Registrar](#). Formerly enrolled students report their changes to the [Office of Alumnae and Parent Relations](#).

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.

Strongpoints®

[StrongPoints®](#) is a defining element of the Meredith College experience and a signature initiative designed

to help students discover who they are, how they thrive, and where they are headed. Through a strengths-based and holistic approach, students explore their talents, interests, values, and goals while building the skills needed for lifelong personal and professional success.

Grounded in positive psychology and student development, StrongPoints® helps students connect their strengths to four key areas of growth: academic success, career readiness, experiential engagement, and financial well-being. Students work with faculty, staff, and certified strengths coaches to identify opportunities, navigate challenges, and make intentional decisions that align with their goals and values.

Students begin by identifying their strengths through a research-based assessment tool, CliftonStrengths, and continue developing those strengths throughout their time at Meredith through coaching, classroom experiences, workshops, campus programs, leadership opportunities, and experiential learning.

[StrongPoints®](#) is designed to help students:

- Increase self-awareness and confidence;
- Build meaningful connections with faculty, staff, and peers;
- Develop strategies for academic, personal, and professional success;
- Strengthen teamwork, communication, and leadership skills;
- Create practical financial and career plans for the future;
- Connect their strengths to purposeful involvement and career pathways;
- Graduate with the confidence and skills needed for lifelong success.

StrongPoints® also supports Meredith College's mission of educating and inspiring students to live with integrity and provide leadership for the needs, opportunities, and challenges of society by helping students broaden their perspectives, enhance their strengths, and prepare for lifelong success..

To learn more about [StrongPoints®](#), participate in programming, or schedule an appointment with a certified strengths coach, please visit the [StrongPoints MyMeredith page](#).

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 may receive financial support for research-related travel and/or materials and supplies, and they 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 the State of North Carolina Undergraduate Research and Creativity Symposium (SNCURCS) in the Fall and Celebrating Student Achievement (CSA) Day in the Spring.

Community-Based Learning

Community-Based Learning courses are those in which students take the knowledge and skills learned in a class and apply them to solve a community problem. Faculty and community partners work together to give students projects that require active learning.

Community-based learning opportunities range from a one-time service experience within a course to more fully integrated community-based learning designated courses. A community-based learning course has all the components of a regular course – students attend class, read textbooks, write papers and take tests. But in a community-based learning course, students are also asked to put course material to practice by participating in a community service project that directly relates to what they are learning in class. Some students even participate in community-based learning courses abroad.

Through community-based learning, students learn course concepts and theories in a powerful, experiential manner that promotes critical analysis of complex social issues and cultivation of skills necessary for engagement with diverse populations.

Successful completion of a community-based learning course fulfills the [general education requirement](#) for experiential learning.

Study Abroad

As life in the United States 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:

- Recognize and explain different cultural perspectives and cross-cultural transitions;
- Explain current, historical and discipline specific concepts in the context of geographical location; Navigate and use appropriate strategies to live in a different location/country;
- Articulate how international experiences relate to strengths and future plans;
- Critically reflect on and articulate examples of transformative experiences.

SUMMER ABROAD OPPORTUNITIES

Meredith Abroad Summer Regular Summer Opportunities

Each summer, the [Office of International Programs](#) offers students the opportunity to travel with Meredith faculty while earning credits toward their degree. Meredith Abroad summer programs range from 10-days to two months in length and offer between 3 and 13 academic credit hours. Longstanding Meredith Abroad summer programs are located within the United Kingdom, Italy, Spain, and Costa Rica and cover a wide range of academic disciplines. The [Office of International Programs](#) regularly offers at least 10 Meredith Abroad programs per summer with new courses and programs added annually.

Meredith in Italy

During a semester abroad with Meredith in Italy, students are immersed in Italian language and culture within Meredith's home in the heart of Tuscany. Students live and study together with Meredith faculty in the 16th century Palazzo Alberti, Meredith's study abroad location in Sansepolcro, Italy. All students will earn a full semester of Meredith College credit.

The fall semester offers a strong curriculum in Italian language, culture, arts, and the humanities. It is designed to accommodate many majors and is ideal for students seeking to completely fulfill their foreign language requirement, along with general education requirements. Many students find that sophomore year is the ideal time to participate in the Meredith in Italy fall semester program.

The spring semester offers rotating discipline-specific programming. Students will explore their fields of study through focused courses designed to fulfill major requirements. Italian and general education courses are available as well.

Meredith Affiliate Study Abroad Programs

Students seeking semester and summer study abroad programs outside of Meredith College faculty-led experiences are welcome to apply to affiliate study abroad providers through the [Office of International Programs](#). Affiliate Programs must meet the level of academic rigor, safety/risk management, student support, and cultural immersion standards of the [Office of International Programs](#). Academic courses must be approved by relevant Meredith academic departments, and all programs must be approved by relevant Meredith academic departments, and all programs must be approved by the College International Program Committee.

The [Office of International Programs](#) provides individual advising to students who are interested in these opportunities, and has existing affiliations with leading study abroad providers that meet OIP standards. All students interested in an affiliate program should begin the advising process as soon as possible. Please note that affiliate semester programs may be competitive.

In recent years, Meredith students have studied abroad in Argentina, Australia, Austria, Belgium, Botswana, Chile, China, Czech Republic, Denmark, Ecuador, Egypt, England, France, Germany, Ghana, Greece, Hong Kong, India, Ireland, Italy, Japan, Morocco, New Zealand, Peru, Russia, Scotland, South Africa, South Korea, Spain, the Netherlands and Turkey. Meredith also enjoys special partnerships for advanced French students with the Univeriste Catholique de l'Ouest in Angers, France and L'Université du Québec à Trois-Rivières in Québec, Canada.

The Honors Program

The [Honors Program](#) is a dynamic academic experience offering a rigorous interdisciplinary course of study to gifted and motivated student scholars. The program provides challenging and innovative academic experiences for student scholars who want to elevate their learning. Honors students shape their own curriculum through common course work, individualized course projects, and in-depth research.

Honors students have a team of faculty advisors to support them through their academic adventures. Each Honors student is assigned an Honors academic advisor who is well acquainted with the program and its requirements. This advisor stays connected with the Honors student in addition to their in-major academic advisor. As the student embarks on their Honors thesis project, an advisor of their choosing, guides them through the thesis process. Honors students' academic work is regularly featured in research presentations on and off campus. In addition to the academic course work, each year Honors students participate in a variety of off-campus cultural events and have an opportunity

to enjoy a weekend Honors trip featuring place-based mini courses taught by dynamic campus faculty. The Honors program provides the framework for bright motivated students to seek out challenges to expand their power of thinking analytically, critically and creatively; to reach into the unknown and increase their knowledge; to stretch their imagination; to work collaboratively and improve their communication skills; to achieve a clear sense of life purpose and direction, and to develop as a substantial and authentic individual.

Accomplished students 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 join the program in spring. Interested students — traditional, transfer, and Wings — should contact the Honors director.

The Honors Curriculum

The four-year Honors curriculum of 25-28 credit hours represents about one-fifth of the total number of credit hours required of all students for graduation at Meredith. The curriculum, which is designed to overlap with the student's general education and major requirements, includes courses that expose them 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. A successful graduate of the Meredith College Honors Program will:

- Expand the intellectual depth and rigor of their academic program by challenging themselves to delve deeper into course content both within their chosen discipline and across their 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 their chosen discipline and/or integrated across multiple disciplines.

Honors Requirements	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, ENG-220 , ENG-231 , ENG-235 , ENG-236 , ENG-245 , ENG-247 , ENG-250 , ENG-358 , or ENG-361 .
Honors laboratory science	1-4	Taken in first year; courses available in biology, chemistry and geoscience.

Honors Requirements	Credits	Description/Comments
Honors colloquia	6	Interdisciplinary, occasionally team-taught explorations of a topic. Will meet selected general education requirements. 2, 3- credit hour courses.
Honors in the major field	6	May be fulfilled with Honors courses, contractual work for Honors credit in regular courses, or independent study. Honors students are encouraged to contract upper-division courses bearing the same prefix as their major.
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 credit 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.
Total credit hours of Honors Requirements	25-28	

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 by 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 or creative 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. Following established policy, the Honors program does not accept grades below B for Honors credit in contracted courses, including the Honors thesis; and does not accept grades lower than C for Honors credit in non-contracted Honors courses, including colloquia, writing, labs, and Honors sections of elective courses, e.g. [PSY-100](#). Students receive academic credit for any course passed. 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. A minimum of 25 credit hours of Honors-related courses is required for graduation with Honors. For further information about the Honors program, please visit the [Honors program website](#).

Teaching Scholars Program

The Meredith College [Teaching Scholars Program](#) will instill a sense of mission, service, and professionalism as we prepare model teachers and future leaders to

excel in North Carolina's public schools. Both Meredith [Teaching Scholars](#) and [NC Teaching Fellows](#) are members of the program.

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 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 Scholars Program, Meredith Teaching Scholars will:

- Embrace a sense of mission, service, and professionalism in preparation for classroom teaching;
- Respond socially, culturally and ethically to a diverse society and global community;
- Develop leadership skills and decision making skills;
- Exhibit an appreciation for an academically and culturally enriched preservice program.

Students selected as a Meredith College Teaching Scholar 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 Spanish, Art, Music, Dance, Theater, Health and Physical Education, and 7-12 Family and Consumer Sciences;
- An Honors Core of 15–16 semester credit hours including an Honors Thesis.

Teaching Scholars 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 first year. Those Scholars 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	Credit Hours
Freshmen	Should take one of the following: Honors Lab Science	3-4
	or Honors English ENG-111	
Sophomore or Junior Year	Honors Education: (Choice of Education EDU-150 , EDU-232 , EDU-234 or EDU-345)	6
	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 Teaching Scholars will culminate in the Junior or Senior Year. Information regarding thesis guidelines and related forms may be found on the College [Honors website](#). Scholars will not be allowed to enroll in any thesis coursework during the internship semester, and the thesis must be completed prior to the internship. More information about other [Program](#) requirements can be found in the Teaching Scholars Handbook.

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. For example, 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. Karthik Aghoram, Professor of Biological Sciences, Chair of the Health Professions Advising Office, is the primary advisors for pre-health professions. Students should keep in contact with Dr. Aghoram throughout their academic career, no matter what their chosen major. Dr. Aghoram will work with students and their faculty advisor 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 NC State University 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 NC State University as necessary for application can be pending in the spring of the senior year.

Dr. Maria Pickering, Assistant Professor of Biological Sciences, is the pre-veterinary medicine advisor. Pre-veterinary students should keep in contact with Dr. Pickering 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. Associate Professor in Political Science Whitney Manzo is the coordinator for pre-law advising. Students should contact Dr. Manzo for additional information on pre-law.

Accelerated Law Degree Program

Meredith College has agreements with two law schools that permit students to save time and money by completing their 4th year of undergraduate study and first year of law school simultaneously. Students in both programs complete all general education requirements and major requirements at Meredith within 3 years, and then proceed to law school at either Campbell University in downtown Raleigh, NC or Elon University in downtown Greensboro, NC.

Norman Adrian Wiggins School of Law at Campbell University

Students in this program must be independently admitted to both Meredith College and Campbell Law. Admission to Campbell Law is contingent on meeting the GPA and LSAT score in the 25th percentile of the previous year's admission class; after a student has met these minimum requirements, they will be evaluated according to Campbell Law's other standard requirements. Successful students receive their bachelor degree from Meredith at the end of the first year of study in law school and their JD from Campbell at the end of their 3-year program.

Elon University School of Law

Students in this program must be independently admitted to both Meredith College and Elon Law. Admission to Elon Law is contingent on meeting the GPA and LSAT score in the 75th percentile of the previous year's admission class; after a student has met these minimum requirements, they will be evaluated according to Elon Law's other standard requirements. Successful students receive their bachelor degree from Meredith at the end of the first year of study in law school and their JD from Elon at the end of their 2.5- year program.

Students in either program are free to choose any major at Meredith that falls under 52 credit hours, though majors with less sequencing are recommended to avoid scheduling difficulties. In order to complete both the general education and major requirements

within 3 years, students should plan to take between 16-18 credit hours each semester (not including summer). Students interested in this program should contact the Accelerated Law Degree Program Coordinator, Dr. Whitney Manzo.

Dual Degree Engineering Program

The Dual Degree Engineering 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 NC State University in one of the available corresponding engineering disciplines.

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 3.25 or better for their first two semesters and a minimum of 3.0 thereafter at both institutions, and meet other requirements to continue enrollment in the program and be considered for admission to the College of Engineering. Admission to the NC State University College of Engineering is dependent on GPA, grades in required courses (English, Mathematics, Chemistry, Physics, and E101 and E115 at NC State University) and the successful completion of a set of required courses. Students should contact either Dr. Jennifer Hontz or Dr. Alexandra Ormond for additional information on this program.

Bachelor of Arts	Bachelor of Science
Meredith College	North Carolina State University
Chemistry	Biological, Biomedical*, Chemical, Environmental, or Textile Engineering
Mathematics	Aerospace, Biological, Biomedical*, Civil, Computer, Construction, Electrical, Industrial, or Mechanical Engineering
Computer Science	Computer Engineering

**Biomedical Engineering requires a CODA application in the spring semester of year two.*

Professional Writing and Presentation Media

Coordinated by the Department of English, the minor in Professional Writing and Presentation Media is an 18 credit hour interdisciplinary program open to all

students. Courses in professional writing and graphic design may be combined with electives in art, creative writing, journalism, business, communication and computer information science. A student enrolled in the minor is encouraged to complete an internship related to their professional writing interests and career goals. Requirements for are noted in the [Degrees and Certificates](#) section.

Early MAT (E-MAT) Program in Education

Qualified seniors who are interested in pursuing a career in elementary education, special education, health & physical education, or English-as-a-second language may take up to two specified graduate courses in the Master of Arts in Teaching program during the senior year. Students who are interested in applying to this program should contact the [Department of Education](#) as soon as possible to allow sufficient time for completion of the application and selection processes prior to senior year. This program is also open to CRC students.

Experiential Learning

Students are encouraged and often required to explore career possibilities through internships. Cooperative education and service experiences in the community are also available. Many experiential placements are taken for course credit, and we strongly encourage that Meredith students are paid for their internship work. The [Office of Career Planning](#) directs the Cooperative Education program, and many individual departments actively arrange and supervise internships for academic credit. These and other types of experiential learning—student teaching, study abroad, undergraduate research, co-curricular leadership programs and community-based learning—fulfill the [general education](#) experiential learning requirement.

Post-Baccalaureate and Graduate Certificate Programs

Dietetic Internship

The Meredith College [Dietetic Internship Program](#) builds on the academic preparation of Didactic Program in Dietetics by providing supervised practice experiences in clinical nutrition, public health nutrition and food service management. The program cultivates entry-level registered dietitian nutritionists who are eligible for the Commission on Dietetic Registration credentialing exam. Using evidence-based learning

and application, Dietetic Interns will strive for professional competence, leadership roles and service to the community.

Paralegal Program

Over the past several 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 and is North Carolina State Bar qualified. 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. Our pro bono clinic in partnership with Legal Aid of North Carolina provides our students with experience doing substantive legal work and directly assisting clients under the supervision of an attorney.

A strong emphasis on legal research, writing and analytical skills provides a solid foundation for students seeking further career development or law school. Three of the core courses in the curriculum, Legal Survey, Legal Research and Writing, and Law Office Management, are offered for undergraduate credit through the Department of History, International Studies, Political Science, and Religious Studies. If you are interested in completing the Paralegal Program after graduation, or would like to explore this option, please contact the paralegal program Director at paralegal@meredith.edu to advise you on course selection for cross-listed courses and the mechanics of applying to the Paralegal Program.

Paralegal Program graduates enjoy a wide variety of employment opportunities. Many work in private law firms, while others are employed in corporations, government agencies and non-profits. Graduates have successfully translated their legal skills and experience to such fields as contracts and negotiations, project management, regulatory compliance and law office administration. 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 on the [Paralegal Program website](#).

Digital Communication

The [Digital Communication Post Baccalaureate Certificate](#) program at Meredith College is a 16 credit hour, competitively-priced program which can be completed in as little as one semester. Students benefit from face-to-face instruction by expert faculty and develop their skills through work with real-world clients. Students can choose electives ranging from digital photography to website design and management, enabling them to tailor their studies to fit their individual career goals. Students will leave with a professional portfolio showcasing their technical expertise.

Digital Media

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

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. Coursework within the curriculum supports applicants for medical school, dental school, physician assistant programs, nursing, physical therapy, pharmacy and other allied health fields.

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 study sessions are provided for students working toward acceptance into medical school.

Professional Performance Certificate

Professional Performance Certificates are available to students who are majoring in Dance, Music 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.

Post-baccalaureate Teacher Licensure

A student with a baccalaureate degree from another institution who is seeking a North Carolina teaching license through Meredith College should apply for admission through the [Department of Education](#). Candidates must submit an application and an official transcript. Upon admission, the candidate will receive guidance from faculty in Education concerning course selection and registration. Candidates must complete a minimum of 30 credit hours of coursework at Meredith, which may include additional courses in [general education](#) and will include courses in the specific licensure areas and in professional education.

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 Administration. Approved courses in [general education](#) and [major fields](#) may be used to earn these minors.

Arts Administration Minor

The [Arts Administration 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 Administration 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 in the [Degree and Certificates](#).

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 [Art](#), [Dance](#), [Theatre](#) and [Music](#), 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, visit the department websites. 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.

Academic Support Services

Learning Center Peer Tutoring

[The Learning Center](#) is a part of the [Student Success Center](#) that 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. World languages, mathematics, research, science, and writing are subjects for which students can find assistance every semester; help in other subjects varies. The Learning Center also houses a Testing Center for students who have documented accommodations through [Disability Services](#).

Students can make appointments online through the Learning Center's MyMeredith page or by going directly to the [TracCloud website](#). [The Learning Center](#) is located on the ground floor of the Carlyle Campbell Library. All other questions can be directed to learningcenter@meredith.edu or by calling (919) 760-2800.

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 explore research topics and make the best possible use of available resources. In support of research, the Library provides access to more than a million resources which includes over 880,000 print and electronic books and over 150,000 streaming video and music titles. Also available are online, full-text versions of articles from thousands of academic journals. Databases and streaming resources are accessible anywhere with a Meredith ID. The Library maintains a pool of laptops to support students. 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 many environments and tools to meet learning needs. The Library building provides both individual and group study areas. Computer workstations and networked printing are also available. The Library is home to the Creation Station, where patrons can access the KIC Scanner, a color printer/copier, staplers, scissors, and other supplies. In addition, the Library's Media Services Department provides media equipment, training, and consulting. Data projectors, sound systems, cameras, and other media tools may be requested for use on campus. Media Services staff also support video production, events and presentations for the College.

The Research and Instruction Department assists the Meredith community with research. Librarians staff the Main Service Desk and the "Ask a Librarian" feature on the [library website](#) during most Library hours. They also consult with individual researchers and offer group instruction for classes in all disciplines. Research and Instruction Librarians will help locate material wherever it is—Meredith or worldwide. They can arrange borrowing privileges with the Cooperating Raleigh Colleges libraries: North Carolina State University, St. Augustine's University, Shaw University, Wake Technical Community College, and William Peace University.

Visit the [Library's website](#) for more information and current hours.

Technology Services

The Office of Technology Services supports 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 learning management

system. All Meredith students are provided Gmail accounts as well as access to wireless connectivity. Technology Services staff maintain and support campus technology applications with phone-in, walk-in, or email services. For more information, please contact the [Technology Services](#) Help Desk at (919) 760-2323.

Disability Services

Meredith College values the diversity of its community and works to promote the academic endeavors of all students. Therefore, [Disability Services](#) collaborates with faculty, staff and students to create an inclusive environment in which all students have equal access to all courses, programs, events, activities and facilities at the College.

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Meredith College is committed to equality of educational opportunities and ensures that no otherwise qualified person shall, by reason of a disability, be denied access to, participation in, or the benefits of any program or activity offered by the College. Self-identified students who are certified through Disability Services will receive reasonable and appropriate accommodations which eliminate barriers and create equal access to all aspects of the College.

It is the student's responsibility to disclose a disability, request accommodations and file grievances. Individuals seeking reasonable accommodations are responsible for initiating contact with [Disability Services](#) and for providing current, comprehensive documentation to support the accommodation request.

Disability Services is responsible for establishing eligibility based on thorough documentation, student self-report and federal guidelines. Accommodations are determined on an individual, case-by-case basis. In addition to providing accommodations, Disability Services offers support services designed specifically for students with disabilities.

For more information about the certification process, documentation guidelines, technology and other services, please visit the [Disability Services website](#).

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 four

schools in which departments are organized for disciplinary and interdisciplinary learning. Additional interdisciplinary programs are also available.

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 four schools in which departments are organized for disciplinary and interdisciplinary learning. Additional interdisciplinary programs are also available. The four schools and their majors are organized as follows:

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

School of Business: Business Administration and Economics.

School of Education, Health and Human Sciences: Child Development, Education, Health, Exercise and Sport Sciences, Family and Consumer Sciences, 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, Mathematics, Nursing and Public Health.

Meredith's general education curriculum, entitled "CORE Connections: The Meredith [General Education Curriculum](#)," describes the active and relevant learning experiences offered to Meredith students, not only in general education courses, but in all academic programs.

Academic Programs Chart

Majors & Concentrations	Academic Programs	Graduate Certificate with Licensure (GCL)
	Mathematics* (BA and BS)	Graphic Design
Art Education (see Art)	Music	Health, Exercise, and Sport Sciences
	Music Education	Art
Art (Studio)	Music Performance	Dance
Biology (BA and BS)	Nursing	Hospitality and Tourism Management
Business Administration	Political Science (see History, International Studies, Political	Family and Consumer Sciences
Accounting		Secondary English
Hospitality and		

	Academic	Programs
<i>Tourism Management Marketing</i>	Science, and Religious Studies)	Interior Design Secondary Math
Chemistry* (BA and BS)	<i>Pre-Law</i>	International Studies Secondary Science
Child Development (see Human Environmental Sciences)	Psychology	Italian Studies Secondary Social Studies
Communication <i>Communication Studies Mass Communication Public Relations</i>	Public Health	Marketing Theatre
Computer Science (BA and BS) (see Mathematics and Computer Science)	Religious Studies (see History, International Studies, Political Science, and Religious Studies)	Mathematics Post Baccalaureate Certificate Programs
Criminology (see Sociology)	Social Work	Photography Political Science Digital Communication
Dance <i>Private Studio Teaching Dance Education</i>	Sociology	Pre-Law Digital Media
Economics (see Business)	Spanish (see World Languages and Cultures) <i>Cultural Literacy Professional Spanish</i>	Professional Writing and Presentation Media Pre-Health
English	Theatre (see Dance and Theatre) <i>Musical Theatre</i>	Psychology Professional Performance
Environmental Sustainability (see Biology)	*Dual Degree Engineering program with NC State University (5 years)	Public Health Dance Track
Family and Consumer Sciences (see Human Environmental Sciences)	Minors	Public History Musical Theatre Track
Fashion Merchandising and Design (see Human Environmental Sciences) <i>Design Merchandising</i>	Accounting	Religious Studies Theatre Performance Track
Food and Nutrition (see Nutrition, Health and Human Performance)	Applied Mathematics	Social Work Sociology Spanish
Graphic Design (see Art)	Art History	Statistics Professional Preparation
Health, Exercise and Sport Sciences (see Nutrition, Health and Human Performance) <i>Health and Physical</i>	Arts Administration	Studio Art Theatre Accelerated MBA
	Biology	Web Development Law
	Business Administration	Teacher Licensure Programs Medicine
	Chemical Physics	Nursing
	Chemistry	Optometry Pharmacy
	Child Development	Birth-Kindergarten (B-K) Physical Therapy
	Communication	Elementary Education (K-6)
	Creative Writing	Middle Grades (6-9) Physician Assistant
	Criminology	<i>English/ Language Arts Mathematics Science Social Studies</i> Veterinary Medicine
	Dance	Graduate Programs
	Data Science	Secondary Grades (9–12) Master of Arts in Biomedical Sciences
	Economics	<i>Biology Chemistry English/ Language Arts Mathematics</i> Master of Arts in Criminal Justice
	English	

	Academic	Programs
	Entrepreneurship and Family Business	Master of Arts in Industrial-Organizational Psychology
<i>Education Health and Wellness</i>	Environmental Sustainability	Master of Arts in Teaching
History	Family and Consumer Sciences	<i>Comprehensive Science Social Studies</i> Master of Business Administration
Interior Design (see Human Environmental Sciences)	Fashion Design	Special Subject Areas (K-12) <i>Art Dance Health and Physical Education Music Spanish Theatre</i> Master of Education
International Studies (see History, International Studies, Political Science, and Religious Studies)	Fashion Merchandising	Master of Science in Nutrition
	Finance	Graduate Certificate Programs
	Food and Nutrition	Career & Technical Education (6-12): Family and Consumer Sciences
	Forensic Studies	Criminal Justice
	French	Criminal Justice and Substance Use Disorder
	Geoscience	Dietetic Internship

Core Connections (General Education)

Core Connections The Meredith General Education Curriculum Mission

General Education enhances a Meredith degree through coursework and experiences that position students to live, work and lead in a complex world.

Values

The Meredith Community achieves the mission of General Education through a teaching and learning environment that values

- Curiosity and exploration
- Fundamental and innovative knowledge
- Skills development
- Critical and creative thinking
- Openness to varied perspectives

Students complete General Education with an enriched and enlarged sense of the world and of their own potential.

Program Components

General education requirements are met with a combination of courses across the curriculum and inside the major. The program includes four components:

Fields of Knowledge	Exploring the past, present and future as approached by the arts, humanities, natural and social sciences, mathematics and health/physical learning
Communication	Development of writing, speaking and foreign language strengths
Modes of Inquiry	Practice in the types of thought that support advanced learning and personal growth: critical thinking, ethical reasoning, quantitative reasoning, information literacy
Perspectives & Citizenship	Understanding significant domestic and global topics; a focused learning experience outside the classroom, and immersion in cultural events, on- and off- campus
Policies	- Listed on the following page are courses that typically meet General Education requirements. - See Self Service for available offerings each semester. - A single course may fulfill only one Fields of Knowledge requirement. - A single course may fulfill only one Fields of Knowledge requirement. "Variable" credit indicates requirements that can be combined with other courses.

- AP and IB credit are addressed in the catalogue.
- A student must pass [ENG-111](#) with a C or above to progress to [ENG-200](#). On second attempt, a student may progress to [ENG-200](#) with a D or higher.
- Courses in Meredith and Meredith-Approved study abroad programs can fulfill the GP requirement.

Core Connections Requirements

Requirement	Credits
Arts & Aesthetics – Three credits from designated courses in any of the following: Art, Dance, Music, and Theatre (and approved courses in other disciplines)	3
Health and Physical Learning – A combination of Health, Nutrition and Physical Activity courses	4-6
History – Any 3 credit hours in an HIS introductory or topics course (HIS-102, 103, 188, 200, 214, 215, 219, 224, 382, 285, 288). Courses like 188 must be 3 credit hours.	3
Literature – Designated courses in English, World Languages and Cultures, or Religious Studies (and approved courses in other disciplines)	3
Laboratory Science – Choice of course and accompanying lab in Biology, Chemistry, Geoscience or Physics	4
Mathematics – Statistics (MAT-175) or approved Calculus (MAT-181 or MAT-191)	3-4
Natural Science, Mathematics, Computer Science Elective – Three credits from designated courses in any of these areas	3
Religious Studies – Any RES course	3
Social and Behavioral Sciences – Choice of designated courses in Economics, Political Science, Psychology and Sociology (and approved courses in other disciplines)	6

Requirement	Credits
Cultural Elective – Choice of designated courses in History and Religious Studies (and approved courses in many other disciplines)	3

Requirement	Credits
ENG-111, Principles of Writing – Includes an Information Literacy focus	3
ENG-200, Critical Reading and Writing – Includes an Information Literacy focus	3
Foreign Language – Choice of French, Spanish, Italian, Chinese or Latin through 205 level (for more information see World Languages and Cultures)	0-9 Or by exam
Writing Intensive Thread – Fulfilled in course work across the curriculum and in the major	Variable
Oral Communication Thread – Fulfilled in course work across the curriculum and in the major	Variable

Requirement	Credits
Information Literacy – Choice of designated courses, typically in the major or Fields of Knowledge	Variable
Quantitative Reasoning – Embedded in the Mathematics requirement	0 additional credits required
Ethical Reasoning – Choice of designated courses, typically in the major or Fields of Knowledge	Variable
Critical Thinking – Embedded in the major	0 additional credits required

Requirement	Credits
US-focused Perspectives Course – Choice of designated courses, typically in the major or Fields of Knowledge	Variable
Global-focused Perspectives Course – Choice of designated courses, typically in the major or Fields of Knowledge	Variable
Experiential Learning – Choice of internship, study abroad, leadership experience, directed research, student teaching and many other approved opportunities typically in the major	Variable

College Directory

Faculty 2026-2027

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Karthik Aghoram, Ph.D. (2005)

Professor of Biological Sciences
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Ph.D., Indiana University

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Dean of Students
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M.S., Ph.D., Arizona State University**Julie Watkins, M.A. (2020)***Assistant Professor of Human Environmental Sciences*B.S., Meredith College;
M.A., North Carolina State University**Kevin Weng, Ph.D. (2022)***Assistant Professor of Sociology*B.A., National Taiwan University;
M.A., Ph.D., Kent State University**Courtney White, M.F.A. (2015)***Assistant Professor of Dance*B.A., Meredith College;
M.F.A., University of North Carolina at Greensboro**Elizabeth Wolfinger, Ph.D. (1992)***Professor of Biological Sciences*B.S., Liberty University;
Ph.D., North Carolina State University**Lindsey Bruner Woodcock, D.M.A. (2022)***Assistant Professor of Music*B.M., Iowa State University;
M.A., University of Iowa;
D.M.A., University of Georgia**Eunyoung Yang, Ph.D. (2008)***Professor of Human Environmental Sciences*B.S., Southern Illinois University;
M.A., Ph.D., Texas Woman's University**Jina Yoo, Ph.D. (2021)***Assistant Professor of Communication*B.A., M.S., Ph.D., Michigan State University;
M.P.H., Washington University in St. Louis**Anne York, Ph.D. (1999)***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)***Professor, School of Business*B.Engr., Waban Institute of Technology;
M.B.A., University of Toledo;
Ph.D., Kent State University

Faculty Emeriti 2026-2027

*(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)***Jo Allen, Ph.D. (2011)***President (2011-2024)*B.A., Meredith College;
M.A., East Carolina University;

Ph.D., Oklahoma State University

Lyn Aubrecht, Ph.D. (1974)

Professor of Psychology

B.S., M.S. Illinois State University;

Ph.D., The Ohio State University

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

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

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

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 Nutrition, Health, and Human Performance

B.S., Gardner-Webb College;

M.S., Indiana University;

Ph.D., University of North Carolina at Greensboro

Marie Chamblee, Ph.D. (1977)

*Dean, School of Education, Health and Human
Services, Professor of Nutrition, Health and Human
Performance*

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., University of North Carolina at
Greensboro

Bernard Cochran, Ph.D. (1960)

Professor of Religion and Philosophy

A.B., Stetson University;

B.D., Th.M., Southeastern Baptist Theological
Seminary;

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

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 Biological Sciences

B.A., 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

Charles Davis, Ph.D. (1969)

Professor of Mathematics

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

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

William Dupont, Ph.D. (2008)

Assistant Professor of Chemistry

B.S., Ph.D., Massachusetts Institute of Technology

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

B.A., M.A., Sam Houston State University;

Ph.D., Florida State University

Sarah English, Ph.D. (1979)

Professor of English

A.B., Duke University;

Ph.D., University of North Carolina at Chapel Hill

Doreen Fairbank, Ph.D. (1991)

Professor of Psychology

B.A., M.A., Rutgers University;
Ed.D., University of Alabama

Susan Fisher, Ph.D. (1998)

Associate Professor of Human Environmental Sciences

B.S., M.S., Florida State University at Tallahassee;
Ph.D., University of Tennessee at Knoxville

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

Clyde Frazier, Ph.D. (1982)

Professor of Political Science

A.B., Rice University;
Ph.D., University of North Carolina at Chapel Hill

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

Ellen Goode, D.Ed. (1976)

Professor of Human Environmental Sciences

B.S., Virginia Polytechnic Institute;
M.S.H.E., University of North Carolina at Greensboro,
D.Ed., North Carolina State 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

Eloise Grathwohl, Ph.D. (1990)

Professor of English

B.A., M.A., Ph.D., University of North Carolina at
Chapel Hill

Bluma Greenberg, A.M. (1976)

Assistant Professor of Art

A.B., Duke University;
A.M., University of North Carolina at Chapel Hill

Larry R. Grimes, Ph.D. (1981)

Professor of Biology

B.S., M.S., Ph.D., North Carolina State University

Jo Guglielmi, Ph.D. (1987)

Associate Professor of Mathematics

A.B., Duke University;
M.S., Ph.D., North Carolina State University

Carolyn Happer, Ph.D. (1986)

Associate Professor of History

A.B., Ph.D. Duke University;
A.M., 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

Teresa Holder, Ph.D. (2014)

Professor of Communication

A.B., Tennessee Temple University;
A.M., Indiana State University;
Ph.D., Ohio University

Woodrow Holliman, M.F.A. (2012)

Associate Professor of Art

A.B., Wesleyan University;
A.M., M.F.A., University of Wisconsin- Madison

Stephanie Hurt, Ph.D. (2004)

Associate Professor of Business

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

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

John Kincheloe, III, A.M. (1985)

Media Specialist

A.B., University of Richmond;
A.M., University of Virginia

Virginia Knight, Ph.D. (1987)

*Dean, School of Natural and Mathematical Sciences
and Professor of Mathematics*

A.B., DePauw University;
A.M., Ph.D. University of Oregon

Julie Kolb, M.Ed. (2015)

Professor of Practice of Mathematics

B.S., B.S., M.Ed., North Carolina State University

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 Landis, Ph.D. (1996)

Professor of Nutrition, Health and Human Performance

B.S., Guilford College;

M.S., Ph.D., University of North Carolina at Greensboro

Mary Jane Lenard, Ph.D. (2005)

Professor of Business

B.S., Carnegie Mellon University;

M.B.A., University of Akron;

Ph.D., Kent State University

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

Susan McClintock, M.S., M.S.L.S. (1988)

Head Reference Librarian

B.A., M.S., Radford University;

M.S.L.S., University of North Carolina at Chapel Hill

John Mecham, Ph.D. (2000)

Professor of Biology

B.S., M.S., Ph.D., Virginia Polytechnic Institute and

State University

Nan Miller, M.A. (1986)

Assistant Professor of English

B.A., Wake Forest University;

M.A., North Carolina State University

Jacquelyn Myers, M.A. (2002)

*Athletic Director; Assistant Professor of Nutrition,
Health and Human Performance*

B.S., Elon University; M.A., East Tennessee State
University

Michael Novak, Ph.D. (1987)

Professor of History

B.A., Denison University;

M.A., Ph.D., Harvard University

Rebecca Oatsvall, Ph.D. (1984)

Professor of Business

B.S., M.Acc., Ph.D., University of South Carolina

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 and Philosophy

A.A., Mars Hill College;

A.B., Wake Forest University;

M.Div., Union Theological Seminary;

Ph.D., Duke University

Frances Page, D.Ed. (1980)

Professor of Music

B.A., Limestone College;

M.M. and D.Ed., 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

Brent Pitts, Ph.D. (1981)

Professor of World Languages and Cultures

B.A., M.A., Ph.D., Indiana University

Walda Powell, Ph.D. (1995)

Professor of Chemistry

B.S., M.S., 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

Jean Rick, M.S. (1994)

Reference Librarian

B.A., Wittenberg University;

M.A., West Texas A&M University;

M.S., University of North Carolina at Chapel Hill

Cathy Rodgers, M.F.A. (1988)

Professor of Theatre

B.A., Meredith College;

M.A., Wake Forest University;

M.F.A., University of North Carolina at Greensboro

Carla Ross, Ph.D. (1998)

Associate Professor of Communication

B.A., Ph.D., University of Southern Mississippi; M.A.,

University of Georgia

Romita Sen, Ph.D. (2003)

*Lab Technician/Chemistry, Physics and Geoscience
Department*

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

Reginald Shiflett, Ph.D. (1978)

Professor of Chemistry

B.S., Ph.D., University of Virginia

Doug Spero, M.A. (2001)

Associate Professor of Communication

B.F.A., M.A., New York Institute of Technology

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

Diane Strangis, D.Ed. (2004)

Associate Professor of Human Environmental Sciences

B.A., University of Minnesota;
M.S., D.Ed., University of Kentucky

Marilyn M. Stuber, Ed.D. (1965)

Professor of Human Environmental Sciences

B.S., M.S., University of Nebraska;
Ed.D., North Carolina State University

Margarita Suarez, Ph.D. (2001)

Professor of Religious and Ethical Studies

B.A., Fordham University;
M.Div., Harvard Divinity School;
Ph.D., Northwestern University

Marie Sumerel, Ph.D. (2001)

Director of Academic and Career Planning

B.A., North Georgia College;
M.Ed., Western Carolina University;
Ph.D., University of North Carolina at Greensboro

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

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

Marge Terhaar, Ph.D. (2008)

Professor of Education

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

Jane Terry, M.F.A. (1981)

Professor of Art

B.F.A., University of North Carolina at Chapel Hill;
M.F.A., Tyler School of Art & Architecture

Mary Thomas, Ph.D. (1982)

Professor of Foreign Languages

A.B., Ohio University;
A.M., Ph.D., University of Michigan

Deborah Tippet, Ph.D. (1987)

Professor of Human Environmental Sciences

B.S., M.S., Ph.D., University of North Carolina at Greensboro

Barbara True-Weber, Ph.D. (1988)

Professor of Political Science

A.B. and B.S.E., Kansas State Teachers College;
A.M., University of Missouri;
Ph.D., University of North Carolina at Chapel Hill

Robert Vance, Ph.D. (1981)

Professor of Religion and Philosophy

A.B., Davidson College;
M.Div., Southeastern Baptist Theological Seminary;
Ph.D., Emory University

Douglas Wakeman, Ph.D. (1984)

Professor of Economics

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

Edward Waller, MSLS (1986)

Technical Services Librarian

B.A., Wake Forest University;
M.A., Drake University;
M.S.L.S., University of North Carolina at Chapel Hill

W. Garrett Walton, Jr., Ph.D. (1983)

Professor of English

B.S., M.A., Ph.D., University of Virginia

John E. Weems, Ed.D. (1972)

President

B.S., A.M., Ed.D., George Peabody College

Betty Webb, Ph.D. (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

Susan Wessels, D.B.A., C.P.A. (1978)

Professor of Business

B.A., 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)

Professor of Human Environmental Sciences

A.B., Duke University;

M.S., Ph.D., University of North Carolina at Greensboro

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

Administration

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

OFFICE OF THE PRESIDENT

Aimee Sapp, Ph.D. (2024)

President

Taylor Herring (2019)

Administrative Coordinator

Robin Bost (2022)

Executive Assistant to the President and Board Relations Coordinator

RESEARCH, PLANNING, AND ASSESSMENT

Dianne Raubenheimer, Ph.D. (2011)

Director of the Office of Research, Planning and Assessment

Lori Wade Miller, B.S. (2003)

Institutional Research Analyst

Dilnavaz Mirza Sharma, MSIS (2008)

Survey and Report Specialist

MARKETING

Kristi Eaves-McLennan, B.A., MBA (2000)

Vice President for Marketing and Communications

Rocio Antelis, B.S., B.A. (2023)

Marketing Communications Specialist

Melyssa Allen, B.A. (2001)

Director of Public Relations

Travis Benson, B.S. (2024)

Intranet Coordinator

Anna Blount, B.A. (2024)

Social Media Strategist and Content Producer

Katie Bryant, B.A. (2020)

Assistant Director of Visual Communications

Liza Bunce, B.S., M.A. (2020)

Senior Web Developer and Designer

Marissa De La Cruz, B.A. (2021)

Graphic Designer

Vanessa French Harris, B.F.A. (2006)

Director of Visual Communications

Charlotte Claypoole McKinney, B.A. (2012)

Assistant Director of Visual Communication- Multimedia

Zorah Olivia, (2024)

Videographer and Multimedia Designer

Emily Parker, B.S. (2015)

Director of Advancement and Strategic Communications

David Timberlake, B.A. (2001)

Director of Web Development

Kaitlin Toxey, B.A. (2020)

Assistant to the Vice President for Marketing and Communications

ADMISSIONS

Christine Borneo, B.A. (2014)

Assistant to the Vice President for Enrollment Management

Grace Christenbury, B.A. (2023)

Assistant Director of Admissions

Lisa Elmore (2023)

Admissions Data Administrator

Katherine Fourie (2023)

Assistant Director of Admissions

Jill Hilliard, B.A. (2022)

Senior Associate Director of Admissions

Jill Jenkins, B.A. (2022)

Student Services Administrator - split

Seleta "Grace" Sugg Cook, M.Ed. (2008)

Senior Associate Director of Admission

EVENTS

Zachary Kunkel, M.B.A. (2025)

Director of Event Sales and Services

Jim Frick, B.A. (2008)

Production Supervisor

Bob Autry, A.A., B.S., & M.S. (2016)

Events Mover

CAMPUS STORE

Emily Kelleher, B.A. (2017)

Manager

COPY CENTER

Brian McDermott, B.F.A. (2026)

Manager

Dominique Watson, A.A. (2024)

Copy Center Assistant

Academic Programs OFFICE OF THE SENIOR VICE PRESIDENT AND PROVOST

Anita Thomas, Ph.D. (2025)

Senior Vice President and Provost

Heather Bower, Ed.D. (2013)

*Associate Provost and Associate Professor of
Education*

Amy Kinney, B.A. (1998)

Executive Assistant

Liliana Madrid, M.S. (2022)

Associate Provost

OFFICE OF THE REGISTRAR

Shelly McMahon, M.S. (2019)

Registrar

Kathryn Potts, M.Ed. (2008)

Associate Registrar

Christine Primas (2025)

Registration & Records Coordinator

Pavia (Dani) Range, B.S. (2024)

Assistant Registrar

Bri'Yahn Ritchie, M.ED. (2023)

Associate Registrar

WINGS – ADULT EDUCATION

Eboni Malloy, Ph.D. (2025)

Director of Adult Education

DEPARTMENTAL / ADMINISTRATIVE ASSISTANTS

Jamie Allen (2021)

Rosemarie Cafaldo (2019)

Michelle Cooney (2023)

Mattie Hawkins, B.A. (2005)

Sabrina McCaffery (2021)

Natalie Overton, B.A. (2022)

Shawna Poisson, B.S. (2018)

Tiffany Sanders, B.S. (2018)

Grace Thorpe, B.A. (2024)

Program Coordinators / Managers

Amy Bowen (2014)

Dietetic Internship Coordinator

Donna Kocur, M.Ed. (2009)

*Graduate Program Manager & Field Placement
Coordinator, Education*

Tracy Smith, M.S. (2013)

Graduate Program Manager, Nutrition

LIBRARY

Carrie Nichols

*Co-Director of Library Information Services and Head of
Technical Services*

Jeffrey Waller, M.A., M.S.L.S. (2016)

*Co-Director of Library Information Services and Head of
Research and Instruction*

Erin Campbell, M.A. (2020)

Circulation Supervisor

Hank Groon, M.S.L.S. (2022)

Assistant Circulation Supervisor

Morgan Guy, M.S.L.S. (2025)

Research and Instruction Librarian

Kathryn Pleasant, B.A. (2022)

Administrative Assistant

Janice Sniker, M.A. (2016)

Archives Associate

Amanda Sullivan, M.S.L.S. (2015)

Research and Instruction Librarian

GRADUATE PROGRAMS

Cindy Bell, M.S. (2016)
Graduate Admissions

TBA

Associate Director of Graduate Admissions

PARALEGAL PROGRAM

Marisa Campbell, J.D. (2000)
Director

STUDENT SUCCESS CENTER

Jason Sneed, M.S. (2026)
Director

Morgan Johnson, M.S.L.S. (2022)
Associate Director of Learning Center/Transfer Student Specialist

Lauryn Singletary (2024)
Student Success Coach

TBD

Associate Director of Student Success Center & International Student Support

Jessica Vega Escutia (2025)
Student Success Coach

Lilly Wood, B.A. (2022)
Administrative Assistant

GENERAL EDUCATION

Chasity Johnson, M.Ed. (2021)
Director

HONORS PROGRAM

Cecelia Toole, Ph.D. (2011)
Director

INTERNATIONAL PROGRAMS

Brooke Shurer, Ph.D. (2012)
Director

Elizabeth Yaros, MAcc., MIS (2010)
Associate Director

TEACHING FELLOWS PROGRAM

Cecelia Toole, Ph.D. (2011)
Advisor

UNDERGRADUATE RESEARCH

Whitney Manzo, Ph.D. (2014)
Director

Student Affairs

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

TBD

Vice President for Student Affairs

Rhiannon Karp, M.S. (2024)
Assistant to the Vice President for Student Affairs

ATHLETICS

Fiona Barkley, MBA (2007)
Interim Athletics Director

TBD

Associate Athletics Director

Joseph Garwood, B.S. (2026)
Director of Athletics Communications/ Game Operations

Charles Strawser
Assistant Director of Athletics Communications/ Game Operations

Megan Rahn, B.A. (2016)
Head Basketball Coach

Becky Davis, B.S. (2021)
Assistant Basketball Coach

Field Miller, M.A. (2019)
Director of Cross Country and Track and Field

Avery Smith (2026)
Assistant Cross Country Coach

Samantha Keating, B.S. (2022)
Head Field Hockey Coach

Jenna Biter, M.S. (2024)
Assistant Field Hockey Coach

Bryonne Herring, M.A. (2025)
Head Flag Football Coach

Rayna Pepin, B.S. (2026)
Assistant Flag Football Coach

Heather Brown, B.S. (2025)
Head Golf Coach

TBD

Assistant Golf Coach

Lauren Scott, B.S. (2012)
Head Lacrosse Coach

Lauryn Taylor, B.A. (2025)
Assistant Lacrosse Coach

Mike Barroquero (2026)
Head Soccer Coach

TBD
Assistant Soccer Coach

Kim Scavone, B.A. (2010)
Head Softball Coach

Savannah Talley, B.S. (2025)
Assistant Softball Coach

TBD
Head Tennis Coach

John Wasielewski, M.A. (2024)
Head Volleyball Coach

Cera Powell, B.S. (2025)
Assistant Volleyball Coach

Jennifer Moriarty, B.S. (2011)
Office/ Budget Manager

CAREER PLANNING

TBD
Director

Courtney Jordan-Steele, M.Ed. (2023)
Senior Career Counselor

Mackenzie R. Bradley, M.A. (2025)
Career Planning Program Coordinator

Ann B. Phillips (1989)
Office Manager

OFFICE OF THE CHAPLAIN

Stacy Pardue, M.A.T.S. (2021)
Chaplain

COUNSELING CENTER & DISABILITY SERVICES

Beth Meier, M.A. (1993)
Director

Carolyn Koning, M.Ed. (2017)
Assistant Director for Disability Services

Cassidi Long, M.S. (2023)
Assistant Director for Counseling

Jeremy Dela Paz, M.S. (2024)
Mental Health Counselor

Mary Bryant, B.A. (2023)
Administrative Assistant

OFFICE OF THE DEAN OF STUDENTS

Ann Gleason, M.Ed. (1997)
Dean of Students

Lisa M. Brown, M.Ed. (2022)
Co-Director for First Year Experience

Christina Bumgardner, M.Ed. (1994)
Co-Director for First Year Experience

Mary Bryant, B.A. (2023)
Administrative Assistant

STUDENT HEALTH CENTER

Mary Johnson, DNP, APRN, FNP-BC (2015)
Director of Student Health Services

Hannah Boston, B.S.N. (2023)
Assistant Director of Student Health Services

RESIDENCE LIFE

Samantha McElroy, M.A. (2025)
Director of Residence Life

TBD
Residence Director

Launa Perrin, M.Div. (2023)
Apartment Manager

Saiberh Sanderson, M.Ed. (2025)
Residence Director

Emily Wood, B.A. (2025)
Residence Director

Mary Bryant, B.A. (2023)
Administrative Assistant

STUDENT LEADERSHIP AND SERVICE

Cheryl Jenkins, M.Ed. (1991)
Director of Student Leadership and Service

Kacey Reynolds Schedler, M.Div. (2022)
Associate Director of Student Leadership and Service

Business and Finances

OFFICE OF THE VICE PRESIDENT FOR BUSINESS AND FINANCE

Tammi Jackson, J.D., Ed.D. (2020)
Vice President for Business and Finance

Lori Duke, B.S., M.B.A., C.P.A. (1999)
Associate Vice President for Business and Finance

J. Scott Enroughty (2025)
Executive Assistant

ACCOUNTING OFFICE

Nancy Cline (2023)
Director of Accounting

Matt Noller, B.A. (2022)
Accounts Payable Specialist

Kristin Rosario, B.A. (2017)
Accounts Receivable Analyst

Lori White, B.A. (2008)
Assistant Director, Accounting

CAMPUS POLICE

Eva Howard, B.A. (2026)
Chief of Police

TBD
Asst. Chief of Police

Charles Taylor (2020)
Police Officer

Miguel Duran (2019)
Part Time Police Officer

Taylor Hall (2017)
1st Shift Security Supervisory

Robert Pauletich (2026)
2nd Shift Security Supervisory

Theangela Wright (2026)
3rd Shift Security Supervisory

SECURITY OFFICERS

Howard Clark (2016)
Stanley Daniels (2024)
Albert Davis (2025)
James Futrell (2017)
Robert Harrington (2022)
Steve Howard (2024)

Mel Kamar (2026)
Brian Kramer (2025)

Raphael Duran Ramos (2024)
Carmelo Sanchez (2019)
Christopher Smith (2023)
Robert Timper (2011)
Lovell Williams (2024)

COPY CENTER

Brian McDermott (2025)
Copy Center Assistant

Dominique Watson, A.S. (2024)
Copy Center Assistant

FACILITIES SERVICES

Russell Roxburgh (2025)
Director of Facilities Services

Patty Blackwell, B.A. (1996)
CMMS/Customer Service Clerk

John Wilson, B.A., M. Div. w/RE, M.S. (1997)
Purchasing/Inventory Manager

MAINTENANCE

Dale Parker (2009)
HVAC Supervisor

James Brown (2002)
Maintenance Supervisor

Aubrey Chapman (2008)
Robert Hulon (2014)
Robert Luedtke (2022)

GROUNDS

Aaron Schettler, B.S. (2003)
Grounds Manager

Galdino Vega (1987)
Grounds Supervisor

Michael Johnson (2006)
Assistant Supervisor

Juan Avila (2002)
Roberto Avila (1992)
Ahmed Soulaimeane (2025)
Hector Tolentino (2026)

HOUSEKEEPING

Paulette McCammon (2023)
1st Shift Supervisor

Vernon Cambridge (2022)
2nd Shift Supervisor

Ronley Rogers (2024)
Assistant Supervisor, First Shift

Courtney Hailey (2024)
Assistant Supervisor, Second Shift

Sonya Grimsley (2011)
Housekeeper III, First Shift

Maria Avila (2005)
Cecilia Avila-Huerta (2025)
Melvis Pérez Blanco (2025)
Cynthia Brinson (2013)
Maria Castellanos (2026)
Fatiha Ait Daoud (2025)
Petra Perez de Doval (2025)
Michelle Deans (2012)
Delia Rivera Gurdan (2025)
Denissa Harris (2023)
Yasbely Pablo Hernandez (2023)
Willie Howard (1982)
Sami Ibrahim (2025)
Vicki Jones (2013)
Maria Miranda (2024)
Laritze Perez Avila (2026)
Rinsinord Raynor (2014)
Juan Rendon (2022)
Anthony Taylor (2023)

FOOD SERVICES (ARAMARK)

Jayne Aimalefoa (2023)
Director of Dining Services

Thomas Grabau (2024)
Executive Chef

HUMAN RESOURCES

Pamela Davis Galloway, M.B.A., SPHR, SHRM-SCP (2004)
Associate Vice President for Human Resources/Title IX Coordinator

Alana Etter, B.S. PHR, SHRM- CP (2008)
Assistant Director

Heather Zeigler, B.A., B.S. (2012)
Payroll Administrator

Mariana Hoffman, A.A.S. (2014)
Benefits Coordinator

Mandy Davis, B.A. (2022)
Human Resources Assistant

POST OFFICE

Nicole Ward (2023)
Post Office Manager

William Binder (2021)
Postal Assistant

TECHNOLOGY SERVICES

Angela Gouge (1988)
Chief Information Officer (CIO)

Alex Arani (2005)
Technology Support Specialist

Stephanie Ashby, B.S. (2020)
Academic Technology Systems Specialist

Nick Baccala, A.A. (2012)
Senior Systems Engineer

Charles Bowden, M.Ed. (2015)
Academic Technology Systems Specialist

Naser Fayed (2002)
Senior Systems Engineer

Bill George, B.A. (1999)
Senior Programmer/Analyst

Cinda Goff (2017)
Colleague Administrator

Kia Kavari, B.S. (2026)
Network/Telecommunications Specialist

Paul Keys, M.Ed. (2016)
Instructional Design Specialist

Andrew Lamb, M.B.A. (2017)
Technology Applications Administrator

Bryon Marini, B.A. (2024)
Network Technician

Taron Mattock, M.S. (2024)
Director of User Services

Ed Phelps, B.S. (2024)
Senior Network Engineer

Ailey Smith, B.A. (2022)
Technology Support Specialist

Ellie Smith, B.A. (2005)
Information Systems Specialist

Sriyan Srinivasa, B.S. (2026)
Technology Support Technician

TBA
Senior Programmer/Analyst

TBA
Technology Support Specialist

Institutional Advancement

OFFICE OF INSTITUTIONAL ADVANCEMENT

Erin Cleghorn, Ed.D. (2012)

Vice President for Institutional Advancement

Lennie Barton, Ed.D. (2010)

Campaign Manager

Jennifer Kaisersatt, B.A. (2023)

Assistant to the Vice President

Emily Parker, B.S. (2015)

*Director of Advancement and Strategic
Communications*

Iris Turner, '89 M.B.A. (2026)

Director of Endowment and Gift Fund Strategy

ADVANCEMENT SERVICES

Whitley Welborn, '15 (2016)

Director of Advancement Services

Hannah Farrar, B.A. (2025)

*Assistant Director of Constituent Records and Gift
Processing*

Victoria Laureano, M.A. (2025)

Constituent Records and Gift Processor

Skyler Shaw, '21 (2022)

Associate Director of Development Services

ALUMNAE & PARENT RELATIONS

Hilary Allen, '01 (2002)

Director of Alumnae Relations

Emily Clemmons, '21, M.A. (2022)

Assistant Director of Alumnae Relations

Taylor Wilson Twine, '13 (2013)

Associate Director of Alumnae Relations

DEVELOPMENT

Margo Alfieri, '11, M.B.A. (2012)

Regional Director of Strategic Giving

M. Linda Carter, '82, M.A. CAP® CRFE (2015)

Senior Director of Gift Planning

Tammy Holleman, M.A. (2026)

Strategic Giving Officer for Athletics

Renee Keever, '79, M.A. (2024)

Director of Fundraising Research

Elizabeth Landrum, M.S. (2026)

Director of Strategic Giving

Claire Ruocchio, B.A. (2021)

Director of Strategic Giving

SPONSORED PROGRAMS

Janey McMillen, Ph.D. (2019)

Director of Sponsored Programs

THE MEREDITH FUND

Jean Gambrell, M.B.A. (2005)

Director of The Meredith Fund

Carissa Anderson, M.Ed. (2023)

Leadership Annual Giving Officer

Tonita Few, M.A. (2023)

*The Meredith Fund Strategic Giving Officer for
Reunions*

Holly Moyd, B.A. (2022)

The Meredith Fund Giving Officer

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. Johnson Hall was renovated in 2016 and now includes the Jo Ellen Ammons Welcome Center on the first floor. Johnson Hall houses student services, including Admissions, Financial Assistance, Registrar, and Accounting.

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. Social rooms, study parlors, kitchenettes, vending machines, and laundry facilities are conveniently located in the residence halls. All residence halls are supported by the campus wireless network.

The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella, William Louis and E. McNeill Poteat; E. Bruce Heilman; Culbreth C., 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 The Oaks in the fall of 2009, which is an **apartment building** 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 refrigerator, 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 Auditorium, named in honor of Wesley Norwood and Sallie Bailey Jones, houses a 630-seat auditorium/theater with balcony seating and a studio theater. Jones Auditorium 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 Mordre Wainwright Music Building is adjacent to Jones Hall. 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.

The **Elizabeth Triplett Beam Fountain Plaza** is located at the entrance to Johnson Hall. This area was dedicated in October 2017. Elizabeth Beam '72, served on the Board of Trustees and is past president of the Alumnae Association.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964 and is located in a beautifully landscaped oak grove on the south front campus. 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. Many campus and community events are held in the Amphitheater.

Meredith's **athletic complex** features an artificial turf field surrounded by an eight-lane track. Metal bleacher seating is available. Meredith's lacrosse and soccer teams practice and compete here as well as our track and field team. The track is also the site of physical education classes and popular campus races, including Daisy Dash and Trick or Trot, which are open to all students.

Jones Chapel was completed in 1982. 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 College chaplain 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 Student Center contains the 240-seat Kresge Auditorium, student activities offices, the campus store, BeeHive Cafe, student government and publication offices, the post office, and lounges. Named in honor of Kemp Shields Cate, the center was dedicated in 1974 and extensively renovated in 1996 and 2018.

Park Center, completed in 1996, is connected to the Cate Center. The Park Center houses offices for the John E. Weems Graduate School, Residence Life, Commuter Life, Diversity Programs, and First Year Experience as well as the Dean of Students, Academic Advising, Success Coaching, Career Planning, and Human Resources. Also housed in Park is the StrengthsLab – a dedicated space on campus for students to work on their strengths with a variety of resources that support strengths development. The building 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 Communication. 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 houses the Frankie G. Weems Art Gallery, an art history theater 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, and the Meredith Autism Lab.

Lux Hall is a classroom building for most courses in English, World Languages and Cultures, History and Politics, Religion, Criminology, and Sociology. It also contains the Office of International Programs, faculty offices, a computer lab, seminar rooms, a lounge, and a kitchen.

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 at the [library's website](#).

Martin Hall provides classrooms and laboratories for the Departments of Human Environmental Sciences, World Languages and Cultures, and Nutrition, Health, and Human Performance. 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 faculty member, 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, Physics and Geosciences, Biological Sciences, and Mathematics and Computer Science. The building also contains a telescope teaching/observation platform, and an interior courtyard with outdoor teaching spaces.

The Student Health and Wellness Center houses resources for enhancing physical, mental and emotional health, as well as support through Disability Services.

Ellen Brewer House was originally used for the resource management practicum in the Home Economics Department. It now contains a five-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 Athletic Center, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, the Lowery Fitness Center (In memory of Herman and Ruth Lowery, parents of Ann Lowery, '74, current Board of Trustees member.) and offices for the Departments of 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, driving range, 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 for their service to Meredith.

The Meredith College Arboretum and Gardens enrich the campus experience for students, faculty, staff, and visitors. They offer unique educational benefits to students and are designed with ornamental characteristics, ease of maintenance, and sustainability in mind. In 2018, the Three Sisters garden was renamed the Dickson Foundation Community Garden in keeping with its mission to support education.

The **Communication and Health, Exercise & Sport Sciences Building** (CHESS) is 13,636 square feet and includes a state-of-the-art recording studio, a podcast room, three editing rooms, two spacious exercise and sport sciences working classrooms, a collaboration room, and additional classrooms.

Location

Located in central North Carolina, Raleigh, the home of Meredith College, is a growing capital city of approximately 474,069 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, Shaw University and St. Augustine

University; Chapel Hill and Durham, sites of the University of North Carolina and Duke University, 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.

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](#).

Academic Calendar

2026-2027 Academic Calendar

2026-2027 Academic Calendar (subject to change)

FALL SEMESTER 2026

Arrival of new students	SAT AUG 15
Registration and Add/Drop	TUE AUG 18
Classes begin	WED AUG 19
Last day to add and drop (no grade) courses	TUE AUG 25
Drop with a grade of "W" begins (refer to the fee schedule)	WED AUG 26
Labor Day Holiday--No classes held	MON SEP 7
Follows a Monday Schedule	WED SEP 9
Last day to make a grading change	WED SEP 16
Mid-Term	WED OCT 7
Progress Reports due at NOON	FRI OCT 9
Autumn Recess	SAT OCT 17 – TUE OCT 20
Classes resume at 8:00 a.m.	WED OCT 21
Spring 2027 Pre-registration begins	THU OCT 29
Wellness Day--No classes held	TUE NOV 3
Last Day to withdraw, request LOA or drop a class (with a grade of "W")	WED NOV 4
Follows a Tuesday Schedule	THU NOV 5
Thanksgiving Recess	WED NOV 25 – SUN NOV 29
Classes resume at 8:00 a.m.	MON NOV 30
Last day of classes	WED DEC 3
Reading Days	FRI DEC 4, SAT DEC 5
Final Examinations (excl. SAT)	MON DEC 7 - MON DEC 14
Last Day of Fall 2026	MON DEC 14

Final grades due for all students at NOON

WED DEC 16

SPRING SEMESTER 2027

Registration and Drop/Add	FRI JAN 8
Classes begin	MON JAN 11
Last day to add and drop (no grade) courses	FRI JAN 15
Drop with a grade of "W" begins	SAT JAN 16
Holiday--Martin Luther King Day	MON JAN 18
Last day to make a grading change	WED FEB 8
Campus Wellness Day - no classes	WED FEB 17
Mid-Term	TUE MAR 2
Progress Reports due at NOON	THU MAR 4
Spring Recess	MON MAR 15 – SUN MAR 21
All Offices Closed for Spring Break	FRI MAR 19
Classes resume at 8:00 a.m.	MON MAR 22
Last Day to withdraw, request LOA or drop a class (with a grade of "W")	MON MAR 29
Fall 2027 Pre-registration	THU APR 1
Celebrating Student Achievement (no classes)	THU APR 15
Follows a Thursday Schedule	TUE APR 20
Last day of Classes	WED APR 28
Reading day	THU APR 29
Final Exam Days	FRI APR 30, SAT MAY 1, MON MAY 3, TUE MAY 4, WED MAY 5, THU MAY 6
Last Day of Spring 2025	THU MAY 6
Commencement	SAT MAY 8
Grades due for all students at NOON	MON MAY 10

SUMMER SEMESTER 2027

Classes will not meet Monday, May 31; Firday, June 18; or Monday, July 5.

First five-week session	5/17 – 6/17 Final grades due 6/21
Second five-week session	6/21 – 7/23 Final grades due 7/26
First three-week session	5/17 – 6/4 Final grades due 6/7
Second three-week session	6/7 – 6/25 Final grades due 6/28
Third three-week session	6/28 – 7/16 Final grades due 7/19
Full Summer session	5/17 – 7/23 Final grades due 7/26

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.

2027-2028 Academic Calendar

2027-2028 Academic Calendar (subject to change)

FALL SEMESTER 2027

Arrival of new students	SAT AUG 14
Registration and Add/Drop	TUE AUG 17
Classes begin	WED AUG 18
Last day to add and drop (no grade) courses	TUE AUG 24
Drop with a grade of "W" begins (refer to the fee schedule)	WED AUG 25
Labor Day Holiday - no classes	MON SEP 6
Follows a Monday Schedule	WED SEP 8
Last day to make a grading change	WED SEP 15
Mid-Term	WED OCT 6
Progress Reports due at NOON	FRI OCT 8
Autumn Recess	MON OCT 18 -
Classes Resume at 8:00 a.m.	TUE OCT 19
Spring 2028 Pre-registration begins	WED OCT 20
Wellness Day - no classes	THU OCT 28
Last Day to withdraw, request LOA or drop a class (with a grade of "W")	TUE NOV 2
Follows a Tuesday Schedule	WED NOV 3
Thanksgiving Recess	THU NOV 4
Classes Resume at 8:00 a.m.	WED NOV 24- FRI
Last day of classes	NOV 26
Reading Days	MON NOV 29
Final Examinations (excl. SAT)	THU DEC 2
Last Day of Fall 2027	FRI DEC 3, SAT
Grades Due at NOON	DEC 4
	MON DEC 6 - MON
	DEC 13
	MON DEC 13
	WED DEC 15

SPRING SEMESTER 2028

Registration and drop/add	TUE JAN 11
Classes begin	WED JAN 12
Holiday--Martin Luther King Day - no classes	MON JAN 17
Last Day to add and drop (no grade) courses	WED JAN 19
Drop with a grade of "W" begins	THU JAN 20
Last day to make a grading change	WED FEB 9
Wellness Day - no classes	WED FEB 16
Mid-Term	THU MAR 2
Progress Reports due at NOON	MON MAR 6
Spring Recess	MON MAR 13-FRI
All Offices closed for spring break	MAR 17
Classes resume at 8:00 a.m.	FRI MAR 17
Last day to withdraw, request LOA or drop a class (with a grade of "W")	MON MAR 20
Fall 2028 Pre-registration begins	FRI MAR 31
Celebrating Student Achievement - no classes	THU APR 6
Last day of classes	THU APR 13
Reading Day	MON MAY 1
Final Examinations	TUE MAY 2
Last Day of Spring 2028	WED MAY 3 -
Commencement	WED MAY 10
Grades due for all students at NOON	WED MAY 10
	SAT MAY 13
	MON MAY 15

SUMMER SEMESTER 2028

Classes Begin MON MAY 22
Classes End FRI JUL 28

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the Registrar's Office.

Correspondence & 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 and Non-degree Registration

Office of the Registrar, (919) 760-8593

registrar@meredith.edu

Admissions (Traditional age and Transfer/Wings - Adult Education Program)

Office of Admissions, (919) 760-8581

admissions@meredith.edu

Adult Student Information

Office of Admissions

(919) 760-8581

admissions@meredith.edu

Alumnae Matters

Office of Alumnae & Parent Relations, (919) 760-8548

alumnae@meredith.edu

Athletics

Athletics Office, (919) 760-8205

athletics@meredith.edu

Campus Events

(919) 760-8533

events@meredith.edu

Campus Chaplain

(919) 760-8347

Career Planning

Office of Career Planning, (919) 760-8341

career@meredith.edu

Educational Programs

Provost's Office, (919) 760-8514

Expenses

Vice President for Business and Finance, (919) 760-8516

Financial Assistance

Office of Financial Assistance, (919) 760-8565
finaid@meredith.edu

Full-Time Employment, Internships and Co-op

Office of Career Planning, (919) 760-8341
career@meredith.edu

Housing Matters

Office of Residence Life and Housing, (919) 760-8633
reslife@meredith.edu

Institutional Research

Office of Research, Planning and Assessment, (919) 760- 2364

News Items/Publications

Department of Marketing, (919) 760-8455
marketing@meredith.edu

Graduate and Post-Baccalaureate Programs

Office of Graduate and Professional Studies, (919) 760-8056
graduate@meredith.edu
paralegal@meredith.edu
mba@meredith.edu

Parents Association

Office of Alumnae and Parent Relations, (919) 760-8548
parents@meredith.edu

Student Employment

Office of Financial Assistance, (919) 760-8565
finaid@meredith.edu

Student Life

Office of the Dean of Students, (919) 760-8521
deanofstudents@meredith.edu

Student Reports

Office of the Registrar, (919) 760-8593
registrar@meredith.edu

Summer School

Office of the Registrar, (919) 760-8593
registrar@meredith.edu

Transcripts

Office of the Registrar, (919) 760-8593
registrar@meredith.edu
www.getmytranscript.org

Volunteer Opportunities

Office of Student Leadership and Service, (919) 760-8338
leadershipandservice@meredith.edu

Enrollment

Enrollment for 2025-2026

SUMMER SCHOOL 2025

Total Summer Registrations 480
Unduplicated Summer Enrollment 472

UNDERGRADUATE STUDENTS, FALL 2025

Degree Candidates for Bachelor of Arts,
Bachelor of Science, Bachelor of Music
and Bachelor of Social Work 1,190
Non-degree Students 14
Cooperating Raleigh Colleges 8
Total Students in Undergraduate Credit Courses 1,212

GRADUATE STUDENTS, FALL 2025

Degree Candidates for Master of Business Administration, Master
of Education, Master of Arts in Teaching, Master of Arts in
Industrial-Organizational Psychology, Master of Science in
Nutrition 189
Non-degree Student 9
Dietetic Internship Program Students 25
Post-Baccalaureate Students; Digital Communication; Pre- Health 32
Total Students in Graduate-level Courses 255

TOTAL ENROLLMENT, FALL 2025

Total Degree Candidates 1,436
Total Non-Degree Students 31
Total Enrollment for Credit 1,467

NON-CREDIT REGISTRATIONS, FALL 2025

Paralegal Programs 37
Music 238
Total Registrations in Non-Credit Classes/Programs 275

FALL 2025 GEOGRAPHIC DISTRIBUTION OF STUDENTS IN CREDIT COURSES:

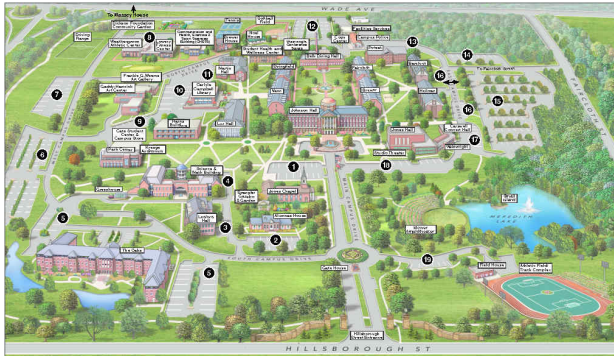
Alabama	1
Alaska	1
California	4
Colorado	3
Connecticut	3
Delaware	1
Florida	7
Georgia	4
Illinois	1
Indiana	1
Maine	1
Maryland	13
Massachusetts	5
Minnesota	2
Mississippi	1
Missouri	3
New Jersey	5
New York	9
North Carolina	1,233
Ohio	2
Oklahoma	1
Pennsylvania	13
Rhode Island	1
South Carolina	12
Tennessee	1
Texas	7
Utah	2
Virginia	35
Washington	2
Foreign Countries (35)	93

FALL 2025 GEOGRAPHIC DISTRIBUTION OF STUDENTS IN CREDIT COURSES:

Total

1,467

Campus Map



Meredith College Parking Areas

- 1 Visitors, Faculty and Staff – Monday to Friday, 7 a.m. – 4 p.m.
- 2 Visitors, Faculty and Staff – Monday to Friday, 7 a.m. – 4 p.m.
- 3 Visitors, Faculty and Staff – Monday to Friday, 7 a.m. – 4 p.m.
- 4 Leased Staff Parking
- 5 Accessible Parking for SABS and Lacrosse
- 6 The Green Parking
- 6 Visitors, Commuter students, Faculty and Staff – Monday to Friday, 7 a.m. – 4 p.m.
- 7 Commuter students
- 8 Students, Faculty and Staff
- 9 Visitors, Faculty and Staff – Monday to Friday, 7 a.m. – 4 p.m.
- 10 Visitors, Commuter students, Faculty and Staff
- 11 Faculty and Staff – Monday to Friday, 7 a.m. – 4 p.m.
- 12 Resident students, Faculty and Staff
- 13 Faculty and Staff
- 14 Resident students
- 15 Resident students
- 16 Resident students (parking on both sides of street)
- 17 Commuter students
- 18 Visitors, Faculty and Staff
- 19 Athletic Field Parking

MEREDITH COLLEGE

Degrees & Certificates

Art and Design

Professors: Johnstone and Lovelace; Associate Professors: Fischer, Howard and Johnson; Assistant Professors: Bissinger, Jones and Stanley

The Meredith College Art and Design Department mission is to foster individual growth by providing an intellectually challenging environment that engages students in critical thinking through the creative process for visual problem solving.

The department offers majors in Art Education, Graphic Design, Pre-Art Therapy, and Studio Art based on a core curriculum of shared studio art and art history experiences. In addition, it offers minors in art history, arts administration, graphic design, photography, and studio art as well as preparation for teacher licensure in K-12 visual art. 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, and participation in exhibitions and visual arts organizations. Advising within the department guides career choices based on individual strengths and interests.

Goals of the Art and Design Department

- Provide a solid foundation in both traditional and contemporary media informed by historical context and diverse cultures;
- Supply 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.

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

- Ethical behavior and personal responsibility for choices;
- Intellectual inquisitiveness that promotes life-long learning;

- Courage to take creative risks and the persistence to succeed;
- Openness to diverse perspectives and worldviews;
- Independence and a willingness to collaborate;
- Disciplined time management skills and a strong work ethic.

Student Learning Outcomes of the Art and Design Department

By graduation, all art students will have acquired the following learning outcomes:

1. Students demonstrate an increasing depth of conceptual and technical skills and knowledge of art history.
2. Students acquire and demonstrate skills of professionals in the art world, including:
 - a. Participating in professional visual art association(s)
 - b. Interacting with professional artists in a variety of settings
 - c. Developing critical thinking skills while engaged in the creative process
 - d. Taking creative risks to solve visual problems
 - e. Ethical behavior and personal responsibility for choices made
3. Demonstrate the appropriate level of competency in techniques and concepts, and individualized expression, in the major area of specialization through public exhibition, if applicable.
4. Demonstrate self-reflection and assessment of strengths and weaknesses
5. Students in specific art majors will demonstrate additional competencies for their major as listed below:

An Art Education Major will be able to:

1. Plan and deliver art education lesson plans
2. Create a set of digital artifacts for teaching purposes.

A Graphic Design Major will be able to:

1. Demonstrate proficiency in conceptual and technical skills, and relevant technologies applicable to graphic design
2. Effectively communicate ideas and concepts in a visual form

A Pre-Art Therapy Major will be able to:

1. Demonstrate competency of media specific processes and techniques
2. Demonstrate an understanding of psychological principle relating to Art Therapy

A Studio Art Major will be able to:

1. Demonstrate competency of media specific processes and techniques
2. Communicate concepts evidenced through artist statements, knowledge of art history, and self-assessment

The student who studies art at Meredith learns to engage intellectually and creatively to gain critical thinking and problem-solving skills that will prepare them for a variety of professional careers. The student is strongly encouraged to begin the art program the first semester of their freshman year. To receive transfer credit, students must get approval from the department chair. Any course taken more than five years ago must be repeated, unless proficiency is proven through current portfolio work. Portfolio reviews are scheduled by the department chair. All art majors complete a core curriculum of 27 credit hours. Internships are encouraged in all majors. Through independent research courses, arranged with individual faculty members, a student may add even greater depth to their program in a particular area of interest. The Art Department accepts AP credit in both art history and studio art with a score of three or above. AP credit is awarded as a general studio credit and does not substitute for a core art course.

Art Education

Degree Type

Bachelor of Arts

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 2.75 average GPA or better to be admitted to the licensure program (see [Education](#), for details on admission).

Major Requirements

Course #	Title	Credits
	Major in Art: Core Curriculum	27
ART-160	Ceramics I	3
ART-210	Painting I	3
ART-251	Printmaking I	3
ART-365	Sculpture	3
ART-370	Topics in Fibers	3
ART-497	Senior Exhibition	3
ART-735	Teaching and Methods: Art PreK–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	Teaching with Technology	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 or PSY-310	3
PSY-312	Psychology of Exceptional Individuals	3
	SOC-335 or EDU-345	3
	Art History Elective	3
	Sub-Total Credits	89

See the [Education Department](#) listing for information: [ART-736](#), [EDU-305](#), [EDU-434](#), [EDU-436](#), [EDU-460](#), [EDU-490](#).

Total Credits	89

Major in Art: Core Curriculum

Elective Credits 27

Course #	Title	Credits
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	3
ART-201	Drawing II	3
ART-221	Survey Western Art: Ancient-Early Renaissance	3
ART-222	Survey Western Art: High Renaissance-Modern	3
ART-324	Topics in Modern Art History	3
ART-382	Art Ethics Seminar	3
	Sub-Total Credits	27

PSY-210 or PSY-310

Elective Credits 3

Course #	Title	Credits
PSY-210	Life Span Developmental Psychology	3
PSY-310	Psychology of Children and Adolescents	3
Sub-Total Credits		6

SOC-335 or EDU-345

Elective Credits 3

Course #	Title	Credits
SOC-335	Race and Ethnic Relations	3
EDU-345	Multilingual Learners in Public Schools	3
Sub-Total Credits		6

Art History Elective

Elective Credits 3

Chosen from the following:

Course #	Title	Credits
ART-280	Topics in Art and Architecture	3
ART-323	Topics in Art History	3
Sub-Total Credits		6

ART 323: Pre-modern (topics rotate)

Graphic Design

Degree Type

Bachelor of Arts

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.

Required Courses

Course #	Title	Credits
	Art Core Curriculum	27
ART-131	Digital 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-400 or ART-930	1-3
ART-444	Special Topics in Graphic Design	3
ART-460	Advanced Interactive Design	3
	ART-490 or ART-498	3
ART-491	Professional Practices and Portfolio Development in Graphic Design	3
Sub-Total Credits		55-57

Electives

Course #	Title	Credits
ART-160	Ceramics I	3
ART-210	Painting I	3
ART-230	Digital Photography II	3
ART-248	Illustration	3
ART-251	Printmaking I	3
ART-280	Topics in Art and Architecture	3
ART-299	Introduction to Research in Art	1-3
ART-310	Painting II	3
ART-323	Topics in Art History	3
ART-330	Topics in Photography	3
ART-351	Printmaking II	3
ART-365	Sculpture	3
ART-370	Topics in Fibers	3
ART-400	Circus Design Studio at Meredith	3
ART-405	Colton Review	3
ART-480	Digital Photography III	3
ART-497	Senior Exhibition	3
ART-499	Junior & Senior Research in Art	1-3
ART-920	Directed Individual Study	1-4
ART-930	Community Internship	1-4
Sub-Total Credits		6
Total Credits		61-63

Art Core Curriculum

Elective Credits 27

Course #	Title	Credits
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	3
ART-201	Drawing II	3
ART-221	Survey Western Art: Ancient-Early Renaissance	3
ART-222	Survey Western Art: High Renaissance-Modern	3
ART-324	Topics in Modern Art History	3
ART-382	Art Ethics Seminar	3
	Sub-Total Credits	27

ART-400 or ART-930

Elective Credits 1-3

Course #	Title	Credits
ART-400	Circus Design Studio at Meredith	3
ART-930	Community Internship	1-4
	Sub-Total Credits	4-7

ART-490 or ART-498

Elective Credits 3

Course #	Title	Credits
ART-490	Senior Project in Graphic Design	3
ART-498	Honors Thesis in Art	3
	Sub-Total Credits	3

Pre-Art Therapy

Degree Type

Bachelor of Arts

The Pre-Art Therapy major is designed for those students who wish to combine a strong interest and technical proficiency in the visual arts and Psychology. Students in this program may plan to complete a graduate degree in art therapy, or similar, with the intention of a career as an art therapist, or explore other options in art, psychology, social work, counseling and education. While an undergraduate degree alone does not lead to professional certification as an art therapist, this program equips students with the necessary prerequisites for graduate-level art therapy programs. Students are encouraged to begin the program in their freshman year to fulfill the art, psychology and education course requirements in a timely manner.

Core Curriculum

Course #	Title	Credits
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	3
ART-201	Drawing II	3
ART-221	Survey Western Art: Ancient-Early Renaissance	3
ART-222	Survey Western Art: High Renaissance-Modern	3
ART-324	Topics in Modern Art History	3
ART-382	Art Ethics Seminar	3
	Sub-Total Credits	27

Required Courses (6 credit hours)

Course #	Title	Credits
ART-290	Introduction to Art Therapy	3
ART-497	Senior Exhibition	3
ART-930	Community Internship	1-4
	Sub-Total Credits	6

Required Art Education Courses

Course #	Title	Credits
	ART-735 or ART-736	3
	Sub-Total Credits	3

Electives 100-200 level

Choose 4 courses from the following:

Course #	Title	Credits
ART-131	Digital Photography I	3
ART-160	Ceramics I	3
ART-210	Painting I	3
ART-251	Printmaking I	3
	Sub-Total Credits	12

Choose one elective from the following:

Course #	Title	Credits
ART-301	Experimental Drawing	3
ART-310	Painting II	3
ART-362	Ceramics II	3
ART-365	Sculpture	3
ART-370	Topics in Fibers	3
	Sub-Total Credits	3

Required Psychology Courses

Course #	Title	Credits
PSY-100	Introduction to Psychology	3
PSY-210	Life Span Developmental Psychology	3
PSY-320	Psychopathology & Mental Health	3
Sub-Total Credits		9

Choose a 300 or 400 level elective from the following:

Course #	Title	Credits
PSY-312	Psychology of Exceptional Individuals	3
PSY-326	Health Psychology	3
PSY-414	Play Therapy & Play-Based Intervention	3
PSY-420	Theories of Personality	3
PSY-424	Theory and Practice in Counseling	3
PSY-426	Trauma & Crisis Intervention	3
MUS-351/PSY-351		3
Sub-Total Credits		3

Required Education Courses

Course #	Title	Credits
EDU-234	Teaching and Learning	3
EDU-244	Fundamental Concepts of the Arts in Education	4
Sub-Total Credits		6
Total Credits		69

ART-735 or ART-736

Elective Credits 3

Course #	Title	Credits
ART-735	Teaching and Methods: Art PreK–5	3
ART-736	Teaching and Methods: Art in Grades 6–12	3
Sub-Total Credits		3

MUS-351/PSY-351

Elective Credits 3

Course #	Title	Credits
MUS-351	Elements of Music Therapy	3
PSY-351	Elements of Music Therapy	3
Sub-Total Credits		6

Studio Art

Degree Type

Bachelor of Arts

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.

Required Courses

Course #	Title	Credits
Art Core Curriculum		27
ART-301	Experimental Drawing	3
ART-482	Professional Practices and Portfolio Development in Studio Art	3
ART-497	Senior Exhibition	3
ART-735 or ART-736		3
Sub-Total Credits		40

Art History Elective

Complete 3 credits of Art History

Course #	Title	Credits
ART-280	Topics in Art and Architecture	3
ART-323	Topics in Art History	3
ART-324	Topics in Modern Art History	3
Sub-Total Credits		3

Art Electives

Complete 15 credits 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:

[ART-920](#) Directed Independent Study (1–3 credit hours)*

[ART-930](#) Community Internship (1-3 credit hours)*

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

Course #	Title	Credits
ART-131	Digital Photography I	3
ART-160	Ceramics I	3
ART-210	Painting I	3
ART-230	Digital Photography II	3
ART-248	Illustration	3
ART-251	Printmaking I	3
ART-280	Topics in Art and Architecture	3
ART-299	Introduction to Research in Art	1-3
ART-301	Experimental Drawing	3
ART-310	Painting II	3
ART-323	Topics in Art History	3
ART-324	Topics in Modern Art History	3
ART-330	Topics in Photography	3
ART-332	Photography and Social Change	3
ART-351	Printmaking II	3
ART-360	Interactive Design	3
ART-362	Ceramics II	3
ART-365	Sculpture	3
ART-370	Topics in Fibers	3
ART-401	Figure Drawing II	3
ART-460	Advanced Interactive Design	3
ART-480	Digital Photography III	3
ART-499	Junior & Senior Research in Art	1-3
	Sub-Total Credits	15
	Total Credits	58

Art Core Curriculum

Elective Credits 27

Course #	Title	Credits
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	3
ART-201	Drawing II	3
ART-221	Survey Western Art: Ancient-Early Renaissance	3
ART-222	Survey Western Art: High Renaissance-Modern	3
ART-324	Topics in Modern Art History	3
ART-382	Art Ethics Seminar	3
	Sub-Total Credits	27

ART-735 or ART-736

Elective Credits 3

Course #	Title	Credits
ART-735	Teaching and Methods: Art PreK–5	3
ART-736	Teaching and Methods: Art in Grades 6–12	3
	Sub-Total Credits	3

Art History

Degree Type

Minor

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.

Minor Requirements

Course #	Title	Credits
ART-221	Survey Western Art: Ancient-Early Renaissance	3
ART-222	Survey Western Art: High Renaissance-Modern	3
	ART-494 or ART-498 or ART-499	3
	Select 3 courses from the following	9
	Total Credits	18

ART-494 or ART-498 or ART-499

Elective Credits 3

Course #	Title	Credits
ART-494	Senior Project: Art History Thesis	3
ART-498	Honors Thesis in Art	3
ART-499	Junior & Senior Research in Art	1-3
Sub-Total Credits		7-9

Select 3 courses from the following

Elective Credits 9

At least one must be a pre-modern topic and one a modern topic

Course #	Title	Credits
ART-280	Topics in Art and Architecture	3
ART-323	Topics in Art History	3
ART-324	Topics in Modern Art History	3
Sub-Total Credits		9

Arts Administration

Degree Type

Minor

Howard, Associate Professor of Art; Finley, Professor of Dance; Wozencraft-Ornellas, Music.

The Arts Administration minor is an interdisciplinary program that complements any arts major as well as majors in many other fields. Core classes in this program of study provide foundational skills and knowledge, while elective choices are geared toward the student's professional interests. Applied knowledge is developed via an internship and/or a practica course.

Through the Arts Administration minor, students will acquire the following knowledge, skills and dispositions:

- An ability to advocate for the value of the arts
- Knowledge of foundational concepts of business practices for non-profit arts organizations
- Knowledge of foundational concepts and/or historical origins of at least one arts discipline
- Skills in office and budget management and communication using a variety of media
- Critically thinking about the artistic process and the presentation of artistic works

This is an interdisciplinary minor. Students seeking academic advising should contact their advisor or Academic Advising.

Core Requirements

Course #	Title	Credits
	ART-180 or CS-156	3
BUS-306	Leadership, Innovation and Social Responsibility	3
	COM-215 or COM-225 or ENG-358	3
CS-120	Spreadsheets	1
IDS-355	Arts Administration	3
THE-105	Front of House Practica	1-2
Sub-Total Credits		14-15

Arts Theory Elective

3 credits outside the major, chosen from:

Course #	Title	Credits
	ART-221 or ART-222	3
	DAN-200 or DAN-359	3
MUS-215	Music Literature	3
THE-114	Introduction to Theatre	3
Sub-Total Credits		3

Professional Practices Elective

3 credits chosen from:

Course #	Title	Credits
ART-400	Circus Design Studio at Meredith	3
ART-482	Professional Practices and Portfolio Development in Studio Art	3
ART-491	Professional Practices and Portfolio Development in Graphic Design	3
ART-930	Community Internship	1-4
COM-365	Digital Storytelling	3
COM-480	Communication Internship	3-6
DAN-480	Internship in Performing Arts Administration	1-6
HOS-320	Introduction to Event Planning	3
MUS-333	Seminar in Music Technology	1
MUS-480	Professional Practices in Music	2
MUS-580	Internship in Music	1
THE-480	Internship: Area of Specialization	1-3
Sub-Total Credits		3
Total Credits		20-21

ART-180 or CS-156

Elective Credits 3

Course #	Title	Credits
ART-180	Computer Literacy for Design	3
CS-156	Website Design & Management	3
Sub-Total Credits		3

COM-215 or COM-225 or ENG-358

Elective Credits 3

Course #	Title	Credits
COM-215	Introduction to Public Relations	3
COM-225	Public Speaking	3
ENG-358	Professional Writing	3
Sub-Total Credits		9

ART-221 or ART-222

Elective Credits 3

Course #	Title	Credits
ART-221	Survey Western Art: Ancient-Early Renaissance	3
ART-222	Survey Western Art: High Renaissance-Modern	3
Sub-Total Credits		3

DAN-200 or DAN-359

Elective Credits 3

Course #	Title	Credits
DAN-200	Dance in Society	3
DAN-359	Dance History: Western Theatrical Dance	3
Sub-Total Credits		3

Graphic Design

Degree Type

Minor

The **Graphic Design minor** is suggested for any student whose future endeavors may involve the creation or implementation of visual communications. Demand for Graphic Design skills continue to grow as students find graphic information and visual thinking increasingly important in an expanding variety of fields. The graphic design minor would complement the traditional art major, as well as several other majors (such as Business, Communication, Computer Science and Interior Design), minors (including Marketing, Fashion Design and others), and intended career trajectories (such as those hoping to work in advertising and public relations). This minor provides the skill set needed in visual communication and the tools to contribute and work with information/marketing campaigns and creative professionals.

Coursework will help students develop exceptional skills and the ability to verbalize creative ideas on a variety of platforms, and the minor will also prepare students for internships and entry-level positions in the field of graphic design, business, communications, arts organizations, social services and other flourishing fields. Areas of study within the minor may include corporate design/branding, editorial design, advertising, book design, package design, digital media packaging, wayfinding/information design and web design. Emphasis is placed on critical thinking, creative problem-solving, and technical proficiency in both traditional and interactive media. Students must maintain a C average or better in the minor.

Required Courses

Course #	Title	Credits
ART-110	2D Design Concepts, Color and Composition	3
ART-180	Computer Literacy for Design	3
ART-242	Graphic Design and Typography	3
ART-344	Advanced Graphic Design	3
ART-345	Advanced Typography	3
ART-360	Interactive Design	3
Sub-Total Credits		18

Graphic Design Electives

Choose one from the following:

Course #	Title	Credits
ART-400	Circus Design Studio at Meredith	3
ART-444	Special Topics in Graphic Design	3
ART-460	Advanced Interactive Design	3
Sub-Total Credits		3
Total Credits		21

Photography

Degree Type

Minor

The **Photography minor** is an appropriate complement to various majors, including Graphic Design, Communication, Criminology, 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, with emphasis placed on critical thinking, creative problem-solving and technical proficiency.

Required Courses

Course #	Title	Credits
ART-131	Digital Photography I	3
ART-180	Computer Literacy for Design	3
	ART-221 or ART-222 or ART-324	3
ART-230	Digital Photography II	3
	ART-330 or ART-332	3
ART-480	Digital Photography III	3
	Total Credits	18

ART-221 or ART-222 or ART-324

Elective Credits 3		
Course #	Title	Credits
ART-221	Survey Western Art: Ancient-Early Renaissance	3
ART-222	Survey Western Art: High Renaissance-Modern	3
ART-324	Topics in Modern Art History	3
	Sub-Total Credits	3

ART-330 or ART-332

Elective Credits 3		
Course #	Title	Credits
ART-330	Topics in Photography	3
ART-332	Photography and Social Change	3
	Sub-Total Credits	3

Studio Art

Degree Type

Minor

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.

Required Courses

Course #	Title	Credits
ART-101	Drawing I	3
ART-110	2D Design Concepts, Color and Composition	3
	ART-221 or ART-222	3
	Sub-Total Credits	9

Area of Specialization in upper level courses (200 and above)

Sub-Total Credits	6

Art electives

Sub-Total Credits	6
Total Credits	21

ART-221 or ART-222

Elective Credits 3		
Course #	Title	Credits
ART-221	Survey Western Art: Ancient-Early Renaissance	3
ART-222	Survey Western Art: High Renaissance-Modern	3
	Sub-Total Credits	3

Biology

Professors Aghoram, Andrus, Reid, Perez-Heydrich and Wolfinger; Associate Professors Pickering and Serr; Assistant Professors Butz, Gardner, and Kenderdine; Emerita Cuffney, Mecham and Swab; Laboratory Manager Powell.

The Department of Biological Sciences meets the needs of Meredith's students by providing courses that 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 for Bachelor of Arts and Bachelor of Science Biological Sciences:

Upon completion of their Bachelor of Arts or Bachelor of Science in Biology all graduates will be able to:

- Demonstrate a strong foundation in biological concepts
- Critically evaluate scientific information found in primary and secondary literature
- Communicate biological concepts in various forms
- Demonstrate ability to collaboratively perform laboratory and/or field techniques
- Identify career pathways in life sciences and exhibit the professional behaviors necessary for success
- Analyze and interpret data

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 **Bachelor of Arts 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.

Bachelor of Science 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.)

Bachelor of Arts Environmental Sustainability:

The **Bachelor of Arts in Environmental Sustainability** major prepares students for careers in environmental, social and economic sustainability, and a lifelong commitment to serving as a responsible global citizen. Students integrate and apply interdisciplinary knowledge and skills to current environmental issues in and outside the classroom.

Student Learning Outcomes of the Environmental Sustainability major

Upon completion of a Bachelor of Arts 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

Licensure

Middle grades (6–9) licensure in science is available to students in any major who complete these minimum requirements: [BIO-112](#), [BIO-142](#), [CHE-111](#), [CHE-141](#), [PHY-100](#), [PHY-202](#), [GEO-200](#), [GEO-240](#), [SCI-764](#) and electives from the sciences for a total of 24 credit hours. Biology licensure (9–12) 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](#).

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.

Advanced Placement Biology Credit

Students who present an AP Biology score of 3 or above receive credit for [BIO-111/BIO-141](#) or [BIO-112/BIO-142](#), with consultation from academic advisor.

Biology

Degree Type

Bachelor of Arts

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.

Required Courses

- Licensure students may substitute [EDU-490](#) for [BIO-490](#).

Course #	Title	Credits
BIO-111	Organisms, Ecology, and Evolution	3
BIO-112	Molecules, Genes, and Cells	3
BIO-141	Organisms, Ecology, and Evolution Laboratory	1
BIO-142	Molecules, Genes, and Cells Laboratory	1
	BIO-201 or BIO-202	1
BIO-299	Research Development	1
BIO-399	Biology Seminar	1
BIO-490	Senior Capstone	1
CHE-111	General Chemistry I	3
CHE-112	General Chemistry II	3
CHE-141	General Chemistry I Laboratory	1
CHE-142	General Chemistry II Laboratory	1
	MAT-175 or MAT-248	3
	Sub-Total Credits	23

Biology Electives

Select 18 credit hours from additional BIO courses, [PHS-301/BIO-301](#) or [PHS-302](#). Students may only use 6 credit hours below the 210 level towards the 18 credit hour requirement. [BIO-490](#) and [BIO-498](#) may **not** be used towards the Biology Electives

Sub-Total Credits	18

STEM Electives

3-4 credit hours of CHE, PHY, GEO, MAT, CS, or DS. Students may **not** use GEO-205 towards the STEM Elective requirement.

Sub-Total Credits	3-4
Total Credits	44-45

BIO-201 or BIO-202

Elective Credits 1

Licensure students may substitute [EDU-460](#).

Course #	Title	Credits
BIO-201	Pathways to Careers in Life and Physical Sciences	1
BIO-202	Pathways to Careers in Healthcare	1
	Sub-Total Credits	3

MAT-175 or MAT-248

Elective Credits 3

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
	Sub-Total Credits	6

Environmental Sustainability

Degree Type

Bachelor of Arts

Required Courses

- Additional Lab Science..... (4 credit hours)
 - [BIO-111/BIO-141](#), [BIO-112/BIO-142](#), [CHE-111/CHE-141](#), or [GEO-200/GEO-240](#)

Course #	Title	Credits
BIO-225	Environmental Science	3
BIO-265	Environmental Science Laboratory	1
ECO-311	Environmental Economics	3
	EVS-299, EVS-498 or EVS-499 Research or Honors Thesis or BIO-399, Biology Seminar	3
GEO-326	Environmental Resources	3
MAT-175	Statistics I	3
RES-345	Environmental Ethics	3
POL-331	Environmental Politics & Policy	3
	Sub-Total Credits	27-29

Electives:

Students must choose 19 credit hours of electives with at least 4 credit hours in the Science Foundations, 3 credit hours in the Social Foundation, and 3 credit hours in the Economics and Communication Foundation.

Course #	Title	Credits
	Science Foundation:	4
	Social Foundation	3
	Economics and Communication Foundation:	3
	Sub-Total Credits	19
	Total Credits	46-48

EVS-299, EVS-498 or EVS-499 Research or Honors Thesis or BIO-399, Biology Seminar 1

Elective Credits 3

Course #	Title	Credits
EVS-299	Research Development	1-2
EVS-498	Honors Thesis in Environmental Sustainability	3
EVS-499	Senior Research	1-3
BIO-399	Biology Seminar	1
	Sub-Total Credits	3

Science Foundation:

Elective Credits 4

- Additional lab sciences ([BIO-111/BIO-141](#), [BIO-112/BIO-142](#), [CHE-111/CHE-141](#), [GEO-200/GEO-240](#)) (4) not taken for major

Course #	Title	Credits
BIO-211	Plant Biology	3
BIO-241	Plant Biology Laboratory	1
BIO-222	Animal Biology	2
BIO-242	Animal Biology Laboratory	2
BIO-215	Tropical Ecosystems	3-4
BIO-326	Principles of Ecology	3
BIO-346	Principles of Ecology Laboratory	1
BIO-358	Aquatic Field Studies	2
BIO-359	Terrestrial Field Studies	2
CHE-112	General Chemistry II	3
CHE-142	General Chemistry II Laboratory	1
CHE-230	Environmental Chemistry	3
GEO-202	Introduction to Oceanography	3
GEO-203	Geographic Information System (GIS)	3
GEO-206	Weather, Climate, and Global Change	3
PHS-301	Biostatistics	3
	Sub-Total Credits	3

Social Foundation

Elective Credits 3

Course #	Title	Credits
ART-160	Ceramics I	3
GEO-205	World Regional Geography	3
HIS-300	Introduction to Public History	3
ID-246	Interior Design Products	3
POL-210	International Politics	3
POL-340	State and Local Government	3
POL-370	World Politics Simulation	1-3
PSY-410	Social Psychology	3
SOC-231	Social Problems	3
SOC-430	Population Dynamics	3
	Sub-Total Credits	3

Economics and Communication Foundation:

Elective Credits 3

Course #	Title	Credits
COM-215	Introduction to Public Relations	3
COM-225	Public Speaking	3
COM-360	Writing for the Media	3
ECO-100	Principles of Macroeconomics	3
ENG-358	Professional Writing	3
	Sub-Total Credits	15

Biology

Degree Type

Bachelor of Science

Required Major Courses:

- Licensure students may substitute [EDU-490](#) for [BIO-490](#).

Course #	Title	Credits
BIO-111	Organisms, Ecology, and Evolution	3
BIO-112	Molecules, Genes, and Cells	3
BIO-141	Organisms, Ecology, and Evolution Laboratory	1
BIO-142	Molecules, Genes, and Cells Laboratory	1
	BIO-201 or BIO-202	1
BIO-299	Research Development	1
BIO-399	Biology Seminar	1
BIO-490	Senior Capstone	1
CHE-111	General Chemistry I	3
CHE-141	General Chemistry I Laboratory	1
CHE-112	General Chemistry II	3
CHE-142	General Chemistry II Laboratory	1
	MAT-175 or MAT-248	3
	Sub-Total Credits	23

Biology Electives

Select 22 credit hours from additional BIO courses, [PHS-301/BIO-301](#), or [PHS-302](#). Cap of 8 credits at the 210 level or below.

Biology Electives may **not** include [BIO-490](#) or [BIO-498](#).

Sub-Total Credits	22

STEM Electives

11 credits in CHE, CS, GEO, MAT, PHY, or DS

Sub-Total Credits	11
Total Credits	56

BIO-201 or BIO-202

Elective Credits 1

Licensure students may substitute [EDU-460](#).

Course #	Title	Credits
BIO-201	Pathways to Careers in Life and Physical Sciences	1
BIO-202	Pathways to Careers in Healthcare	1
	Sub-Total Credits	3

MAT-175 or MAT-248

Elective Credits 3

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
	Sub-Total Credits	6

Public Health

Degree Type

Bachelor of Science

Core Curriculum

Course #	Title	Credits
	BIO-111/BIO-141, BIO-112/BIO-142 or BIO-106/136	4
BIO-302	Applied Medical Ethics	3
CS-140	Databases	1
HED-400	Influences and Evolution of Global Health	3
	MAT-175 or MAT-248	3
PHS-101	Introduction to Public Health	3
PHS-301	Biostatistics	3
PHS-302	Epidemiology	3
PHS-480	Public Health Internship	3
POL-203	American Public Policy	3
	Select 6 credit hours from:	6
	Sub-Total Credits	35

Tracks:

Select 15 credit hours from one of the following tracks

Biomedical Sciences

Course #	Title	Credits
BIO-338	Human Anatomy and Physiology I	3
BIO-348	Human Anatomy and Physiology I Laboratory	1
BIO-339	Human Anatomy and Physiology II	3
BIO-349	Human Anatomy and Physiology II Laboratory	1
BIO-225	Environmental Science	3
BIO-265	Environmental Science Laboratory	1
BIO-251	Cell Biology	3
BIO-311	Histology	4
BIO-314	Medical Parasitology	4
BIO-326	Principles of Ecology	3
BIO-346	Principles of Ecology Laboratory	1
BIO-334	Microbiology	3
BIO-344	Microbiology Laboratory	1
BIO-431	Genetics	3
BIO-461	Genetics Laboratory	1
CHE-111	General Chemistry I	3
CHE-141	General Chemistry I Laboratory	1
CHE-112	General Chemistry II	3
CHE-142	General Chemistry II Laboratory	1
	Sub-Total Credits	15

Policy and Ethics

No more than 6 credit hours in anyone discipline will count toward completion of the track.

Course #	Title	Credits
ECO-101	Principles of Microeconomics	3
ECO-311	Environmental Economics	3
ECO-320	Gender and the Economy	3
ECO-323	Health Economics and Policy	3
ECO-498	Honors Thesis in Economics	3
ECO-499	Research in Economics	1-3
POL-204	Comparative Politics	3
POL-331	Environmental Politics & Policy	3
POL-340	State and Local Government	3
POL-498	Honors Thesis in Political Science	3
POL-499	Senior Research	3
RES-102	World Religions	3
RES-345	Environmental Ethics	3
	Sub-Total Credits	15

Society and Behavior

No more than 9 credits hours in any one discipline will count toward the major:

Course #	Title	Credits
PSY-100	Introduction to Psychology	3
PSY-210	Life Span Developmental Psychology	3
PSY-326	Health Psychology	3
PSY-410	Social Psychology	3
SOC-100	Principles of Sociology	3
SOC-231	Social Problems	3
SOC-332	Human Sexuality	3
SOC-335	Race and Ethnic Relations	3
SOC-430	Population Dynamics	3
SOC-498	Honors Thesis in Sociology	3
SOC-499	Research in Sociology	1-3
SWK-100	Introduction to Social Work	3
SWK-200	Human Diversity and Social Justice	3
SWK-330	Social Welfare Policy	3
	Sub-Total Credits	15
	Total Credits	50

BIO-111/BIO-141, BIO-112/BIO-142 or BIO-106/136

Elective Credits 4

Sub-Total Credits	4

MAT-175 or MAT-248

Elective Credits 3

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
	Sub-Total Credits	6

Select 6 credit hours from:

Elective Credits 6

- An approved English Writing Elective

Course #	Title	Credits
COM-215	Introduction to Public Relations	3
COM-260	Interpersonal Communication	3
COM-390	Intercultural Communication	3
ENG-358	Professional Writing	3
	Sub-Total Credits	12

Biology

Degree Type

Minor

BIO-111/BIO-141 or BIO-112/BIO-142, and 16 credit hours from BIO courses at or above the 200-level or PHS-301/BIO-301 or PHS-302.

Principles of Biology + Lab

Course #	Title	Credits
	BIO-111/BIO-141, BIO-112/BIO-142 or BIO-106/136	4
	Sub-Total Credits	4

Biology Courses:

16 credit hours from BIO courses at or above the 200-level or PHS-301/BIO-301 or PHS-302

Sub-Total Credits	16
Total Credits	20

BIO-111/BIO-141, BIO-112/BIO-142 or BIO-106/136

Elective Credits 4

Sub-Total Credits	4

Environmental Sustainability

Degree Type

Minor

General Education Requirements

One lab science (BIO-111/BIO-141, BIO-112/BIO-142, CHE-111/CHE-141, GEO-200/GEO-240)

Sub-Total Credits	4

Minor requirements (10 - 13 credit hours):

- Choose two from GEO-326, RES-345, POL-331, and ECO-311

Course #	Title	Credits
BIO-225	Environmental Science	3
BIO-265	Environmental Science Laboratory	1
	GEO-326, RES-345, POL-331, ECO-311	6
	Sub-Total Credits	10-13

Electives

Students must complete at least 13 credit hours of electives with at least 3 credit hours in the Social Foundation, and the Economics and Communication Foundation, and 4 credit hours in the Science and Math Foundation. The courses not completed 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](#)).

Course #	Title	Credits
	Minor Science Foundation:	4
	Minor Social Foundation	3
	Minor Economics and Communication Foundation:	3
	Sub-Total Credits	13
	Total Credits	23-26

GEO-326, RES-345, POL-331, ECO-311

Elective Credits 6

Select two from:

Course #	Title	Credits
GEO-326	Environmental Resources	3
RES-345	Environmental Ethics	3
POL-331	Environmental Politics & Policy	3
ECO-311	Environmental Economics	3
	Sub-Total Credits	12

Minor Science Foundation:

Elective Credits 4

- Additional lab sciences ([BIO-111/BIO-141](#), [BIO-112/BIO-142](#), [CHE-111/CHE-141](#), [GEO-200/GEO-240](#)) not taken for major

Course #	Title	Credits
BIO-211	Plant Biology	3
BIO-241	Plant Biology Laboratory	1
BIO-222	Animal Biology	2
BIO-242	Animal Biology Laboratory	2
BIO-215	Tropical Ecosystems	3-4
BIO-326	Principles of Ecology	3
BIO-346	Principles of Ecology Laboratory	1
BIO-358	Aquatic Field Studies	2
BIO-359	Terrestrial Field Studies	2
CHE-112	General Chemistry II	3
CHE-142	General Chemistry II Laboratory	1
CHE-230	Environmental Chemistry	3
GEO-202	Introduction to Oceanography	3
GEO-203	Geographic Information System (GIS)	3
GEO-206	Weather, Climate, and Global Change	3
	Sub-Total Credits	3

Minor Social Foundation

Elective Credits 3

Course #	Title	Credits
ART-160	Ceramics I	3
GEO-205	World Regional Geography	3
HIS-300	Introduction to Public History	3
ID-246	Interior Design Products	3
POL-210	International Politics	3
POL-340	State and Local Government	3
POL-370	World Politics Simulation	1-3
PSY-410	Social Psychology	3
SOC-231	Social Problems	3
SOC-430	Population Dynamics	3
	Sub-Total Credits	3

Minor Economics and Communication Foundation:

Elective Credits 3

Course #	Title	Credits
COM-215	Introduction to Public Relations	3
COM-225	Public Speaking	3
COM-360	Writing for the Media	3
ECO-100	Principles of Macroeconomics	3
ENG-358	Professional Writing	3
	Sub-Total Credits	15

Public Health

Degree Type

Minor

Required Courses

Course #	Title	Credits
PHS-101	Introduction to Public Health	3
PHS-301	Biostatistics	3
PHS-302	Epidemiology	3
Sub-Total Credits		9

Select 13 Credit Hours From:

Course #	Title	Credits
	BIO-111/BIO-141, BIO-112/ BIO-142 or BIO-106/136	4
COM-215	Introduction to Public Relations	3
COM-260	Interpersonal Communication	3
COM-390	Intercultural Communication	3
CS-140	Databases	1
ENG-358	Professional Writing	3
HED-400	Influences and Evolution of Global Health	3
	MAT-175 or MAT-248	3
PHS-480	Public Health Internship	3
POL-203	American Public Policy	3
BIO-302	Applied Medical Ethics	3
Sub-Total Credits		13
Total Credits		22

BIO-111/BIO-141, BIO-112/BIO-142 or BIO-106/136

Elective Credits 4

Sub-Total Credits		4

MAT-175 or MAT-248

Elective Credits 3

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
Sub-Total Credits		6

Business

THE SCHOOL OF BUSINESS

Professors Langenderfer, York, and Yu; Associate Professor TBA; Assistant Professors Altman, Johnson, and Liu; Instructor McKinley

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% worldwide meet the rigorous standards of AACSB International accreditation. Meredith is the only women's college in the world to have earned this distinction.

The School of Business offers the following degree options:

- Bachelor of Science (B.S.) with a major in Business Administration
- Bachelor of Science (B.S.) with a major in Business Administration, concentration in Accounting
- Bachelor of Science (B.S.) with a major in Business Administration, concentration in Hospitality and Tourism Management
- Bachelor of Science (B.S.) with a major in Business Administration, concentration in Marketing
- Bachelor of Arts (B.A.) with a major in Economics
- Master of Business Administration (MBA)
- B.S./M.B.A. option for Business Administration

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 a required 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 School of Business 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 and Finance Association, Phi Beta Lambda business society and the Broyhill Business Scholars. Students with excellent academic performance are eligible to join two international honors societies: Omicron Delta Epsilon recognizes outstanding scholastic achievements in economics and Beta Gamma Sigma honors academic achievement in the study of business, providing 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 engaging learning experience for women at the undergraduate level and

both women and men at the graduate level. Our programs develop confident leaders skilled in communication, teamwork, and ethical decision making. Students are challenged to utilize their strengths and to identify development opportunities that prepare them for successful careers. Excellent teaching is complemented by strong faculty-student relationships, active scholarship, and service to the College and North Carolina.

Student Learning Outcomes of the Major in Business Administration, Concentrations in Accounting, Hospitality and Tourism Management, or Marketing

Upon completion of the Bachelor of Science (B.S.) degree, students will:

- possess a broad-based business education
- possess critical thinking skills to solve business problems
- demonstrate employment readiness skills by gaining awareness and insights about their strengths
- demonstrate effective technology skills
- demonstrate effective written and oral communication

Student Learning Outcomes of the Economics Major

Upon completion of the Bachelor of Arts degree (Economics major), students will:

- apply critical thinking skills using economic analysis
- demonstrate effective communication in oral and written form
- apply quantitative reasoning skills to solve economic problems

Career Directions

A major in Business Administration or Economics prepares students for managerial positions in business, financial institutions, hospitality and tourism industries, non-profit organizations, or government agencies.

Students who major in Business Administration may also choose to complete a *concentration* in Accounting, Hospitality and Tourism Management, or Marketing. Students may complete more than one concentration within the Business Administration major.

Students who major in Business Administration may choose to complete *minors* in Accounting, Economics, Entrepreneurship and Family Business, Finance, Hospitality & Tourism Management, or Marketing. Students in the Economics major may choose to complete *minors* in Accounting, Business Administration, Entrepreneurship and Family Business, Finance, Hospitality & Tourism Management, or Marketing.

Students may also double major in Business Administration and Economics. The completion of a concentration or minor helps to further refine a student's career goals, as listed below:

- **Accounting**—for positions in public accounting, internal auditing, management accounting, financial analysis, cash management and tax planning;
- **Economics**—for positions involving policy analysis, research and analytical skills in a variety of industries;
- **Entrepreneurship and Family Business**—for positions in a family business or starting your own business;
- **Finance**—for positions in banking and other financial institutions, in wealth advising, or in positions involving planning and budgeting;
- **Hospitality & Tourism Management**—for positions in hotels, restaurants, event planning organizations, airlines, theme parks and attractions, resort clubs, cruise lines, casinos, professional athletics, and destination marketing organizations;
- **Marketing**—for positions involving direct selling, social media marketing, marketing research, advertising or market planning and communications.

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

Students who wish advanced study and research in business or economics, should consult with the department chair and arrange for it through the [special studies options](#).

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 MBA program are available on the [Business School website](#).

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

Economics
Degree Type
Bachelor of Arts

Required Courses

Course #	Title	Credits
BUS-100	Introduction to Business Technology	1
BUS-200	Career Planning Foundations	1
ECO-100	Principles of Macroeconomics	3
ECO-101	Principles of Microeconomics	3
ECO-301	Intermediate Microeconomics	3
ECO-302	Intermediate Macroeconomics	3
	MAT-175 or MAT-248	3
	BUS-250 or MAT-345 or equivalent statistics course	3
	Sub-Total Credits	20

Culminating Experience chosen from

Course #	Title	Credits
ECO-480	Economics Internship	3
ECO-485	Economics Experiential Learning	0
ECO-498	Honors Thesis in Economics	3
ECO-499	Research in Economics	1-3

Electives chosen from the following

Students must complete 12 hours of elective courses that may include 12 credit hours of ECO courses from [ECO-311](#), [ECO-312](#), [ECO-320](#) and [ECO-323](#) or a minimum of 9 credit hours of ECO courses and 3 credit hours of courses from allied disciplines in quantitative, business, and policy fields.

Course #	Title	Credits
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
	Sub-Total Credits	12

Other Electives:

A student may take up to 3 credit hours of the 12 credit hours of electives from the following courses from allied disciplines in quantitative, business, and policy fields.

Course #	Title	Credits
BUS-315	Contemporary International Culture and Commerce--Study Abroad Program	3
BUS-325	Advanced Business Analytics	3
BUS-361	Consumer Behavior	3
BUS-365	Marketing Research	3
BUS-407	Student investment Fund Management	1
BUS-474	Investment Analysis and Portfolio Management	3
DS-200	Introduction to Data Analysis	3
LEG-400	Legal Survey	3
MAT-212	Calculus II	4
PHS-302	Epidemiology	3
POL-200	Law and Society	3
POL-203	American Public Policy	3
POL-204	Comparative Politics	3
POL-210	International Politics	3
POL-320	International Political Economy	3
POL-331	Environmental Politics & Policy	3
SOC-374	Social Research Principles	3
	Sub-Total Credits	3

Notes:

*Student Portfolio

*While the student portfolio in Economics does not generate hours of credit, the successful completion of the Student Portfolio is required in order to complete a major in Economics.

With the approval of the Department Chair of the School of Business and in consultation with their economics advisor, a student may also seek approval for other related courses from allied disciplines.

Total Credits	30-35

MAT-175 or MAT-248

Elective Credits 3

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
	Sub-Total Credits	6

BUS-250 or MAT-345 or equivalent statistics course

Elective Credits 3

Course #	Title	Credits
BUS-250	Introduction to Business Analytics	3
MAT-345	Statistics II	3
Sub-Total Credits		6

Business Administration

Degree Type

Bachelor of Science

Required Courses

Course #	Title	Credits
	Business Core Curriculum	36-38
	BUS-480 Or BUS-482 Or BUS-483 Or BUS-485 Or ECO-480 Or ECO-485	0-3
Sub-Total Credits		36-41

Electives

Electives chosen from the following:

Any ACC, BUS, ECO or HOS courses at the 300 level or higher

Sub-Total Credits	12

Student Portfolio

While the student portfolio in Business Administration does not generate hours of credit, the successful completion of both the Student Portfolio and the Exit Examination are required in order to complete a major in Business Administration.

Total Credits	48-53

Business Core Curriculum

Elective Credits 36-38

Course #	Title	Credits
ACC-220	Financial Accounting	3
ACC-221	Managerial Accounting	3
BUS-100	Introduction to Business Technology	1
BUS-200	Career Planning Foundations	1
BUS-250	Introduction to Business Analytics	3
BUS-303	Management and Organizational Behavior	3
BUS-325	Advanced Business Analytics	3
BUS-340	Business Law	3
BUS-343	Operations Management	3
BUS-360	Principles of Marketing	3
BUS-370	Corporation Finance	3
BUS-495	Business Strategy	3
ECO-100	Principles of Macroeconomics	3
ECO-101	Principles of Microeconomics	3
Sub-Total Credits		38

BUS-480 Or BUS-482 Or BUS-483 Or BUS-485 Or ECO-480 Or ECO-485

Elective Credits 0-3

Course #	Title	Credits
BUS-480	Business Internship	3
BUS-482	Marketing Internship	3
BUS-483	Accounting Internship	3
BUS-485	Business Experiential Learning	0
ECO-480	Economics Internship	3
ECO-485	Economics Experiential Learning	0

Business Administration, Concentration in Accounting

Degree Type

Bachelor of Science

Required Courses

Course #	Title	Credits
	Business Core Curriculum	36-38
ACC-325	Accounting Information Systems and Analytics	3
ACC-330	Intermediate Accounting I	3
ACC-331	Intermediate Accounting II	3
ACC-333	Cost Accounting	3
ACC-336	Federal Taxation of Individuals	3
ACC-438	Auditing Analytics	3
	BUS-483 or BUS-485	0-3
Sub-Total Credits		18-21

Student Portfolio

While the student portfolio in Business Administration does not generate hours of credit, the successful completion of both the Student Portfolio and the Exit Examination are required in order to complete a major in Business Administration.

Notes:

Students may not earn both a Concentration and a minor in Accounting.

*Students wishing to sit for the CPA examination should complete an additional ACC elective (3 credit hours) for this requirement in order to meet the 30 credit hours of Accounting and Business Law courses required to sit for the exam.

Total Credits	54-59

Business Core Curriculum

Elective Credits 36-38

Course #	Title	Credits
ACC-220	Financial Accounting	3
ACC-221	Managerial Accounting	3
BUS-100	Introduction to Business Technology	1
BUS-200	Career Planning Foundations	1
BUS-250	Introduction to Business Analytics	3
BUS-303	Management and Organizational Behavior	3
BUS-325	Advanced Business Analytics	3
BUS-340	Business Law	3
BUS-343	Operations Management	3
BUS-360	Principles of Marketing	3
BUS-370	Corporation Finance	3
BUS-495	Business Strategy	3
ECO-100	Principles of Macroeconomics	3
ECO-101	Principles of Microeconomics	3
Sub-Total Credits		38

BUS-483 or BUS-485

Elective Credits 0-3

Course #	Title	Credits
BUS-483	Accounting Internship	3
BUS-485	Business Experiential Learning	0
Sub-Total Credits		3

Business Administration, Concentration in Hospitality and Tourism Management

Degree Type

Bachelor of Science

Required Courses

Course #	Title	Credits
	Business Core Curriculum	36-38
	HOS-480 or HOS-485	0-3
Sub-Total Credits		36-41

Hospitality and Tourism Management Concentration

Course #	Title	Credits
HOS-300	Principles of Hospitality and Tourism Management	3
HOS-320	Introduction to Event Planning	3
HOS-330	Lodging Management	3
HOS-345	Food & Beverage Management in Hospitality	3
Sub-Total Credits		12

Electives

Choose 6 credits of electives from:

Course #	Title	Credits
BUS-306	Leadership, Innovation and Social Responsibility	3
BUS-307	New Venture Launch & Planning	3
BUS-350	Human Resource Management	3
BUS-361	Consumer Behavior	3
BUS-362	Social Media Marketing	3
BUS-365	Marketing Research	3
BUS-466	Sales Management	3
BUS-467	Advertising and Sales Promotion	3
COM-225	Public Speaking	3
COM-260	Interpersonal Communication	3
COM-290	Introduction to Mass Communication	3
COM-365	Digital Storytelling	3
COM-380	Interactive & Social Media	3
FN-124	Principles of Food	3
FN-126	Principles of Food Laboratory	1
HOS-315	International Hospitality and Tourism – Study Abroad Program	3
HOS-385	Special Topics in Hospitality and Tourism Management	1-3
Sub-Total Credits		6

Student Portfolio

While the student portfolio in Business Administration does not generate hours of credit, the successful completion of both the Student Portfolio and the Exit Examination are required in order to complete a major in Business Administration.

Notes:

Students may not earn both a concentration and a minor in Hospitality and Tourism Management.

Total Credits	54-59

Business Core Curriculum

Elective Credits 36-38

Course #	Title	Credits
ACC-220	Financial Accounting	3
ACC-221	Managerial Accounting	3
BUS-100	Introduction to Business Technology	1
BUS-200	Career Planning Foundations	1
BUS-250	Introduction to Business Analytics	3
BUS-303	Management and Organizational Behavior	3
BUS-325	Advanced Business Analytics	3
BUS-340	Business Law	3
BUS-343	Operations Management	3
BUS-360	Principles of Marketing	3
BUS-370	Corporation Finance	3
BUS-495	Business Strategy	3
ECO-100	Principles of Macroeconomics	3
ECO-101	Principles of Microeconomics	3
Sub-Total Credits		38

HOS-480 or HOS-485

Elective Credits 0-3

Internship

Course #	Title	Credits
HOS-480	Hospitality and Tourism Internship	3
HOS-485	Hospitality & Tourism Experiential Learning	0

Business Administration, Concentration in Marketing

Degree Type

Bachelor of Science

Required Courses

Course #	Title	Credits
	Business Core Curriculum	36-38
BUS-361	Consumer Behavior	3
	BUS-482 or BUS-485	0-3
Sub-Total Credits		39-44

Electives

15 credit hours of electives chosen from the following:

Course #	Title	Credits
BUS-306	Leadership, Innovation and Social Responsibility	3
BUS-362	Social Media Marketing	3
BUS-365	Marketing Research	3
BUS-466	Sales Management	3
BUS-467	Advertising and Sales Promotion	3
HOS-320	Introduction to Event Planning	3
Sub-Total Credits		15

Student Portfolio

While the student portfolio in Business Administration does not generate hours of credit, the successful completion of both the Student Portfolio and the Exit Examination are required in order to complete a major in Business Administration.

Notes:

Students may not earn both a concentration and a minor in Marketing

Total Credits	54-59

Business Core Curriculum

Elective Credits 36-38

Course #	Title	Credits
ACC-220	Financial Accounting	3
ACC-221	Managerial Accounting	3
BUS-100	Introduction to Business Technology	1
BUS-200	Career Planning Foundations	1
BUS-250	Introduction to Business Analytics	3
BUS-303	Management and Organizational Behavior	3
BUS-325	Advanced Business Analytics	3
BUS-340	Business Law	3
BUS-343	Operations Management	3
BUS-360	Principles of Marketing	3
BUS-370	Corporation Finance	3
BUS-495	Business Strategy	3
ECO-100	Principles of Macroeconomics	3
ECO-101	Principles of Microeconomics	3
	Sub-Total Credits	38

BUS-482 or BUS-485

Elective Credits 0-3

Course #	Title	Credits
BUS-482	Marketing Internship	3
BUS-485	Business Experiential Learning	0
	Sub-Total Credits	3

Accounting

Degree Type

Minor

(Not available to Business Administration majors concentrating in Accounting)

Required Courses

Course #	Title	Credits
ACC-220	Financial Accounting	3
ACC-221	Managerial Accounting	3
ACC-325	Accounting Information Systems and Analytics	3
ACC-330	Intermediate Accounting I	3
ACC-336	Federal Taxation of Individuals	3
	Sub-Total Credits	15

Electives chosen from the following:

Course #	Title	Credits
ACC-331	Intermediate Accounting II	3
ACC-333	Cost Accounting	3
ACC-337	Federal Taxation of Corporations and Partnerships	3
ACC-438	Auditing Analytics	3
	Sub-Total Credits	3

Total Credits

18

Business Administration

Degree Type

Minor

(Not available to Business Administration majors)

Required Courses

Course #	Title	Credits
ACC-220	Financial Accounting	3
BUS-303	Management and Organizational Behavior	3
BUS-360	Principles of Marketing	3
	ECO-100 or ECO-101	3
	Sub-Total Credits	12

Electives chosen from the following:

Course #	Title	Credits
ACC-221	Managerial Accounting	3
BUS-306	Leadership, Innovation and Social Responsibility	3
BUS-314	International Business – Study Abroad	3
BUS-315	Contemporary International Culture and Commerce--Study Abroad Program	3
BUS-340	Business Law	3
BUS-343	Operations Management	3
BUS-350	Human Resource Management	3
BUS-370	Corporation Finance	3
BUS-474	Investment Analysis and Portfolio Management	3
	ECO-301 or ECO-302	3
	Sub-Total Credits	9
	Total Credits	21

ECO-100 or ECO-101

Elective Credits 3

Course #	Title	Credits
ECO-100	Principles of Macroeconomics	3
ECO-101	Principles of Microeconomics	3
	Sub-Total Credits	3

ECO-301 or ECO-302

Elective Credits 3

Course #	Title	Credits
ECO-301	Intermediate Microeconomics	3
ECO-302	Intermediate Macroeconomics	3
	Sub-Total Credits	6

Economics

Degree Type

Minor

(Not available to Economics majors)

Required Courses

Course #	Title	Credits
ECO-100	Principles of Macroeconomics	3
ECO-101	Principles of Microeconomics	3
	ECO-301 or ECO-302	3
	Sub-Total Credits	9

Electives

Either [ECO-301](#) or [ECO-302](#) may be taken as electives. Courses may not count as both required and elective choices.

Course #	Title	Credits
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
	Sub-Total Credits	9
	Total Credits	18

ECO-301 or ECO-302

Elective Credits 3

Course #	Title	Credits
ECO-301	Intermediate Microeconomics	3
ECO-302	Intermediate Macroeconomics	3
	Sub-Total Credits	6

Entrepreneurship and Family Business

Degree Type

Minor

Required Courses

Course #	Title	Credits
ACC-220	Financial Accounting	3
ECO-101	Principles of Microeconomics	3
BUS-306	Leadership, Innovation and Social Responsibility	3
BUS-307	New Venture Launch & Planning	3
BUS-360	Principles of Marketing	3
BUS-405	Venture Management	3
	Sub-Total Credits	18

Approved Elective from the following list:

Choose 3 hours from [THE-103](#), [THE-104](#) Production Practica And/Or [THE-105](#), [THE-106](#) Front of House Practica

*Business Administration majors must choose from: [BUS-350](#), [BUS-361](#), [BUS-362](#), [BUS-466](#) Or [BUS-467](#)

Course #	Title	Credits
ART-110	2D Design Concepts, Color and Composition	3
ART-180	Computer Literacy for Design	3
BUS-303	Management and Organizational Behavior	3
BUS-350	Human Resource Management	3
BUS-361	Consumer Behavior	3
BUS-362	Social Media Marketing	3
BUS-466	Sales Management	3
BUS-467	Advertising and Sales Promotion	3
COM-260	Interpersonal Communication	3
COM-300	Small Group Communication	3
COM-316	PR Techniques	3
CS-156	Website Design & Management	3
ESS-440	Health and Sport Management	3
FMD-114	Apparel Merchandising	3
FMD-212	Visual Merchandising	3
FMD-314	Retail Merchandising	3
FN-310	Food Service Management Systems I	3
ID-246	Interior Design Products	3
IDS-355	Arts Administration	3
SWK-398	Generalist Practice With Macro Systems	3
SOC-231	Social Problems	3
SPA-311	Spanish for Business	3
	Sub-Total Credits	3
	Total Credits	21

Finance

Degree Type

Minor

Required Courses

*Business Administration majors must choose two electives (6 credit hours) in lieu of [ACC-220](#) and [ECO-101](#).

Course #	Title	Credits
ACC-220	Financial Accounting	3
ACC-221	Managerial Accounting	3
BUS-100	Introduction to Business Technology	1
BUS-250	Introduction to Business Analytics	3
BUS-370	Corporation Finance	3
BUS-472	Intermediate Financial Management	3
BUS-474	Investment Analysis and Portfolio Management	3
ECO-101	Principles of Microeconomics	3
Sub-Total Credits		22

Electives may be chosen from the following:

- [BUS-407](#)
 - **Would need to be repeated three times to count for an elective in the minor

Course #	Title	Credits
ACC-336	Federal Taxation of Individuals	3
BUS-315	Contemporary International Culture and Commerce--Study Abroad Program	3
BUS-407	Student investment Fund Management	1
	ECO-301 or ECO-302	3
ECO-312	Money and Banking	3
Sub-Total Credits		6
Total Credits		22

ECO-301 or ECO-302

Elective Credits 3

Course #	Title	Credits
ECO-301	Intermediate Microeconomics	3
ECO-302	Intermediate Macroeconomics	3
Sub-Total Credits		6

Hospitality and Tourism Management
Degree Type
Minor

Required Courses

Course #	Title	Credits
BUS-360	Principles of Marketing	3
HOS-300	Principles of Hospitality and Tourism Management	3
HOS-320	Introduction to Event Planning	3
HOS-330	Lodging Management	3
HOS-345	Food & Beverage Management in Hospitality	3
Sub-Total Credits		15

Electives chosen from the following:

6 hour credits of electives chosen from the following:

Course #	Title	Credits
ACC-220	Financial Accounting	3
BUS-303	Management and Organizational Behavior	3
BUS-306	Leadership, Innovation and Social Responsibility	3
BUS-361	Consumer Behavior	3
BUS-362	Social Media Marketing	3
BUS-365	Marketing Research	3
BUS-466	Sales Management	3
BUS-467	Advertising and Sales Promotion	3
ECO-101	Principles of Microeconomics	3
HOS-315	International Hospitality and Tourism – Study Abroad Program	3
HOS-385	Special Topics in Hospitality and Tourism Management	1-3
Sub-Total Credits		6
Total Credits		21

Marketing

Degree Type
Minor

(Not available to Business Administration majors with a Concentration in Marketing)

Required Courses

Course #	Title	Credits
	ACC-220 or ECO-101	3
BUS-303	Management and Organizational Behavior	3
BUS-360	Principles of Marketing	3
BUS-361	Consumer Behavior	3
Sub-Total Credits		12

Electives chosen from the following:

Course #	Title	Credits
BUS-306	Leadership, Innovation and Social Responsibility	3
BUS-315	Contemporary International Culture and Commerce--Study Abroad Program	3
BUS-362	Social Media Marketing	3
BUS-365	Marketing Research	3
BUS-466	Sales Management	3
BUS-467	Advertising and Sales Promotion	3
HOS-320	Introduction to Event Planning	3
	Sub-Total Credits	9
	Total Credits	21

ACC-220 or ECO-101

Elective Credits 3

Course #	Title	Credits
ACC-220	Financial Accounting	3
ECO-101	Principles of Microeconomics	3
	Sub-Total Credits	6

Chemistry

Professors Carter, Ormond, Poslusny, Schmidt, and Stutz; Assistant Professors Glazier and Quevedo; Laboratory Manager and Instructor Thorpe; Emeriti Dupont, Lewis, Powell, Sen, and Shiflett.

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,**
- **foster awareness, appreciation, and participation in the scientific process, and**
- **increase science literacy of all students and encourage students to live as informed and responsible citizens.**

Student Learning Outcomes of the Chemistry, Physics and Geoscience Department

The courses offered by the Department of Chemistry, Physics and Geoscience are designed to enable every student to:

- **explain how scientific concepts apply to real-life experiences and everyday situations,**
- **develop appropriate solutions to fundamental problems in chemistry, geoscience, or physics,**
- **demonstrate safety practices and chemical hygiene procedures in laboratory courses.**

In addition, to continued development in the areas above, the Bachelor of Arts and Bachelor of Science Chemistry majors will:

- **demonstrate the ability to solve chemical problems quantitatively and qualitatively from atomic to molecular levels,**
- **use chemical literature, techniques, and instrumentation to design chemical experiments and analyze data, and**
- **demonstrate the necessary skills of a professional chemist, including critical thinking and effective written and oral communication.**

The department offers introductory courses in chemistry, physics, 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.

Dual Degree Engineering Program

A Dual Degree Engineering 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 a Bachelor of Science in Biological, Biomedical, Chemical, Environmental, or Textile Engineering from NC State University. Interested students should contact the Dual Degree Engineering Program Director at Meredith through the School of Natural and Mathematical Sciences office, before registering for the first semester at Meredith College.

Teaching Licensure

For students majoring in Chemistry, teaching licensure is available for [K-6](#) (all elementary subjects), [6-9](#) (science concentration), and [9-12](#) (chemistry and comprehensive science licensures).

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, optometry, medicine, or veterinary medicine,
- Allied health sciences such as medical technology, pharmacy, nursing, physician's assistant, or physical therapy, and
- 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 [CHE-111](#). Students who present an AP Chemistry score of 3 will receive credit for [CHE-111](#) and [CHE-141](#). Students who present an AP Chemistry score of 4 or 5 will receive credit for [CHE-111](#), [CHE-112](#), [CHE-141](#) and [CHE-142](#).

Chemistry

Degree Type

Bachelor of Arts

Required Courses

Course #	Title	Credits
	Chemistry Core Curriculum	24-26
	PHY-211/PHY-241 General Physics I & Lab or PHY-207/PHY-247 College Physics I & Lab	4
	PHY-212/PHY-242 General Physics II & Lab Or PHY-208/PHY-248 College Physics II & Lab	4
	Sub-Total Credits	32-34

Choose two of the following:

Course #	Title	Credits
	CHE-420/CHE-441 or CHE-430/4 CHE-442	
CHE-436	Biochemistry I	4
CHE-474	Inorganic & Bioinorganic Chemistry	3
	Sub-Total Credits	7-8

Electives

Course #	Title	Credits
	BA-Elective Chemistry courses numbered 200 or above	3
	BIO, CHE, CS, DS, GEO, MAT and PHY Electives (Must be at the 200 level or above) (6 cr)	6
	Sub-Total Credits	9
	Total Credits	48-51

Chemistry Core Curriculum

Elective Credits 24-26

Course #	Title	Credits
CHE-111	General Chemistry I	3
CHE-141	General Chemistry I Laboratory	1
CHE-112	General Chemistry II	3
CHE-142	General Chemistry II Laboratory	1
CHE-221	Organic Chemistry I	3
CHE-241	Organic Chemistry I Laboratory	1
CHE-350	Quantitative Analytical Chemistry	4
CHE-351	Quantitative Analytical Chemistry Recitation	1
	MAT-181 or MAT-191	4
CHE-490	Senior Seminar	1-2
	CHE 201 or BIO 202	1
	One of the following:	1-3
	Sub-Total Credits	24-27

PHY-211/PHY-241 General Physics I & Lab or PHY-207/PHY-247 College Physics I & Lab

Elective Credits 4

Course #	Title	Credits
PHY-211	General Physics I	3
PHY-241	General Physics I Laboratory	1
PHY-207	College Physics I	3
PHY-247	College Physics I Laboratory	1
	Sub-Total Credits	8

PHY-212/PHY-242 General Physics II & Lab Or PHY-208/PHY-248 College Physics II & Lab

Elective Credits 4

Course #	Title	Credits
PHY-212	General Physics II	3
PHY-242	General Physics II Laboratory	1
PHY-208	College Physics II	3
PHY-248	College Physics II Laboratory	1
Sub-Total Credits		8

CHE-420/CHE-441 or CHE-430/CHE-442

Elective Credits 4

Course #	Title	Credits
CHE-420	Chemical Thermodynamics & Kinetics	3
CHE-441	Experimental Physical Chemistry I	1
CHE-430	Atomic and Molecular Structure	3
CHE-442	Experimental Physical Chemistry II	1
Sub-Total Credits		8

BA-Elective Chemistry courses numbered 200 or above

Elective Credits 3

Course #	Title	Credits
CHE-222	Organic Chemistry II	3
CHE-242	Organic Chemistry II Laboratory	1
CHE-230	Environmental Chemistry	3
CHE-288	Special Topics in Chemistry	1-3
CHE-360	Instrumental Analysis	4
CHE-388	Special Topics in Chemistry	1-3
CHE-436	Biochemistry I	4
CHE-438	Biochemistry II	3
CHE-446	Biochemistry I Laboratory	1
CHE-420	Chemical Thermodynamics & Kinetics	3
CHE-430	Atomic and Molecular Structure	3
CHE-441	Experimental Physical Chemistry I	1
CHE-442	Experimental Physical Chemistry II	1
CHE-474	Inorganic & Bioinorganic Chemistry	3
CHE-488	Special Topics in Chemistry	1-3
CHE-498	Honors Thesis in Chemistry	3
CHE-499	Research	1-3
Sub-Total Credits		37-45

BIO, CHE, CS, DS, GEO, MAT and PHY Electives (Must be at the 200 level or above) (6 cr)

Elective Credits 6

Chemistry

Degree Type

Bachelor of Science

Required Courses

Course #	Title	Credits
	Chemistry Core Curriculum	24-26
CHE-222	Organic Chemistry II	3
CHE-242	Organic Chemistry II Laboratory	1
CHE-420	Chemical Thermodynamics & Kinetics	3
CHE-430	Atomic and Molecular Structure	3
CHE-441	Experimental Physical Chemistry I	1
CHE-442	Experimental Physical Chemistry II	1
CHE-474	Inorganic & Bioinorganic Chemistry	3
MAT-212	Calculus II	4
PHY-211	General Physics I	3
PHY-241	General Physics I Laboratory	1
PHY-212	General Physics II	3
PHY-242	General Physics II Laboratory	1
Sub-Total Credits		51-53

Elective

Course #	Title	Credits
	BS-Elective Chemistry courses numbered 200 or above	6
Sub-Total Credits		6

Two electives from the following:

Choose from the following options to fulfill 6-7 credits.

Suggestions:

Students interested in engineering, mathematics, and data science may choose from: MAT-213, 220, 248, 354, and DS-200.

Students interested in biology may choose from: BIO-251 and BIO-301.

Course #	Title	Credits
MAT-213	Calculus III	4
MAT-220	Linear Algebra	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
MAT-354	Differential Equations	3
DS-200	Introduction to Data Analysis	3
BIO-251	Cell Biology	3
BIO-301	Biostatistics	3
Sub-Total Credits		6-8
Total Credits		63-67

Chemistry Core Curriculum

Elective Credits 24-26

Course #	Title	Credits
CHE-111	General Chemistry I	3
CHE-141	General Chemistry I Laboratory	1
CHE-112	General Chemistry II	3
CHE-142	General Chemistry II Laboratory	1
CHE-221	Organic Chemistry I	3
CHE-241	Organic Chemistry I Laboratory	1
CHE-350	Quantitative Analytical Chemistry	4
CHE-351	Quantitative Analytical Chemistry Recitation	1
	MAT-181 or MAT-191	4
CHE-490	Senior Seminar	1-2
	CHE 201 or BIO 202	1
	One of the following:	1-3
	Sub-Total Credits	24-27

BS-Elective Chemistry courses numbered 200 or above

Elective Credits 6

Course #	Title	Credits
CHE-230	Environmental Chemistry	3
CHE-288	Special Topics in Chemistry	1-3
CHE-360	Instrumental Analysis	4
CHE-388	Special Topics in Chemistry	1-3
CHE-436	Biochemistry I	4
CHE-438	Biochemistry II	3
CHE-446	Biochemistry I Laboratory	1
CHE-488	Special Topics in Chemistry	1-3
CHE-498	Honors Thesis in Chemistry	3
CHE-499	Research	1-3
	Sub-Total Credits	22-30

Chemical Physics

Degree Type

Minor

Required Courses

Course #	Title	Credits
CHE-111	General Chemistry I	3
CHE-141	General Chemistry I Laboratory	1
CHE-112	General Chemistry II	3
CHE-142	General Chemistry II Laboratory	1
	CHE-420/CHE-441 or CHE-430/4 CHE-442	
	PHY-211/PHY-241 General Physics I & Lab or PHY-207/PHY-247 College Physics I & Lab	4
	PHY-212/PHY-242 General Physics II & Lab Or PHY-208/PHY-248 College Physics II & Lab	4
	Total Credits	20

CHE-420/CHE-441 or CHE-430/CHE-442

Elective Credits 4

Course #	Title	Credits
CHE-420	Chemical Thermodynamics & Kinetics	3
CHE-441	Experimental Physical Chemistry I	1
CHE-430	Atomic and Molecular Structure	3
CHE-442	Experimental Physical Chemistry II	1
	Sub-Total Credits	8

PHY-211/PHY-241 General Physics I & Lab or PHY-207/PHY-247 College Physics I & Lab

Elective Credits 4

Course #	Title	Credits
PHY-211	General Physics I	3
PHY-241	General Physics I Laboratory	1
PHY-207	College Physics I	3
PHY-247	College Physics I Laboratory	1
	Sub-Total Credits	8

PHY-212/PHY-242 General Physics II & Lab Or PHY-208/PHY-248 College Physics II & Lab

Elective Credits 4

Course #	Title	Credits
PHY-212	General Physics II	3
PHY-242	General Physics II Laboratory	1
PHY-208	College Physics II	3
PHY-248	College Physics II Laboratory	1
Sub-Total Credits		8

Chemistry

Degree Type

Minor

Required Courses

Course #	Title	Credits
CHE-111	General Chemistry I	3
CHE-141	General Chemistry I Laboratory	1
CHE-112	General Chemistry II	3
CHE-142	General Chemistry II Laboratory	1
Sub-Total Credits		8

Electives chosen from the following:

Course #	Title	Credits
CHE-201	Pathways to Careers in Life and Physical Sciences	1
CHE-221	Organic Chemistry I	3
CHE-241	Organic Chemistry I Laboratory	1
CHE-230	Environmental Chemistry	3
CHE-222	Organic Chemistry II	3
CHE-242	Organic Chemistry II Laboratory	1
CHE-299	Introduction to Research	1-2
CHE-350	Quantitative Analytical Chemistry	4
CHE-360	Instrumental Analysis	4
CHE-415	Special Topics in Chemistry	1-3
CHE-420	Chemical Thermodynamics & Kinetics	3
CHE-430	Atomic and Molecular Structure	3
CHE-436	Biochemistry I	4
CHE-441	Experimental Physical Chemistry I	1
CHE-442	Experimental Physical Chemistry II	1
CHE-446	Biochemistry I Laboratory	1
CHE-474	Inorganic & Bioinorganic Chemistry	3
GEO-299	Introduction to Research	1-2
PHY-299	Introduction to Research	1-3
Sub-Total Credits		11
Total Credits		19

Geoscience

Degree Type

Minor

Required Courses

Course #	Title	Credits
GEO-200	Earth Science	3
GEO-240	Earth Science Laboratory	1
GEO-203	Geographic Information System (GIS)	3
GEO-326	Environmental Resources	3
Sub-Total Credits		10

Electives:

4 or more credit hours from GEO electives and 4 or more credits from non-GEO electives

All elective credit 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 chair and arrange for it through the special studies options.

Course #	Title	Credits
	BIO-111/BIO-141 or BIO-112/142	4
BIO-225	Environmental Science	3
BIO-265	Environmental Science Laboratory	1
CHE-111	General Chemistry I	3
CHE-141	General Chemistry I Laboratory	1
GEO-202	Introduction to Oceanography	3
GEO-205	World Regional Geography	3
GEO-206	Weather, Climate, and Global Change	3
GEO-299	Introduction to Research	1-2
GEO-498	Honors Thesis in Geoscience	3
GEO-499	Research	1-3
PHY-131	Introduction to Astronomy	3
	PHY-211/PHY-241 General Physics I & Lab or PHY-207/PHY-247 College Physics I & Lab	4
Sub-Total Credits		8
Total Credits		18

BIO-111/BIO-141 or BIO-112/142

Elective Credits 4

PHY-211/PHY-241 General Physics I & Lab or PHY-207/PHY-247 College Physics I & Lab

Elective Credits 4

Course #	Title	Credits
PHY-211	General Physics I	3
PHY-241	General Physics I Laboratory	1
PHY-207	College Physics I	3
PHY-247	College Physics I Laboratory	1
Sub-Total Credits		8

Communication

Professor Holder; Associate Professor Owens; Associate Professor of Practice Professor Buck; Instructors, Cassell, Croasmun, Hamilton, Mayberry, Shields, Smedley, Sopher, Treadwell, Wahba and Yoo.

Mission Statement

The mission of the Communication Program is to *prepare strong women leaders.*

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.

As part of the program, the department offers a broad-based core curriculum that provides an overview of the field, along with three concentrations of study: 1) Communication Studies, 2) Mass Communication, and 3) Public Relations.

Student Learning Outcomes of the Communication Department

Students earning a degree in Communication are prepared to:

- Demonstrate knowledge of concepts, principles, and theories of the discipline.
- Demonstrate competency and application of written, verbal and nonverbal communication skills.
- Demonstrate emotional and social competency.

Communication

Degree Type

Bachelor of Arts

Candidates for the Bachelor of Arts with a major in Communication must complete 25 credit hours of core requirements and 18 credit hours of their chosen concentration, for a total of 43 credit hours. The concentrations offered are Mass Communication, Public Relations, and Communication Studies.

Required Major Courses

- Only 3 credit hours of [COM-480](#) count towards required major courses.

Course #	Title	Credits
COM-215	Introduction to Public Relations	3
COM-225	Public Speaking	3
COM-290	Introduction to Mass Communication	3
COM-295	Exploring Communication Careers	1
COM-330	Communication Research Methods	3
COM-365	Digital Storytelling	3
COM-480	Communication Internship	3-6
COM-495	Senior Seminar	3
Sub-Total Credits		22

Concentration in Mass Communication Studies

Course #	Title	Credits
COM-320	Media Law and Ethics	3
COM-360	Writing for the Media	3
COM-380	Interactive & Social Media	3
COM-410	Guided Senior Project	3
COM-425	Media, Culture & Society	3
Approved Electives: Mass Communication		3
Sub-Total Credits		18

Concentration in Communication Studies

Students choose courses in consultation with their academic advisor. Up to six hours may be counted from other disciplines with departmental approval (Credit Hours: 15). Students also choose a research-based, senior project course from the following (Credit Hours: 3):

Course #	Title	Credits
COM-410	Guided Senior Project	3
COM-415	PR Cases and Campaigns	3
COM-498	Honors Thesis	3
COM-499	Communication Research Project	1-3
Sub-Total Credits		18

Concentration in Public Relations

Course #	Title	Credits
ART-180	Computer Literacy for Design	3
COM-316	PR Techniques	3
COM-320	Media Law and Ethics	3
COM-380	Interactive & Social Media	3
COM-415	PR Cases and Campaigns	3
	Approved Electives: Public Relations	3
	Sub-Total Credits	18
	Total Credits	40

Approved Electives: Mass Communication

Elective Credits 3

Any COM course at the 200, 300, or 400 level.

For double majors, other electives may be approved by the department head. Consult with your advisor.

Course #	Title	Credits
ART-131	Digital Photography I	3
ART-230	Digital Photography II	3
ART-242	Graphic Design and Typography	3
COM-212	Sports Communication	3
ENG-230	Writing for Campus Publications	1-2
ENG-245	Introduction to Journalism	3
ENG-247	Publishing and Editing	3
ENG-358	Professional Writing	3
	Sub-Total Credits	4

Approved Electives: Public Relations

Elective Credits 3

Any COM course at the 200, 300, or 400 level.

*For double majors, other electives may be approved by the department chair. Consult with your advisor.

Course #	Title	Credits
ART-131	Digital Photography I	3
BUS-303	Management and Organizational Behavior	3
BUS-360	Principles of Marketing	3
COM-212	Sports Communication	3
ENG-245	Introduction to Journalism	3
IDS-355	Arts Administration	3
	Sub-Total Credits	21

Communication Degree Type

Minor

Required Courses

Course #	Title	Credits
COM-225	Public Speaking	3
COM-290	Introduction to Mass Communication	3
	Sub-Total Credits	6

Electives in Communication

At least 6 credit hours at the 300-400 level

Sub-Total Credits	12
Total Credits	18

Dance

Professor Finley; Assistant Professor Smith, Assistant Professor White; Adjunct Parker; Emeritae Colwell-Waber and Shapiro

The Mission of the Dance Program

The Meredith College Dance Program provides opportunities for all students to engage with dance for artistic, community, cultural, intellectual, and physical growth.

Overview of the Dance Program

The Meredith College Dance Program believes that dance is a worthy human endeavor that should be accessible to all. We provide a collaborative laboratory that welcomes students from all backgrounds to engage with dance for artistic, community, cultural, intellectual, and physical growth. A Bachelor of Arts in Dance, concentrations in Private Studio Teaching and Dance Education, a minor in Dance, a NC K-12 Teaching Licensure, and a Professional Performance Certificate form the hub of our program, while a wide range of creative, performance, and service groups make the community complete. The Dance Program engages with the broader Meredith College community by supporting several components of general education and enriching the cultural and aesthetic life of the campus. All that we do is grounded in the belief that dance holds the potential to transform individuals and society through personal empowerment, collaboration, and creative action.

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 secondary schools, own and operate private studios, are pursuing graduate degrees, and are actively producing their work.

Dance Major

The major in Dance focuses students' curriculum through a concentration in Private Studio Teaching, Dance Education, or Senior Portfolio. Students who pursue the 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 complete all dance activity courses which fulfill the requirements for the Dance major for a grade. All dance activity courses completed to fulfill requirements for the Dance major may count toward graduation.

Some activity classes are taken automatically pass/fail and some are taken automatically for a letter grade. A student may elect to change how a course is graded for them according to the following policy. Grade change requests of this nature must be received in the [Office of the Registrar](#) according to pass/fail election deadlines, as noted in the academic calendar.

All PED activity classes and DAN activity classes at the 100 level are taken pass/fail. Students who have fulfilled the Health and Physical Learning component of General Education may elect to take them for a letter grade. Students who have fulfilled the Health and Physical Learning component of [General Education](#) and who need these courses to fulfill major requirements must take them for a grade.

DAN activity courses at the 200, 300, and 400 levels are taken for a grade. Students may take these courses as pass/fail to fulfill the Health and Physical Learning Component of [General Education](#).

Dance

Degree Type

Bachelor of Arts

Dance Core Curriculum

Course #	Title	Credits
	Dance Core Curriculum	21
	PED-127 Or PED-126 And Interval Training	1
	Dance Technique	8
	Sub-Total Credits	30

Electives

Choose 15 credit hours from the following courses:

(At least 7 credit hours must be 300 level or above) Additional Dance Technique at 300-400 level, [DAN-149](#), or [DAN-249](#) (1-6 credit hours), [DAN-248](#) Yoga for Dancers (1-2 credit hours)

Course #	Title	Credits
DAN-252	Participation in Choreographic Project	2
DAN-258	Mind/Body Integration	1-2
DAN-259	Improvisation II	1-2
DAN-261	Music for Dance	1
DAN-290	Production for Dance	3
DAN-352	Dance Repertory	1
DAN-356	Dance Composition II	3
DAN-358	Movement Studio for Somatics	2
DAN-360	Movement Structure and Function	3
DAN-452	Collaborative Process in Concert Dance	1
DAN-457	Pedagogy in Dance Technique	2
	DAN-460, DAN-461, DAN-462, DAN-463	1-3
DAN-480	Internship in Performing Arts Administration	1-6
	DAN-498 or DAN-499	3
DAN-762	Methods of Teaching Dance, K-12	4
DAT-430	Selected Topics in Dance and Theatre	1-3
ESS-283	Prevention and Care of Movement Injuries	3
IDS-355	Arts Administration	3
PED-129	Pilates	1
PED-148	Yoga	1
THE-224	Acting I	3
	Sub-Total Credits	15

Required Courses

- Senior Portfolio (0 credit hours)
* The Senior Portfolio serves as culminating documentation of the student's work in the Dance major. This digital portfolio includes a written reflection on curricular and co-curricular learning in dance at Meredith; a professional resume, headshot, and biography; and photographic and/or video representation of work in dance. The digital platform will be agreed upon by the academic advisor and student at or around pre-registration for the first semester senior year.

Total Credits	45

Dance Core Curriculum

Elective Credits 21

Course #	Title	Credits
DAN-159	Movement Improvisation	1
DAN-160	Perspectives in Dance	3
DAN-200	Dance in Society	3
DAN-256	Dance Composition I	3
DAN-260	Movement Analysis	3
DAN-352	Dance Repertory	1
DAN-359	Dance History: Western Theatrical Dance	3
DAN-465	Professional Practice in Dance Technique	1
DAN-761	Theory & Approaches to Dance Education	3
Sub-Total Credits		21

Dance Core

PED-127 Or PED-126 And Interval Training

Elective Credits 1

Course #	Title	Credits
PED-127	Conditioning	1
PED-126	Resistance and Interval Training	1
Sub-Total Credits		2

Dance Technique

Elective Credits 8

Choose 8 credit hours from the following courses:

Course #	Title	Credits
DAN-110	Beginning Dance Technique: Western Concert Forms	1-2
DAN-148	Hip-Hop Styles	1
DAN-149	Tap I	1-2
DAN-249	Tap II	1-2
DAN-250	Contemporary Dance II	1
DAN-251	Ballet II	1-2
DAN-253	Modern II	1-2
DAN-254	Jazz II	1-2
DAN-349	Tap III	1-2
DAN-350	Contemporary Dance III	1
DAN-351	Ballet III	1-2
DAN-353	Modern III	1-2
DAN-354	Jazz III	1-2
DAN-449	Tap IV	1-2
DAN-450	Contemporary Dance IV	1
DAN-451	Ballet IV	1-2
DAN-453	Modern IV	1-2
DAN-454	Jazz IV	1-2
Sub-Total Credits		18-32

DAN-460, DAN-461, DAN-462, DAN-463

Elective Credits 1-3

Dance Practica (up to 3 credits)

Course #	Title	Credits
DAN-460	Dance Practicum	1-2
DAN-461	Dance Practicum in Performance	1-2
DAN-462	Dance Practicum—Choreography	1-2
DAN-463	Dance Practicum—Technical Theatre	1-2
Sub-Total Credits		4-8

DAN-498 or DAN-499

Elective Credits 3

Course #	Title	Credits
DAN-498	Honors Thesis in Dance	3
DAN-499	Dance Research	3
Sub-Total Credits		6

Dance, Concentration in Dance Education and K-12 License

Degree Type
Bachelor of Arts

*Must be admitted to the Teacher Education Program to enroll.

Course #	Title	Credits
	Dance Core Curriculum	21
	Dance Technique	8
DAN-261	Music for Dance	1
DAN-290	Production for Dance	3
DAN-356	Dance Composition II	3
DAN-360	Movement Structure and Function	3
DAN-457	Pedagogy in Dance Technique	2
DAN-762	Methods of Teaching Dance, K-12	4
EDU-232	Schools and Social Change	3
EDU-234	Teaching and Learning	3
EDU-305	Teaching with Technology	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 OR PSY-310	3
PSY-312	Psychology of Exceptional Individuals	3
	SOC-335 or EDU-345	3
	Total Credits	79

Dance Core Curriculum

Elective Credits 21

Course #	Title	Credits
DAN-159	Movement Improvisation	1
DAN-160	Perspectives in Dance	3
DAN-200	Dance in Society	3
DAN-256	Dance Composition I	3
DAN-260	Movement Analysis	3
DAN-352	Dance Repertory	1
DAN-359	Dance History: Western Theatrical Dance	3
DAN-465	Professional Practice in Dance Technique	1
DAN-761	Theory & Approaches to Dance Education	3
	Sub-Total Credits	21

Dance Core

Dance Technique

Elective Credits 8

Choose 8 credit hours from the following courses:

Course #	Title	Credits
DAN-110	Beginning Dance Technique: Western Concert Forms	1-2
DAN-148	Hip-Hop Styles	1
DAN-149	Tap I	1-2
DAN-249	Tap II	1-2
DAN-250	Contemporary Dance II	1
DAN-251	Ballet II	1-2
DAN-253	Modern II	1-2
DAN-254	Jazz II	1-2
DAN-349	Tap III	1-2
DAN-350	Contemporary Dance III	1
DAN-351	Ballet III	1-2
DAN-353	Modern III	1-2
DAN-354	Jazz III	1-2
DAN-449	Tap IV	1-2
DAN-450	Contemporary Dance IV	1
DAN-451	Ballet IV	1-2
DAN-453	Modern IV	1-2
DAN-454	Jazz IV	1-2
	Sub-Total Credits	18-32

PSY-210 OR PSY-310

Elective Credits 3

Course #	Title	Credits
PSY-210	Life Span Developmental Psychology	3
PSY-310	Psychology of Children and Adolescents	3
	Sub-Total Credits	6

SOC-335 or EDU-345

Elective Credits 3

Course #	Title	Credits
SOC-335	Race and Ethnic Relations	3
EDU-345	Multilingual Learners in Public Schools	3
	Sub-Total Credits	6

Dance, Concentration in Private Studio Teaching

Degree Type
Bachelor of Arts

Required Courses

- 3 credit hours of Technique at the 300-400 level, [DAN-149](#), or [DAN-249](#)

Course #	Title	Credits
	Dance Core Curriculum	21
	Dance Technique	8
DAN-261	Music for Dance	1
DAN-290	Production for Dance	3
DAN-356	Dance Composition II	3
DAN-360	Movement Structure and Function	3
DAN-457	Pedagogy in Dance Technique	2
DAN-464	Dance Practicum—Private Studio Teaching	3
ESS-283	Prevention and Care of Movement Injuries	3
IDS-355	Arts Administration	3
	Sub-Total Credits	57

Electives

6 credits from ACC, BUS, CS, COM-350, COM-365, or COM-380

Sub-Total Credits	6
Total Credits	63

Dance Core Curriculum

Elective Credits 21

Course #	Title	Credits
DAN-159	Movement Improvisation	1
DAN-160	Perspectives in Dance	3
DAN-200	Dance in Society	3
DAN-256	Dance Composition I	3
DAN-260	Movement Analysis	3
DAN-352	Dance Repertory	1
DAN-359	Dance History: Western Theatrical Dance	3
DAN-465	Professional Practice in Dance Technique	1
DAN-761	Theory & Approaches to Dance Education	3
	Sub-Total Credits	21

Dance Core

Dance Technique

Elective Credits 8

Choose 8 credit hours from the following courses:

Course #	Title	Credits
DAN-110	Beginning Dance Technique: Western Concert Forms	1-2
DAN-148	Hip-Hop Styles	1
DAN-149	Tap I	1-2
DAN-249	Tap II	1-2
DAN-250	Contemporary Dance II	1
DAN-251	Ballet II	1-2
DAN-253	Modern II	1-2
DAN-254	Jazz II	1-2
DAN-349	Tap III	1-2
DAN-350	Contemporary Dance III	1
DAN-351	Ballet III	1-2
DAN-353	Modern III	1-2
DAN-354	Jazz III	1-2
DAN-449	Tap IV	1-2
DAN-450	Contemporary Dance IV	1
DAN-451	Ballet IV	1-2
DAN-453	Modern IV	1-2
DAN-454	Jazz IV	1-2
	Sub-Total Credits	18-32

Dance

Degree Type

Minor

Required Courses

Course #	Title	Credits
DAN-159	Movement Improvisation	1
DAN-160	Perspectives in Dance	3
	Sub-Total Credits	4

Theory in Dance

Choose 3 credit hours:

Course #	Title	Credits
DAN-200	Dance in Society	3
DAN-299	Dance Research	1-3
DAN-359	Dance History: Western Theatrical Dance	3
	Sub-Total Credits	3

Choreography and Performance in Dance

Chose 3 credit hours:

Course #	Title	Credits
DAN-252	Participation in Choreographic Project	2
DAN-256	Dance Composition I	3
DAN-352	Dance Repertory	1
DAN-452	Collaborative Process in Concert Dance	1
	Sub-Total Credits	3

Dance Technique

(Total of 6 credit hours chosen from at least 2 of the following categories)

Course #	Title	Credits
DAN-148	Hip-Hop Styles	1
DAN-249	Tap II	1-2
DAN-250	Contemporary Dance II	1
DAN-251	Ballet II	1-2
DAN-253	Modern II	1-2
DAN-254	Jazz II	1-2
DAN-349	Tap III	1-2
DAN-350	Contemporary Dance III	1
DAN-351	Ballet III	1-2
DAN-353	Modern III	1-2
DAN-354	Jazz III	1-2
DAN-449	Tap IV	1-2
DAN-450	Contemporary Dance IV	1
DAN-451	Ballet IV	1-2
DAN-453	Modern IV	1-2
DAN-454	Jazz IV	1-2
DAN-456	Meredith Dance Theatre	1
DAN-465	Professional Practice in Dance Technique	1
	Sub-Total Credits	6

Electives from DAN courses

At least 6 credit hours of the minor must include course work at the 300 or 400 level.

Sub-Total Credits	3
Total Credits	19

Dance Track - Professional Performance Certificate

Degree Type

Professional Performance Certificate

Students currently enrolled in a Bachelor of Arts (B.A.) program with a declared major in Dance, Music 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 credit hour graduation requirement but may not count toward the corresponding major.

Technique Credits (choose up to 10 credit hours)

Course #	Title	Credits
DAN-351	Ballet III	1-2
DAN-353	Modern III	1-2
DAN-354	Jazz III	1-2
DAN-450	Contemporary Dance IV	1
DAN-451	Ballet IV	1-2
DAN-453	Modern IV	1-2
DAN-454	Jazz IV	1-2
DAN-456	Meredith Dance Theatre	1
	Sub-Total Credits	10

Other credits (choose up to 10 credit hours)

Approved off-campus professional study** (1-9 credit hours)

**Study must be with an accredited institution

Course #	Title	Credits
DAN-352	Dance Repertory	1
DAN-590	Advanced Practicum in Dance Performance	1-2
DAN-580	Internship in Professional Performance	1-3
	Sub-Total Credits	10
	Total Credits	16

Education

Professors McKinney, Schrock, and Toole; Associate Professor George; Assistant Professor Clark, Garbisch, and Morton-Rose.

Mission Statement

The **mission** of the Department of Education is to prepare reflective practitioners who have the 21st century knowledge, skills and values to effectively teach all students. Graduates of the Department of Education, whom we term Meredith teachers, believe that reflection is essential to improving the quality of their teaching. They are able to examine the dilemmas of classroom practice within the cultural contexts in

which they teach. They are able to question the assumptions they bring to teaching and strive to understand how their actions impact their students. Meredith teachers are able to engage in reflection not only within their own classrooms but also within a community of professionals who have the common goal of improving student learning.

The Department provides undergraduate programs which lead to the North Carolina Professional Educator's Initial 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): Biology, Chemistry, English/language arts, mathematics, comprehensive science, and social studies
- Special subject area education (K–12): [art](#), [dance](#), [health and physical education](#), [music](#), [Spanish](#) and [theatre](#)
- Family and Consumer Sciences (7-12)
- Special Education, General Curriculum (K-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 (links below).

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, literacy, 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), academically/intellectually gifted (K-12) and curriculum instructional specialist.

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 four licensure areas offered, which lead to a North Carolina M-level license, are elementary education, special education (general curriculum), ESL, and Health and Physical Education. A graduate catalogue, which provides complete information about the program, can be obtained online from the [John E. Weems Graduate School website](#).

Early MAT (E-MAT) Program in Education

Qualified students who are interested in pursuing a career in elementary education, special education, health & physical education or English-as-a-second language may take up to two specified graduate courses in the Master of Arts in Teaching program during their final undergraduate year. Students who are interested in applying to this program should contact the Department of Education as soon as possible to allow sufficient time for completion of the application and selection processes prior to their final year. This program is also open to CRC students.

Department of Education Vision Statement

Students in schools need and deserve educators who teach, learn, and lead the way toward equitable schools and a just society. As teacher educators, we see the impact of racist and discriminatory policies, laws, and beliefs. We are responsible for confronting **racism**, **bias**, and **privilege**, including our own. We commit to change in ourselves and will advocate for change in schools. We must engage in on-going, critical conversations and listen to and learn from voices in marginalized communities to fight systemic racism and **injustice in all its forms**.

Therefore, a Meredith Teacher is prepared to work continuously toward...

- Learning and evaluating histories that have created inequitable policies and practices in schools and society.
- Critically examining their own identities, advantages, and biases.
- Developing an asset-based mindset to interrogate and change educational practices and systems that blame students, families, and communities.
- Building connections with students and their communities to center instruction on students' lived experience.
- Designing and implementing instruction that is challenging, connected to content knowledge, and ensures all students learn and thrive academically.
- Listening to, reflecting on, and acting in response to feedback from colleagues, students, and communities.
- Courageously leading and advocating for justice in the school, community, and profession.

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 accredited under the Association for Advancing Quality in Educator Preparation (AAQEP). 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 undergraduate teacher education is open to Meredith College students seeking an undergraduate degree and non-degree students who meet the standards established by the college.

Meredith Baccalaureate Students

(Students enrolled in a program of study that will lead to an undergraduate degree awarded by Meredith)

A student who plans to teach selects a major area of study and a licensure program, and confers with their advisor by the second semester of the sophomore year. This allows the student to pursue the content major that they love while achieving a teaching license. The majority of students in teacher education graduate in four years.

Students seeking licensure in middle grades (English/language arts, mathematics, science, or social studies), 7-12 (family and consumer sciences), secondary (English/language arts, mathematics, science or social studies), or K-12 areas (art, dance, health and physical education, music, Spanish, theatre) **major in the academic discipline** related to the teaching licensure and complete a sequence of pre-professional courses

in education. A second concentration is recommended for middle grades candidates. Students seeking licensure in Special Education major in Psychology.

After selecting the major area of study and teacher licensure program, the student completes the Declaration of Major form, which is received by the [Office of the Registrar](#). The Office of the Registrar sends a copy of the student's complete Declaration of Major form to the Department of Education. Upon receipt of the form, the Department sends to the student the application materials for admission to teacher education and a letter of notification to the student's advisor.

Immediately after the student receives the application materials, they should complete the Application for Admission to Teacher Education with the Department of Education. Completion of the application is interpreted as an indication of the student's serious intent and strong commitment to a career in teaching. The supporting materials of the application should be completed as soon as possible, i.e. recommendations; planned program that includes courses that fulfill general education, major content area, and teacher licensure requirements; and written essay. Specific testing requirements and an overall grade point average of a 2.75 or above must be satisfied before admission to the program.

Each completed application is reviewed in the Department of Education and the student is notified of the admission decision by the department chair. A student can appeal the admission decision to the Provost by letter.

Before a student enrolls in a methods class, formal admission to the teacher education program or permission of the instructor is required. All questions about this policy should be directed to the Department of Education.

Post-baccalaureate Teacher Licensure Only

Post-baccalaureate admission is open to qualified women and men who hold at least a baccalaureate degree and who wish to enroll in a program of study that does not lead to a degree awarded by Meredith College, but leads to an initial or additional N.C. teaching license.

Qualified students with a baccalaureate degree 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 complete a minimum of 30 credit hours of coursework at Meredith, which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. A lateral

entry teacher seeking admission to fulfill the requirements of their planned program should consult the Director of Teacher Education.

Before a student enrolls in a methods class, formal admission to the teacher education program or permission of the instructor is required. All questions about this policy should be directed to the Department of Education.

Student Teaching Requirements

The following requirements must be met before a student is admitted to the student teaching semester: 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.

1. Earn an overall GPA of 2.75 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.
2. Observe or participate with children in the public schools.
3. 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.
4. 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.
5. Submit the completed Health Certificate for a physical exam to the Department of Education.
6. Submit to an up-to-date criminal background check and receive clearance by the appropriate school system.
7. 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 their plan of study should be adjusted. Students and advisors wanting to follow speech screening recommendations should do so prior to the student's internship.
8. 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 (NCSBE). 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 Core (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.

The NCSBE requires a standardized licensure test for most areas of licensure. Achieving a minimum score on the designated test is a requirement for program completion and licensure. For all licensure areas, the requirement for a test, the type(s) of tests and the minimum score requirements are determined by the NCSBE and are subject to change at any time.

Before or during the semester of student teaching:

- Students seeking licensure in elementary education candidates must take the NC Foundations of Reading Test and the PRAXIS Elementary Education Content Knowledge for Teaching Mathematics.
- Students seeking licensure in any subject area in grades 6-9 and 7-12 must pass PRAXIS II in the content area.
- Students seeking licensure in the K-12 areas of art education, health and physical education, music education, and Spanish must pass PRAXIS II in the content area.
- Students seeking 9-12 licensure in any subject area must pass PRAXIS II in the content area.
- Students seeking licensure in elementary education candidates must take the NC Foundations of Reading Test, the PRAXIS Elementary Education Content Knowledge for Teaching Mathematics, and the PRAXIS Special Education Foundational Knowledge Test.

In meeting the NCSBE requirements, all students seeking licensure will be required to complete the edTPA pedagogy assessment during student teaching.

The NCSBE sets all testing requirements and minimum scores. Minimum score requirements are available from the Department of Education. Test information is subject to change.

Recommendations

Most professional education courses, including 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 completed 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 School System.

Programs for Licensure

Teacher education programs are approved by the NCSBE. 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 Chair of the Department of Education.

Add-on English as a Second Language (ESL) Licensure

Degree Type

Education Licensure

Must also meet all requirements of the primary Licensure area

Required Courses

Course #	Title	Credits
	EDU-210 or ENG-320	3
EDU-345	Multilingual Learners in Public Schools	3
EDU-349	Second Language Acquisition & Linguistics for General and Special Educators	3
INT-101	Exploring Global Issues	3
Sub-Total Credits		12

Additional Requirements

- [EDU-345](#) and [EDU-349](#) require fieldwork to ensure candidates have K-12 ESL experience.
- Student-teaching in a licensure area classroom that serves MLS.
- Minimum one observation by current faculty with ESL expertise.
- Pass Praxis II English to Speakers of Other Languages (5362)

Total Credits	12

EDU-210 or ENG-320

Elective Credits 3

Course #	Title	Credits
EDU-210	Children's Literature for Elementary Teachers	3
ENG-320	Young Adult Literature	3
Sub-Total Credits		6

Birth through Kindergarten Teacher Education Program

Degree Type

Education Licensure

A Child Development major is required to complete the Birth-Kindergarten Licensure program.

Professional Education Requirements for BK Licensure

Course #	Title	Credits
BK-345	Curriculum for Young Children	3
BK-348	Curriculum for Young Children Lab	1
BK-350	Early Literacy and Technology Integration	3
BK-355	Mathematics for the Early Years	3
BK-445	Advanced Curriculum Development	3
BK-455	Advanced Curriculum Lab	1
EDU-232	Schools and Social Change	3
EDU-305	Teaching with Technology	1
EDU-345	Multilingual Learners in Public Schools	3
EDU-460	Colloquium in Education	3
EDU-490	Observation and Directed Teaching	9
MAT-160	Fundamental Concepts of Mathematics I: Problem Solving, Number, Operation and Measurement	3
Sub-Total Credits		36

Note:

**Students must be admitted to the Teacher Education program to register for the following courses: [BK-350](#), [BK-355](#), [BK-445](#), [BK-455](#), [EDU-460](#), and [EDU-490](#).

Total Credits	36

Elementary Teacher Education (Grades K–6) Program

Degree Type

Education Licensure

Major Area of Study Requirements in an Area Other than Education

General Education Requirements of the College Including These Specific Courses

Course #	Title	Credits
	BIO-106/BIO-136 or BIO-111/ BIO-141 or BIO-112/BIO-142	4
GEO-200	Earth Science	3
GEO-240	Earth Science Laboratory	1
	HIS-214 or HIS-314 or HIS-333 or HIS-343	3
MAT-175	Statistics I	3
MAT-160	Fundamental Concepts of Mathematics I: Problem Solving, Number, Operation and Measurement	3
MAT-260	Fundamental Concepts of Mathematics II: Geometry Algebra, Functions, Data Analysis, and Probability	3
PSY-312	Psychology of Exceptional Individuals	3
	SOC-335 OR EDU-345	3
Sub-Total Credits		26

Professional Education Requirements for Elementary Education (K–6) Students

Course #	Title	Credits
EDU-210	Children's Literature for Elementary Teachers	3
EDU-232	Schools and Social Change	3
EDU-234	Teaching and Learning	3
EDU-305	Teaching with Technology	1
ESS-742	Methods of Healthful Living Education	3
EDU-304	Learning and Teaching Mathematics I	3
EDU-310	Literacy I - Integrated Literacy Methods for the Elementary Classroom	3
EDU-356	Social Studies Methods and Art Integration for Elementary School	3
EDU-357	Science Methods and Art Integration for Elementary School	3
EDU-404	Learning and Teaching Mathematics II	3
EDU-410	Literacy II - Integrated Literacy Methods for the Elementary Classroom	3
EDU-451	K-6 Practicum	1
EDU-460	Colloquium in Education	3
EDU-490	Observation and Directed Teaching	9
Sub-Total Credits		41-42

BIO-106/BIO-136 or BIO-111/BIO-141 or BIO-112/BIO-142

Elective Credits 4

Course #	Title	Credits
BIO-106	Your Whole Body	3
BIO-111	Organisms, Ecology, and Evolution	3
BIO-112	Molecules, Genes, and Cells	3
BIO-136	Your Whole Body Laboratory	1
BIO-141	Organisms, Ecology, and Evolution Laboratory	1
BIO-142	Molecules, Genes, and Cells Laboratory	1
Sub-Total Credits		12

HIS-214 or HIS-314 or HIS-333 or HIS-343

Elective Credits 3

Course #	Title	Credits
HIS-214	American History to 1876	3
HIS-314	Colonial American History	3
HIS-333	History of the South	3
HIS-343	History of North Carolina	3
Sub-Total Credits		12

SOC-335 OR EDU-345

Elective Credits 3

Course #	Title	Credits
SOC-335	Race and Ethnic Relations	3
EDU-345	Multilingual Learners in Public Schools	3
Sub-Total Credits		6

Middle Grades Teacher Education (Grades 6–9) Program

Degree Type

Education Licensure

Major Area of Study Requirements in an Area Other than Education

General Education Requirements of the College Including These Specific Courses

Course #	Title	Credits
ENG-320	Young Adult Literature	3
PSY-312	Psychology of Exceptional Individuals	3
EDU-345	Multilingual Learners in Public Schools	3
	Choose from any Arts and Aesthetics elective, including:	3
HED-150	Contemporary Health and Wellness	3
Sub-Total Credits		15

Professional Education Requirements for Middle Grades Education (6–9) 31–33 credit hours

• Professional Education, Methods

*Methods as appropriate to the required concentration (3-5 credit hours)

Course #	Title	Credits
EDU-232	Schools and Social Change	3
EDU-234	Teaching and Learning	3
EDU-305	Teaching with Technology	1
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
EDU-460	Colloquium in Education	3
EDU-490	Observation and Directed Teaching	9
Sub-Total Credits		28

Details on Concentration:

A concentration chosen from English/Language Arts, Mathematics, Science, or Social Studies. Two concentrations are recommended. Requirements for each concentration follow:

Biology or Chemistry major, 6-9
Licensure, Science

Course #	Title	Credits
BIO-112	Molecules, Genes, and Cells	3
BIO-142	Molecules, Genes, and Cells Laboratory	1
BIO-254	Evolution of Biological Systems	3
	BIO-326/BIO-346 Principles of Ecology and Lab OR BIO-225/ BIO-265 Environmental Science and Lab	4
CHE-111	General Chemistry I	3
CHE-141	General Chemistry I Laboratory	1
	PHY-131 Intro to Astronomy, PHY-211/PHY-241 General Physics I and Lab, or PHY-207/ PHY-247 College Physics and Lab	3-4
GEO-200	Earth Science	3
GEO-240	Earth Science Laboratory	1
GEO-206	Weather, Climate, and Global Change	3
SCI-764	The Teaching of Science	3
	Sub-Total Credits	28-29

English major, 6-9 Licensure, English/
Language Arts

In addition to the courses listed below students must complete the following requirements:

- One writing course beyond ENG 200 at the 200 or 300 level (3 credit hours)
- Additional Electives from approved list for majors (suggested only)
- Prior to registering for ENG-764, students must have completed most ENG requirements **and** be admitted into the teacher education program.

Course #	Title	Credits
ENG-275	Advanced Grammar	3
ENG-330	African-American Writers	3
	ENG-498 or ENG-499	1-3
ENG-764	The Teaching of English	3
	Sub-Total Credits	13-15

History, International Studies, Political
Science or Religious Studies major,
6-9 Licensure, Social Studies

Course #	Title	Credits
HIS-102	Modern Western Civilization	3
HIS-103	The World in the 20th Century	3
	HIS-214 or HIS-215	3
	One Non-Western history courses selected from the following:	3
	Any topics course taught by the History, Political Science and International Studies Department in non-Western History:	3
HIS-343	History of North Carolina	3
	Economics course selected from:	3
	Geosciences course selected from:	3
	Politics course selected from:	3
HIS-764	The Teaching of Social Studies	3
	Sub-Total Credits	27

Mathematics major, 6-9 Licensure,
Mathematics

Course #	Title	Credits
	MAT-181 or MAT-191	4
MAT-220	Linear Algebra	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
MAT-250	Introduction to Mathematical Reasoning	3
MAT-334	Modern College Geometry	3
CS-190	Programming Fundamentals	3
MAT-760	Mathematical Knowledge for Teaching	2
MAT-764	Methods of Teaching Middle and Secondary Mathematics	3
	Sub-Total Credits	27-28
	Total Credits	97-98

Choose from any Arts and Aesthetics elective, including:

Elective Credits 3		Credits
Course #	Title	Credits
DAN-200	Dance in Society	3
DAN-359	Dance History: Western Theatrical Dance	3
THE-114	Introduction to Theatre	3
THE-214	Creative Dramatics	3
	Sub-Total Credits	12

BIO-326/BIO-346 Principles of Ecology and Lab OR BIO-225/BIO-265 Environmental Science and Lab

Elective Credits 4

Course #	Title	Credits
BIO-326	Principles of Ecology	3
BIO-346	Principles of Ecology Laboratory	1
BIO-225	Environmental Science	3
BIO-265	Environmental Science Laboratory	1
Sub-Total Credits		8

PHY-131 Intro to Astronomy, PHY-211/PHY-241 General Physics I and Lab, or PHY-207/PHY-247 College Physics and Lab

Elective Credits 3-4

Course #	Title	Credits
PHY-131	Introduction to Astronomy	3
PHY-211	General Physics I	3
PHY-241	General Physics I Laboratory	1
PHY-207	College Physics I	3
PHY-247	College Physics I Laboratory	1
Sub-Total Credits		11

ENG-498 or ENG-499

Elective Credits 1-3

Course #	Title	Credits
ENG-498	Honors Research Project	3
ENG-499	Research Project	1-3
Sub-Total Credits		4-6

HIS-214 or HIS-215

Elective Credits 3

Course #	Title	Credits
HIS-214	American History to 1876	3
HIS-215	American History Since 1876	3
Sub-Total Credits		6

One Non-Western history courses selected from the following:

Elective Credits 3

Course #	Title	Credits
HIS-224	Introduction to Asian History	3
HIS-382	The Modern Middle East	3
HIS-310	Modern China	3
IDS-280	China Today	3
Sub-Total Credits		12

Any topics course taught by the History, Political Science and International Studies Department in non-Western History:

Elective Credits 3

- Any topics course taught by the History and Politics Department in non-Western History (3)

Course #	Title	Credits
HIS-224	Introduction to Asian History	3
HIS-382	The Modern Middle East	3
HIS-310	Modern China	3
IDS-280	China Today	3
Sub-Total Credits		12

Economics course selected from:

Elective Credits 3

Course #	Title	Credits
ECO-100	Principles of Macroeconomics	3
ECO-101	Principles of Microeconomics	3
Sub-Total Credits		9

Geosciences course selected from:

Elective Credits 3

Course #	Title	Credits
GEO-203	Geographic Information System (GIS)	3
GEO-205	World Regional Geography	3
Sub-Total Credits		6

Politics course selected from:

Elective Credits 3

Course #	Title	Credits
POL-100	American Government	3
POL-210	International Politics	3
Sub-Total Credits		6

MAT-181 or MAT-191

Elective Credits 4

Course #	Title	Credits
MAT-181	Integrated Precalculus/Calculus B	4
MAT-191	Calculus I	4
	Sub-Total Credits	8

Psychology with Special Education Licensure

Degree Type

Education Licensure

Core Curriculum

Course #	Title	Credits
PSY-100	Introduction to Psychology	3
PSY-201	Human Diversity & Social Justice	3
PSY-301	Research Methods I	4
PSY-302	Research Methods II	4
	Sub-Total Credits	14

Electives

Course #	Title	Credits
PSY-310	Psychology of Children and Adolescents	3
PSY-312	Psychology of Exceptional Individuals	3
PSY-324	Principles of Behavior & Learning	3
	Experimental	3
	PSY-342 and PSY-343	4-5
	Sub-Total Credits	16-17

Education Requirements

Course #	Title	Credits
EDU-210	Children's Literature for Elementary Teachers	3
EDU-232	Schools and Social Change	3
EDU-234	Teaching and Learning	3
EDU-244	Fundamental Concepts of the Arts in Education	4
EDU-304	Learning and Teaching Mathematics I	3
EDU-305	Teaching with Technology	1
EDU-310	Literacy I - Integrated Literacy Methods for the Elementary Classroom	3
EDU-349	Second Language Acquisition & Linguistics for General and Special Educators	3
EDU-350	Teaching in the Middle School	3
EDU-351	Program Development and Instructional Strategies for Special Educators	3
EDU-404	Learning and Teaching Mathematics II	3
EDU-410	Literacy II - Integrated Literacy Methods for the Elementary Classroom	3
EDU-413	Collaboration for General and Special Educators	3
EDU-415	Procedures, Policies, and Assessment for Special Educators	3
EDU-425	Inclusive Practices for Educators	3
EDU-436	Literacy and Learning in the Content Areas	3
EDU-460	Colloquium in Education	3
EDU-490	Observation and Directed Teaching	9
	Sub-Total Credits	49
	Total Credits	79-80

Experimental

Elective Credits 3

One Experimental Psychology course chosen from the following:

Course #	Title	Credits
PSY-330	Neuropsychology	3
PSY-332	Perception	3
PSY-430	History and Systems in Psychology	3
PSY-432	Cognitive Psychology	3
PSY-522	Psychological Testing and Evaluation	3
Sub-Total Credits		15

PSY-342 and PSY-343

Elective Credits 4-5

[PSY-342](#) and [PSY-343](#)

Course #	Title	Credits
PSY-342	Introductory Autism Practicum	2
PSY-343	Intermediate Autism Practicum	2-3
Sub-Total Credits		4-5

Secondary Grades Teacher Education (Grades 9–12) Program

Degree Type

Education Licensure

Major Area of Study Requirements in an Area Other than Education (including specific courses required within the major)

General Education Requirements of the College Including These Specific Courses

The major course of study requires variable hours.

Course #	Title	Credits
PSY-312	Psychology of Exceptional Individuals	3
SOC-335 OR EDU-345		3
Sub-Total Credits		6

Professional Education Requirements for Secondary Education Licensure (9-12)

- *Methods as appropriate to the required concentration (3-5 credit hours)

Course #	Title	Credits
EDU-232	Schools and Social Change	3
EDU-234	Teaching and Learning	3
EDU-305	Teaching with Technology	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
Sub-Total Credits		25

Bachelor of Arts, Science in Biology with 9-12 Licensure

All courses leading to a major in Biology must include:

Course #	Title	Credits
	BIO-111/BIO-141 or BIO-112/142	4
BIO-211	Plant Biology	3
BIO-222	Animal Biology	2
BIO-241	Plant Biology Laboratory	1
BIO-242	Animal Biology Laboratory	2
BIO-251	Cell Biology	3
BIO-254	Evolution of Biological Systems	3
BIO-299	Research Development	1
BIO-344	Microbiology Laboratory	1
	BIO-326/BIO-346 Principles of Ecology and Lab OR BIO-225/BIO-265 Environmental Science and Lab	4
BIO-456	Techniques in Molecular Biology4 and Biotechnology	
	MAT-175 or MAT-191	3-4
SCI-764	The Teaching of Science	3
Sub-Total Credits		34-35

Bachelor of Arts, Science in Chemistry with 9-12 Licensure

All courses leading to a major in Chemistry must include:

Course #	Title	Credits
CHE-111	General Chemistry I	3
CHE-141	General Chemistry I Laboratory	1
CHE-112	General Chemistry II	3
CHE-142	General Chemistry II Laboratory	1
CHE-221	Organic Chemistry I	3
CHE-241	Organic Chemistry I Laboratory	1
CHE-230	Environmental Chemistry	3
	CHE-420/CHE-441 or CHE-430/4 CHE-442	
CHE-436	Biochemistry I	4
CHE-474	Inorganic & Bioinorganic Chemistry	3
	MAT-175 or MAT-191	3-4
SCI-764	The Teaching of Science	3
	Sub-Total Credits	32-33

Bachelor of Arts, Science in Biology or Chemistry with Comprehensive Science Licensure

All courses leading to a major in Biology **or** Chemistry must include:

Course #	Title	Credits
	BIO-111/BIO-141, BIO-112/ BIO-142 or BIO-106/136	4
BIO-211	Plant Biology	3
BIO-241	Plant Biology Laboratory	1
BIO-222	Animal Biology	2
BIO-242	Animal Biology Laboratory	2
BIO-251	Cell Biology	3
BIO-334	Microbiology	3
BIO-254	Evolution of Biological Systems	3
	BIO-326/BIO-346 Principles of Ecology and Lab OR BIO-225/ BIO-265 Environmental Science and Lab	4
BIO-344	Microbiology Laboratory	1
	BIO-358 Aquatic Field Studies or BIO-359 Terrestrial Field Studies	2
CHE-111	General Chemistry I	3
CHE-141	General Chemistry I Laboratory	1
CHE-112	General Chemistry II	3
CHE-142	General Chemistry II Laboratory	1
CHE-221	Organic Chemistry I	3
CHE-241	Organic Chemistry I Laboratory	1
GEO-200	Earth Science	3
GEO-240	Earth Science Laboratory	1
PHY-131	Introduction to Astronomy	3
	MAT-175 or MAT-191	3-4
SCI-764	The Teaching of Science	3
	PHY-211/PHY-241 General Physics I & Lab or PHY-207/ PHY-247 College Physics I & Lab	4
	Sub-Total Credits	57-58

Bachelor of Arts, English major, 9-12 English/Language Arts Licensure

All courses leading to a major in English must include the following courses:

In addition to the courses listed below students must complete the following requirements:

- One course in foundational British depth (3 credit hours)
- One course in world literature which is not American or British (3 credit hours)
- One seminar (3 credit hours)
- One writing course at the 200 or 300 level (3 credit hours)
- Prior to registering for [ENG-764](#), students must have completed most ENG requirements **and** be admitted into the teacher education program.

Course #	Title	Credits
	ENG-211 or ENG-212	3
	ENG-215 or ENG-216	3
ENG-270	Literary Research/Critical Theory	3
ENG-275	Advanced Grammar	3
ENG-320	Young Adult Literature	3
ENG-330	African-American Writers	3
	ENG-498 or ENG-499	1-3
ENG-764	The Teaching of English	3
	Sub-Total Credits	37-39

Bachelor of Arts, History, International Studies, Political Science or Religious Studies major, 9-12 Social Studies Licensure

All courses leading to a major in History, Political Science **or** International Studies must include:

Course #	Title	Credits
HIS-102	Modern Western Civilization	3
HIS-103	The World in the 20th Century	3
HIS-214	American History to 1876	3
HIS-215	American History Since 1876	3
ECO-100	Principles of Macroeconomics	3
ECO-101	Principles of Microeconomics	3
POL-100	American Government	3
	One Non-Western history courses selected from the following:	3
POL-200	Law and Society	3
POL-301	Civil Liberties	3
HIS-764	The Teaching of Social Studies	3
GEO-203	Geographic Information System (GIS)	3
	Sub-Total Credits	36

Bachelor of Arts or Bachelor of Science, Mathematics major, 9-12 Mathematics Licensure

All courses leading to a Bachelor of Arts **or** Bachelor of Science, major in Mathematics must include:

Course #	Title	Credits
MAT-180	Integrated Precalculus/Calculus A	4
	MAT-181 or MAT-191	4
MAT-212	Calculus II	4
MAT-213	Calculus III	4
MAT-220	Linear Algebra	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
MAT-250	Introduction to Mathematical Reasoning	3
MAT-334	Modern College Geometry	3
MAT-340	Probability and Mathematical Statistics	3
MAT-420	Modern Abstract Algebra	3
MAT-760	Mathematical Knowledge for Teaching	2
MAT-764	Methods of Teaching Middle and Secondary Mathematics	3
CS-190	Programming Fundamentals	3
	Sub-Total Credits	42
	Total Credits	0

SOC-335 OR EDU-345

Elective Credits 3

Course #	Title	Credits
SOC-335	Race and Ethnic Relations	3
EDU-345	Multilingual Learners in Public Schools	3
	Sub-Total Credits	6

BIO-111/BIO-141 or BIO-112/142

Elective Credits 4

BIO-326/BIO-346 Principles of Ecology and Lab OR BIO-225/BIO-265 Environmental Science and Lab

Elective Credits 4

Course #	Title	Credits
BIO-326	Principles of Ecology	3
BIO-346	Principles of Ecology Laboratory	1
BIO-225	Environmental Science	3
BIO-265	Environmental Science Laboratory	1
Sub-Total Credits		8

MAT-175 or MAT-191

Elective Credits 3-4

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-191	Calculus I	4
Sub-Total Credits		7

CHE-420/CHE-441 or CHE-430/CHE-442

Elective Credits 4

Course #	Title	Credits
CHE-420	Chemical Thermodynamics & Kinetics	3
CHE-441	Experimental Physical Chemistry I	1
CHE-430	Atomic and Molecular Structure	3
CHE-442	Experimental Physical Chemistry II	1
Sub-Total Credits		8

BIO-111/BIO-141, BIO-112/BIO-142 or BIO-106/136

Elective Credits 4

Sub-Total Credits		4

BIO-358 Aquatic Field Studies or BIO-359 Terrestrial Field Studies

Elective Credits 2

Course #	Title	Credits
BIO-358	Aquatic Field Studies	2
BIO-359	Terrestrial Field Studies	2
Sub-Total Credits		4

PHY-211/PHY-241 General Physics I & Lab or PHY-207/PHY-247 College Physics I & Lab

Elective Credits 4

Course #	Title	Credits
PHY-211	General Physics I	3
PHY-241	General Physics I Laboratory	1
PHY-207	College Physics I	3
PHY-247	College Physics I Laboratory	1
Sub-Total Credits		8

ENG-211 or ENG-212

Elective Credits 3

Course #	Title	Credits
ENG-211	Survey of British Literature I	3
ENG-212	Survey of British Literature II	3
Sub-Total Credits		6

ENG-215 or ENG-216

Elective Credits 3

Course #	Title	Credits
ENG-215	Survey of American Literature I	3
ENG-216	Survey of American Literature II	3
Sub-Total Credits		6

ENG-498 or ENG-499

Elective Credits 1-3

Course #	Title	Credits
ENG-498	Honors Research Project	3
ENG-499	Research Project	1-3
Sub-Total Credits		4-6

One Non-Western history courses selected from the following:

Elective Credits 3

Course #	Title	Credits
HIS-224	Introduction to Asian History	3
HIS-382	The Modern Middle East	3
HIS-310	Modern China	3
IDS-280	China Today	3
Sub-Total Credits		12

MAT-181 or MAT-191

Elective Credits 4

Course #	Title	Credits
MAT-181	Integrated Precalculus/Calculus B	4
MAT-191	Calculus I	4
Sub-Total Credits		8

English

Professors Colby, Duncan, Fine, Jackson, and Roberts; Associate Professor Johnson; Associate Professor of Practice Hogan; Assistant Professors Burgess and Ringleb.

Mission Statement

The English major at Meredith prepares students to read attentively, think critically and creatively, and communicate effectively, orally and in writing. Through the close study of written texts and other media, students encounter multiple and diverse voices in language and literature, as they work to understand the complexity of human values and perspective. English graduates pursue challenging careers and enrich the lives of others through civic engagement and ethical leadership.

Student Learning Outcomes of the English Department

All Unit Outcomes

Students in English courses will demonstrate skill in the following:

- reading critically and accurately;
- interpreting and analyzing literature;
- shaping and refining a piece of writing for a specific audience and purpose;
- locating, evaluating, incorporating, and documenting research sources in support of oral or written communications;
- engaging critically with the literary and cultural dimensions of race, inequity and social justice.

English Major Outcomes

In addition, English majors will engage at an advanced level with literary texts, contexts, and conventions of the discipline and will demonstrate the following:

- superior reading, writing, and speaking skills;
- knowledge of the development of the English language and various literary traditions in English;
- competence in the use of scholarly terminology and application of critical approaches;
- writing/editing skills applicable to professional contexts
- plans and preparation for post-graduate pursuits;
- thoughtful reflection of the benefits of majoring 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. An English major can add on [Teacher Licensure](#) to teach in B–K, K–6, middle school, and secondary school settings. See licensure requirements in the [Department of Education](#) listing.

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 chair and arrange for it through the [special studies options](#). Students may elect to take 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 all literature courses in the department; except for [ENG-297](#) Topics in Literature.

English

Degree Type

Bachelor of Arts

Required Courses

Course #	Title	Credits
ENG-211	Survey of British Literature I	3
ENG-215	Survey of American Literature I	3
	ENG-212 or ENG-216	3
ENG-270	Literary Research/Critical Theory	3
	ENG-498 or ENG-499	1-3
	Sub-Total Credits	13-15

One course chosen from the following Early English courses:

Course #	Title	Credits
ENG-349	Shakespeare in Context	3
ENG-351	Old English	3
ENG-352	Chaucer	3
ENG-353	History of the English Language	3
Sub-Total Credits		3

One course chosen from the following writing courses:

Course #	Title	Credits
ENG-220	Writing Creative Nonfiction	3
ENG-230	Writing for Campus Publications	1-2
ENG-231	Introduction to Creative Writing	3
ENG-235	Writing Poetry	3
ENG-236	Writing Fiction	3
ENG-245	Introduction to Journalism	3
ENG-247	Publishing and Editing	3
ENG-250	Text and Image	3
ENG-358	Professional Writing	3
ENG-361	Topics in Professional Writing	3
ENG-363	Topics in Creative Writing	3
Sub-Total Credits		3

One course chosen from the following global literature courses

Course #	Title	Credits
ENG-204	Colonial/Postcolonial Literature	3
ENG-335	Contemporary World Literature in Translation	3
ENG-350	Modern Drama	3
ENG-495	Seminar in European Literature	3
Sub-Total Credits		3

One course chosen from the following literature from underrepresented groups courses

Course #	Title	Credits
ENG-281	Banned Books & the People Who Love Them	3
ENG-322	BIPOC Women Activists in Literature	3
ENG-323	Queer Literature	3
ENG-330	African-American Writers	3
ENG-335	Contemporary World Literature in Translation	3
ENG-362	Contemporary American Fiction	3
Sub-Total Credits		3

One course chosen from the following American literature courses

Course #	Title	Credits
ENG-217	Supernatural Literature	3
ENG-330	African-American Writers	3
ENG-359	Seminar in American Women Writers	3
ENG-360	Seminar in Southern Writers	3
ENG-362	Contemporary American Fiction	3
Sub-Total Credits		3

Two courses chosen from the following general electives

Course #	Title	Credits
ENG-217	Supernatural Literature	3
ENG-234	Short Fiction	3
ENG-240	Introduction to Film	3
ENG-242	Romantic Comedy	3
ENG-281	Banned Books & the People Who Love Them	3
ENG-297	Topics in Literature	3
ENG-300	Special Topics in English	3
ENG-320	Young Adult Literature	3
ENG-321	The Novels of Jane Austen	3
ENG-322	BIPOC Women Activists in Literature	3
ENG-323	Queer Literature	3
ENG-330	African-American Writers	3
ENG-340	Development of the British Novel	3
ENG-349	Shakespeare in Context	3
ENG-359	Seminar in American Women Writers	3
ENG-360	Seminar in Southern Writers	3
ENG-362	Contemporary American Fiction	3
ENG-364	20th Century Poetry in English	3
ENG-365	English Poetry of the Romantic Period	3
ENG-367	English Literature of the Victorian Period	3
ENG-368	English Literature of the 18th Century	3
Sub-Total Credits		6

Internship

May be satisfied by [EDU-490](#) or [ENG-480](#)

Course #	Title	Credits
ENG-480	Internship	0-3
EDU-490	Observation and Directed Teaching	9

One Career workshop

***Note: students completing licensure requirements are exempt from this course requirement**

Course #	Title	Credits
ENG-207	Career Prep for English Majors	1
Sub-Total Credits		1

Note:

*Note: English majors must complete one seminar ([ENG-359](#), [ENG-360](#), or [ENG-495](#)): If a student completes an additional course in one of the above categories beyond the requirement, the additional course will count as a general elective or as a different requirement if the course in question appears in more than one requirement category.

Total Credits	35-40

ENG-212 or ENG-216

Elective Credits 3

Course #	Title	Credits
ENG-212	Survey of British Literature II	3
ENG-216	Survey of American Literature II	3
Sub-Total Credits		3

ENG-498 or ENG-499

Elective Credits 1-3

Course #	Title	Credits
ENG-498	Honors Research Project	3
ENG-499	Research Project	1-3
Sub-Total Credits		4-6

Creative Writing

Degree Type

Minor

Required Course

Course #	Title	Credits
ENG-231	Introduction to Creative Writing	3
Sub-Total Credits		3

Two Genre Courses

Choose from the following:

Course #	Title	Credits
ENG-220	Writing Creative Nonfiction	3
ENG-235	Writing Poetry	3
ENG-236	Writing Fiction	3
ENG-363	Topics in Creative Writing	3
THE-370	Playwriting	3
Sub-Total Credits		6

One Writing Workshop

Choose from the following:

Course #	Title	Credits
ENG-324	Prose Workshop	3
ENG-325	Poetry Workshop	3
Sub-Total Credits		3

One Pre-Professional Course

Choose from the following:

- Or other course approved by department chair.

Course #	Title	Credits
ENG-247	Publishing and Editing	3
ENG-230	Writing for Campus Publications	1-2
ENG-358	Professional Writing	3
Sub-Total Credits		3

One Literature Course

Any 300-level literature course.

Sub-Total Credits	3

Note: [ENG-111](#) Principles of Writing and [ENG-200](#) Critical Reading and Writing are required for 300-level literature courses. [ENG-324](#) Prose Workshop or [ENG-325](#) Poetry Workshop is required (pre- or co-requisite) for [ENG-496/ENG-497](#) creative thesis.

Total Credits	18

English

Degree Type

Minor

18 credit hours of English courses beyond [ENG-111](#) at least 9 credit hours of which must be in courses at the 300 or 400 level.

Total Credits	18

Professional Writing and Presentation Media

Degree Type
Minor

Required Course

Course #	Title	Credits
ENG-358	Professional Writing	3
Sub-Total Credits		3

One Course in Visual Principles and Practice:

Choose from the following:

Course #	Title	Credits
ART-110	2D Design Concepts, Color and Composition	3
ART-180	Computer Literacy for Design	3
ENG-250	Text and Image	3
CS-156	Website Design & Management	3
Sub-Total Credits		3

Writing Electives:

Choose two courses from the following:

Course #	Title	Credits
COM-360	Writing for the Media	3
ENG-220	Writing Creative Nonfiction	3
ENG-231	Introduction to Creative Writing	3
ENG-235	Writing Poetry	3
ENG-236	Writing Fiction	3
ENG-245	Introduction to Journalism	3
ENG-247	Publishing and Editing	3
ENG-361	Topics in Professional Writing	3
ENG-363	Topics in Creative Writing	3
THE-370	Playwriting	3
Sub-Total Credits		6

General Electives:

Choose from Writing electives above and/or the following:

Digital/Technological Competency: Students must meet with the program director to present and discuss deliverables that demonstrate competency in two digital/technological areas. These areas include, but are not limited to: page layout, graphic design, visual production or editing, audio composing or editing, database development or editing, and spreadsheet composing or editing.

Internships of 1 to 4 credit hours are encouraged.

Course #	Title	Credits
ART-131	Digital Photography I	3
ART-230	Digital Photography II	3
ART-242	Graphic Design and Typography	3
BUS-360	Principles of Marketing	3
BUS-466	Sales Management	3
BUS-467	Advertising and Sales Promotion	3
CS-120	Spreadsheets	1
CS-140	Databases	1
COM-225	Public Speaking	3
COM-400	Special Topics in Communication	3
ENG-230	Writing for Campus Publications 1-2	
ENG-480	Internship	0-3
Sub-Total Credits		6
Total Credits		18

History, International Studies, Political Science, and Religious Studies

Professors Fountain, Grimes, Manzo, and Vitarbo; Associate Professor Martinson; Assistant Professor Cutright.

The department offers majors in History, International Studies, Political Science, and Religious Studies as well as a program in Public History.

Student Learning Outcomes of the History, International Studies, Political Science, and Religious Studies Department

Upon completion of their **History, International Studies, Political Science, and Religious Studies** majors, all graduates will be able to:

- apply critical thinking and relevant, disciplinary-specific skills to analyze complex questions or problems related to history, international studies, political science, or religion;
- demonstrate the knowledge base appropriate to the discipline;
- demonstrate effective oral and written communication skills.

Career Directions

History, International Studies, Political Science, and Religious Studies majors may go into business, law, state and federal government, graduate study, foreign service, journalism or editing, non-profit organizations and many other occupations supported by a wide knowledge of history, politics, international relations, and religion. 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. All majors in this department are well-suited for the [Accelerated Law Degree Program](#), as they require a moderate number of credit hours and teach the essential skills necessary for law school.

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 numerous sites in the immediate area, it prepares students for entry-level positions in the field or for graduate study. Our placement record remains noteworthy, 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, International Studies, Political Science, and Religious Studies. Our proximity to state and city government affords our

students wonderful on-site experience and personal connections: one alumna became Assistant to the N.C. 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 may take the Wolfline one mile down the road to N.C. State University, which offers an array of specialized upper-level courses to supplement our department's offerings.

Internships

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify their 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. General Assembly, N.C. Division of Archives and History, N.C. Governor's Office, 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 [HIS-214](#), [HIS-215](#); Modern Western Civilization [HIS-102](#); World in the 20th Century [HIS-103](#); American Political Systems [POL-100](#); and Comparative Politics [POL-204](#).

History

Degree Type

Bachelor of Arts

Required Courses

Course #	Title	Credits
HIS-102	Modern Western Civilization	3
HIS-103	The World in the 20th Century	3
	HIS-214 or HIS-215	3
HIS-334	Methods of Historical Research	3
	HIS-499 or HIS-498	3
	Sub-Total Credits	15

Electives in approved History courses:

Students must structure 21 credit hours of elective history courses in consultation with their advisor. 50% of the elective credit hours must be at the 300-400 level. Electives must include 6 credit hours in U.S. history, 6 credit hours in European history, and 6 credit hours in non-Western history

Sub-Total Credits	21
Total Credits	36

HIS-214 or HIS-215

Elective Credits 3

Course #	Title	Credits
HIS-214	American History to 1876	3
HIS-215	American History Since 1876	3
Sub-Total Credits		6

HIS-499 or HIS-498

Elective Credits 3

Course #	Title	Credits
HIS-499	Senior Research	3
HIS-498	Honors Thesis in History	3
Sub-Total Credits		6

International Studies

Degree Type

Bachelor of Arts

Required Courses

Course #	Title	Credits
HIS-103	The World in the 20th Century	3
INT-101	Exploring Global Issues	3
POL-210	International Politics	3
RES-102	World Religions	3
	HIS-334 or POL-334	3
	POL-499, POL-498, HIS-499 or HIS-498	3
Sub-Total Credits		18

International Studies Electives

Two additional INT courses:

Course #	Title	Credits
INT-225	Global Gender In/Equity	3
INT-260	Cultural Anthropology	3
INT-262	Africa is Not a Country	3
INT-288	Special Topics in International Studies	1-3
INT-307	Global Sport & Culture	3
Sub-Total Credits		6

Electives

Complete 12 hours of electives selected from at least two disciplines from the approved list, or appropriate courses from other disciplines as approved by the department chair and chosen in consultation with advisor.

It is highly recommended that International Studies majors achieve fluency in at least one foreign language and also that they study abroad.

Course #	Title	Credits
HIS-200	Introduction to Latin American History	3
HIS-224	Introduction to Asian History	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	U.S. History Since 1945	3
HIS-375	Warfare, Culture, and Social Change in European History	3
HIS-377	Technology and Social Change in World History	3
HIS-380	History of Human Trafficking and Slavery	3
HIS-382	The Modern Middle East	3
INT-225	Global Gender In/Equity	3
INT-260	Cultural Anthropology	3
INT-262	Africa is Not a Country	3
INT-288	Special Topics in International Studies	1-3
INT-307	Global Sport & Culture	3
POL-205	Political Ideas Seminar	3
POL-320	International Political Economy	3
POL-331	Environmental Politics & Policy	3
POL-370	World Politics Simulation	1-3
RES-230	Women, Religion, and Power	3
RES-253	Judaism, Christianity, and Islam: A Conversation	3
RES-254	Introduction to Asian Religions	3
RES-345	Environmental Ethics	3
Sub-Total Credits		12
Total Credits		36

HIS-334 or POL-334

Elective Credits 3

Course #	Title	Credits
HIS-334	Methods of Historical Research	3
POL-334	Research Design and Methods	3
Sub-Total Credits		6

POL-499, POL-498, HIS-499 or HIS-498

Elective Credits 3

Course #	Title	Credits
POL-498	Honors Thesis in Political Science	3
POL-499	Senior Research	3
HIS-499	Senior Research	3
HIS-498	Honors Thesis in History	3
Sub-Total Credits		12

Political Science

Degree Type

Bachelor of Arts

Student must complete the core curriculum plus additional requirements for the Pre-Law concentration or 15 elective credit hours chosen in consultation with advisor.

Core

Course #	Title	Credits
POL-100	American Government	3
POL-203	American Public Policy	3
	POL-204 or POL-210	3
POL-205	Political Ideas Seminar	3
POL-334	Research Design and Methods	3
POL-380	Political Science Internship	3
	POL-480 or POL-498 or POL-499	3
Sub-Total Credits		21

Electives

15 elective credit hours chosen in consultation with advisor.

Sub-Total Credits	15

Pre-Law Concentration

Required Courses:

- [POL-200](#)
- [POL-301](#) or [POL-302](#) or [POL-303](#)
- [POL-401](#)

Choose 6 credit hours of Electives from the remaining chosen in consultation with advisor.

Course #	Title	Credits
BUS-340	Business Law	3
COM-225	Public Speaking	3
COM-320	Media Law and Ethics	3
ENG-358	Professional Writing	3
LEG-400	Legal Survey	3
LEG-401	Legal Research	3
MAT-175	Statistics I	3
POL-203	American Public Policy	3
POL-204	Comparative Politics	3
POL-210	International Politics	3
	POL-301 or POL-302 or POL-303	3
POL-340	State and Local Government	3
POL-367	Lobbying and Advocacy	3
RES-345	Environmental Ethics	3
SOC-231	Social Problems	3
SOC-236	Crime and Criminality	3
SOC-242	Deviance and Society	3
SOC-335	Race and Ethnic Relations	3
SOC-337	Trauma Informed Corrections	3
SOC-342	Juvenile Delinquency	3
SWK-200	Human Diversity and Social Justice	3
SWK-330	Social Welfare Policy	3
Sub-Total Credits		15
Total Credits		36

POL-204 or POL-210

Elective Credits 3

Course #	Title	Credits
POL-204	Comparative Politics	3
POL-210	International Politics	3
Sub-Total Credits		6

POL-480 or POL-498 or POL-499

Elective Credits 3

Course #	Title	Credits
POL-480	Applied Senior Research	3
POL-498	Honors Thesis in Political Science	3
POL-499	Senior Research	3
	Sub-Total Credits	9

POL-301 or POL-302 or POL-303

Elective Credits 3

Course #	Title	Credits
POL-301	Civil Liberties	3
POL-302	Civil Rights Law	3
POL-303	International Law	3
	Sub-Total Credits	9

Religious Studies

Degree Type

Bachelor of Arts

The **major in religious 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.

Required Courses

Students complete at least 1 course from each of the following 4 areas below:

A, B, C, and D

A: Texts and Traditions

Course #	Title	Credits
RES-103	Biblical Literature and History	3
RES-255	Native American Religions	3
RES-267	Christian Origins: From Cult to Empire	3
RES-351	Jesus and the Gospels	3
	Sub-Total Credits	3

B: World Perspectives

Course #	Title	Credits
RES-102	World Religions	3
RES-111	Mythology and Religion	3
RES-253	Judaism, Christianity, and Islam: A Conversation	3
RES-254	Introduction to Asian Religions	3
	Sub-Total Credits	3

C: Religion and Culture

Course #	Title	Credits
ART-221	Survey Western Art: Ancient-Early Renaissance	3
ART-222	Survey Western Art: High Renaissance-Modern	3
RES-230	Women, Religion, and Power	3
RES-346	Anthropology of Religion	3
	Sub-Total Credits	3

D: Ethical and Philosophical Perspectives

Course #	Title	Credits
RES-201	Philosophy and the Meaning of Life	3
RES-290	Magic, Science, and Religion	3
RES-345	Environmental Ethics	3
	Sub-Total Credits	3

Internship or Research Capstone

Course #	Title	Credits
RES-480	Senior Internship	3
RES-498	Honors Thesis in Religion	3
RES-499	Research in Religious Studies	1-3
	Sub-Total Credits	3

Elective Courses:

Students can select from any of the courses listed above or below:

Note: Students must complete 9 credit hours at the 300-400 level in addition to [RES-480/RES-498/RES-499](#).

Course #	Title	Credits
RES-188	Special Topics in Religious Studies	1-3
RES-280	Religious Studies Internship	1-3
RES-288	Special Topics in Religious Studies	1-3
RES-388	Special Topics in Religious Studies	1-3
RES-488	Special Topics in Religious Studies	1-3
	Sub-Total Credits	15

Total Credits 30

History

Degree Type
Minor

Electives:

Electives approved by the department chair; 9 credit hours at or above the 300 level.

Total Credits 18

International Studies

Degree Type
Minor

Required Courses

Course #	Title	Credits
HIS-103	The World in the 20th Century	3
INT-101	Exploring Global Issues	3
POL-210	International Politics	3
RES-102	World Religions	3
Sub-Total Credits		12

Electives:

Three additional courses from an approved list of at least two of the disciplines in the following list (or appropriate courses from other disciplines as approved by the department chair.)

Course #	Title	Credits
HIS-200	Introduction to Latin American History	3
HIS-224	Introduction to Asian History	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	U.S. History Since 1945	3
	HIS-330 or POL-330	3
HIS-375	Warfare, Culture, and Social Change in European History	3
HIS-377	Technology and Social Change in World History	3
HIS-380	History of Human Trafficking and Slavery	3
HIS-382	The Modern Middle East	3
INT-188	Special Topics in International Studies	1-3
POL-205	Political Ideas Seminar	3
POL-320	International Political Economy	3
POL-331	Environmental Politics & Policy	3
POL-370	World Politics Simulation	1-3
RES-230	Women, Religion, and Power	3
RES-253	Judaism, Christianity, and Islam: A Conversation	3
RES-254	Introduction to Asian Religions	3
RES-345	Environmental Ethics	3
Sub-Total Credits		9
Total Credits		21

HIS-330 or POL-330

Elective Credits 3

Course #	Title	Credits
HIS-330	Modern US Foreign Policy	3
POL-330	Modern US Foreign Policy	3
Sub-Total Credits		6

Political Science

Degree Type
Minor

Required Courses

Course #	Title	Credits
POL-100	American Government	3
POL-205	Political Ideas Seminar	3
Sub-Total Credits		6

Electives

Approved electives in politics courses at least two at the 300 level

Sub-Total Credits		12
Total Credits		18

Pre-Law

Degree Type
Minor

Required Courses

Course #	Title	Credits
POL-100	American Government	3
POL-200	Law and Society	3
	POL-301 or POL-302 or POL-303	3
POL-401	Moot Court	3
Sub-Total Credits		12

Electives chosen from the following:

Must complete courses from at least two disciplines:

Course #	Title	Credits
BUS-340	Business Law	3
COM-225	Public Speaking	3
ENG-358	Professional Writing	3
LEG-400	Legal Survey	3
LEG-401	Legal Research	3
LEG-402	Law Office Management	3
POL-203	American Public Policy	3
POL-205	Political Ideas Seminar	3
SOC-236	Crime and Criminality	3
SOC-337	Trauma Informed Corrections	3
Sub-Total Credits		6
Total Credits		18

POL-301 or POL-302 or POL-303

Elective Credits 3

Course #	Title	Credits
POL-301	Civil Liberties	3
POL-302	Civil Rights Law	3
POL-303	International Law	3
Sub-Total Credits		9

Public History

Degree Type
Minor

Required Courses

Course #	Title	Credits
	HIS-214 or HIS-215	3
HIS-300	Introduction to Public History	3
	HIS-333 or HIS-343	3
HIS-334	Methods of Historical Research	3
HIS-930	Community Internship	1-3
Sub-Total Credits		13-15

Electives chosen from the following:

Other electives may be approved by the department chair.

[HIS-333](#) and [HIS-343](#) may be used as an elective if not counted above.

Course #	Title	Credits
ART-131	Digital Photography I	3
ART-142	History of Architectural Interiors & Furnishings	3
	ART-221 or ART-222	3
BUS-303	Management and Organizational Behavior	3
BUS-360	Principles of Marketing	3
COM-260	Interpersonal Communication	3
CS-156	Website Design & Management	3
ECO-101	Principles of Microeconomics	3
	ENG-215 or ENG-216	3
EDU-232	Schools and Social Change	3
EDU-234	Teaching and Learning	3
ENG-250	Text and Image	3
ENG-245	Introduction to Journalism	3
ENG-247	Publishing and Editing	3
ENG-330	African-American Writers	3
FMD-315	History of Costume	3
HIS-315	Civil War and Reconstruction	3
HIS-323	Civil Rights Movement	3
HIS-333	History of the South	3
HIS-343	History of North Carolina	3
POL-340	State and Local Government	3
	SOC-260/INT-260	
SOC-335	Race and Ethnic Relations	3
Sub-Total Credits		6
Total Credits		19-21

HIS-214 or HIS-215

Elective Credits 3

Course #	Title	Credits
HIS-214	American History to 1876	3
HIS-215	American History Since 1876	3
Sub-Total Credits		6

HIS-333 or HIS-343

Elective Credits 3

Course #	Title	Credits
HIS-333	History of the South	3
HIS-343	History of North Carolina	3
Sub-Total Credits		6

ART-221 or ART-222

Elective Credits 3

Course #	Title	Credits
ART-221	Survey Western Art: Ancient-Early Renaissance	3
ART-222	Survey Western Art: High Renaissance-Modern	3
Sub-Total Credits		3

ENG-215 or ENG-216

Elective Credits 3

Course #	Title	Credits
ENG-215	Survey of American Literature I	3
ENG-216	Survey of American Literature II	3
Sub-Total Credits		6

SOC-260/INT-260

Cultural Anthropology

Course #	Title	Credits
SOC-260	Cultural Anthropology	3
INT-260	Cultural Anthropology	3
Sub-Total Credits		6

Religious Studies

Degree Type
Minor

Required Courses

Course #	Title	Credits
RES-102	World Religions	3
RES-103	Biblical Literature and History	3
Sub-Total Credits		6

Electives: Complete 12 credit hours from the below list of courses:

Note: Students must complete 3 credit hours at the 300 level or above.

Course #	Title	Credits
ART-221	Survey Western Art: Ancient-Early Renaissance	3
ART-222	Survey Western Art: High Renaissance-Modern	3
RES-111	Mythology and Religion	3
RES-188	Special Topics in Religious Studies	1-3
RES-201	Philosophy and the Meaning of Life	3
RES-230	Women, Religion, and Power	3
RES-253	Judaism, Christianity, and Islam: A Conversation	3
RES-254	Introduction to Asian Religions	3
RES-255	Native American Religions	3
RES-267	Christian Origins: From Cult to Empire	3
RES-288	Special Topics in Religious Studies	1-3
RES-290	Magic, Science, and Religion	3
RES-345	Environmental Ethics	3
RES-351	Jesus and the Gospels	3
RES-388	Special Topics in Religious Studies	1-3
RES-488	Special Topics in Religious Studies	1-3
RES-498	Honors Thesis in Religion	3
Sub-Total Credits		12
Total Credits		18

Women's and Gender Studies

Degree Type
Minor

(WGS) is an interdisciplinary field that draws on the social and natural sciences, humanities, and the arts. The minor integrates the study of women's lives with courses that fulfill major requirements in various disciplines as well as General Education. Because WGS cuts across most areas of knowledge, students can raise similar questions within different disciplines, and by using various methodologies achieve a deeper understanding of the complexity and wholeness of human experience. The WGS program provides a forum in which women's issues are discussed and debated and welcomes students to address sexual, cultural, racial, and ethnic differences in an interdisciplinary framework. The field not only compels us to recognize the problems and possibilities of the world in which we live, but also empowers us to change the world. Finally, the WGS program seeks to create

a community that offers intellectual stimulation at Meredith College by hosting interdisciplinary events which center and celebrate women's experiences.

The WGS minor provides an excellent foundation for students who plan on entering professional schools in law, medicine and business; pursuing advanced degrees in Women's and Gender Studies, the Humanities, and Social Sciences; or moving into careers in business, government, teaching, health and fitness, social administration, counseling, and advocacy. Students may choose from designated catalogue courses and may request approval from the department chair for other courses.

Minor requires 18 credit hours

Course #	Title	Credits
	Arts and Humanities	9
	Sub-Total Credits	9
Course #	Title	Credits
	Social Sciences	9
	Sub-Total Credits	9

Note: Courses in fields other than the Arts & Humanities and Social Sciences may be approved as substitutions by the department chair in which the program is housed or the WGS program coordinator, including, but not limited to [BIO-204](#)

[ID-245](#) may be approved as a substitution by the Department Chair or Program Coordinator.

Total Credits	18

Arts and Humanities

Elective Credits 9

Using course prefixes as a guide, limit to 9 credit hours in this category, and 6 credit hours in any single program

Course #	Title	Credits
ART-324	Topics in Modern Art History	3
COM-375	Gender Communication	3
ENG-300	Special Topics in English	3
ENG-321	The Novels of Jane Austen	3
ENG-322	BIPOC Women Activists in Literature	3
ENG-323	Queer Literature	3
ENG-359	Seminar in American Women Writers	3
HIS-219	U.S. Women's History	3
HIS-285	Women in Global Perspective	3
RES-230	Women, Religion, and Power	3
SPA-336	Traveling Home: Literature by/ for US Latinas	3
	Sub-Total Credits	39

Social Sciences

Elective Credits 9

Using course prefixes as a guide, limit to 9 credit hours in this category, and 6 credit hours in any single program

Course #	Title	Credits
ECO-320	Gender and the Economy	3
INT-225	Global Gender In/Equity	3
INT-307	Global Sport & Culture	3
POL-310	Women and Politics	3
PSY-212	Psychology of Gender Roles	3
SOC-220	Gender and Society	3
SOC-332	Human Sexuality	3
SOC-338	Sociology of Families	3
SOC-410	Women and Prison	3
SOC-421	Human Trafficking and Gender-Based Violence	3
SOC-442	The Color of Crime	3
	Sub-Total Credits	33

Human Environmental Sciences

Professors Prestwood and Yang; Associate Professors Norcross and Palmer; Assistant Professors Cho, Johnson, and Watkins; Instructors De Oliveira and Sweeney

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 strive 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 their 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 credit 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.

Child Development

Degree Type

Bachelor of Science

Students must complete the courses in the core curriculum (32 credit hours) plus three courses chosen from the list of electives (9-10 credit hours) for a total of 41-42 credit hours.

Core Curriculum

Course #	Title	Credits
CD-220	Introduction to Child Development	3
CD-224	Infant Development	3
CD-240	Physical Environments for Young Children	3
CD-260	Theoretical Foundations in Play	3
CD-337	Observation of Young Children	3
CD-339	Guiding Young Children's Social Emotional Development	3
CD-265	Theoretical Foundations in Play Lab	1
CD-395	Introduction to Research in Child Development	3
CD-347	Field Studies in Child Development	1
CD-341	Variations in Child Development	3
CD-438	Families and Collaborative Relationships	3
FCS-290	Foundations in Family and Consumer Sciences	1
HED-200	Responding to Emergencies	2
Sub-Total Credits		32

Electives: 3 courses chosen from the following:

Course #	Title	Credits
BK-345	Curriculum for Young Children	3
BK-348	Curriculum for Young Children Lab	1
CD-310	Children and Families in Healthcare Settings	3
CD-335	Families and Close Relationships	3
CD-404	Families in a Global Context	3
CD-410	Death, Dying, and Bereavement in Pediatric Settings	3
CD-450	Advanced Practicum	9
PSY-312	Psychology of Exceptional Individuals	3
PSY-342	Introductory Autism Practicum	2
PSY-344	Inclusive Preschool Practicum	2-3
Approved CD courses from study abroad (Danish Institute or Meredith's program in Italy)		
Sub-Total Credits		9-10

Notes:

- Electives:
*** BK and K-6 Licensure candidates can also meet this requirement by completing 9 credit hours of Professional Education Courses at or above the 400 level.

Total Credits	41-42

Approved CD courses from study abroad (Danish Institute or Meredith's program in Italy)

Family and Consumer Sciences

Degree Type

Bachelor of Science

Required Courses

- One course in fashion merchandising and design (3 credit hours)
- One course in interior design (3 credit hours)
- Electives chosen from CD, FMD, FN, ID, FCS (12 credit hours)

Notes:

- [FCS-424](#)
 - *(Waived for licensure candidates admitted to the Department of Education)
- [FCS-425](#)
 - *(Waived for licensure candidates admitted to the Department of Education)

Course #	Title	Credits
CD-335	Families and Close Relationships	3
FCS-274	Personal Finance	3
FCS-290	Foundations in Family and Consumer Sciences	1
FCS-355	Family Resource Management	3
FCS-424	Professional Perspectives in FCS	3
FCS-425	FCS Practicum	3
FN-227	Introductory Nutrition	3
Total Credits		37

Fashion Merchandising and Design

Degree Type

Bachelor of Science

Students must complete the core curriculum plus additional requirements for one of two concentrations.

The Core Curriculum

Course #	Title	Credits
ART-180	Computer Literacy for Design	3
BUS-360	Principles of Marketing	3
BUS-467	Advertising and Sales Promotion	3
CS-120	Spreadsheets	1
FCS-290	Foundations in Family and Consumer Sciences	1
ECO-101	Principles of Microeconomics	3
FMD-114	Apparel Merchandising	3
FMD-115	Principles of Clothing Construction	3
FMD-212	Visual Merchandising	3
FMD-213	Clothing and Society	3
FMD-218	Textiles	3
FMD-314	Retail Merchandising	3
FMD-315	History of Costume	3
FMD-318	Apparel Design Development	3
FMD-419	Professional Practices	3
	Sub-Total Credits	41

Merchandising Concentration:

A minor in business is strongly recommended.

Course #	Title	Credits
BUS-303	Management and Organizational Behavior	3
BUS-361	Consumer Behavior	3
FMD-442	Retail Buying	3
FMD-443	Retail Case Studies	3
FMD-446	Multi-Channel Retailing	3
	Sub-Total Credits	15

Design Concentration:

Course #	Title	Credits
ART-101	Drawing I	3
ART-110	2D Design Concepts, Color and Composition	3
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
	Sub-Total Credits	21
	Total Credits	56-62

Interior Design

Degree Type

Bachelor of Science

Required Courses

Course #	Title	Credits
ART-110	2D Design Concepts, Color and Composition	3
ART-111	3D Design Concepts and Structure	3
ART-180	Computer Literacy for Design	3
	ART-221 or ART-222	3
FCS-290	Foundations in Family and Consumer Sciences	1
FMD-218	Textiles	3
ID-142	History of Architectural Interiors & Furnishings	3
ID-144	Interior Design I	3
ID-243	Interior Design Digital Presentation	3
ID-244	Interior Design II: Residential	3
ID-245	Housing Issues	3
ID-246	Interior Design Products	3
ID-248	Technology Applications I	3
ID-342	Technology Applications II	3
ID-343	Construction Technology	3
ID-344	Interior Design III: Commercial I	3
ID-348	Interior Lighting Design	3
ID-443	Professional Practices in Interior Design	3
ID-447	Interior Design IV: Commercial II	3
ID-448	Interior Design V: Capstone	3
	Sub-Total Credits	58

Elective chosen from the following:

Course #	Title	Credits
BUS-150	Business and Society	3
BUS-303	Management and Organizational Behavior	3
BUS-360	Principles of Marketing	3
	Sub-Total Credits	3
	Total Credits	61

ART-221 or ART-222

Elective Credits 3

Course #	Title	Credits
ART-221	Survey Western Art: Ancient-Early Renaissance	3
ART-222	Survey Western Art: High Renaissance-Modern	3
	Sub-Total Credits	3

Family and Consumer Sciences, 6-12 Licensure, Career and Technical Education

Degree Type
Education Licensure

General Education Requirements of the College Including These Specific Courses:

Course #	Title	Credits
PSY-312	Psychology of Exceptional Individuals	3
	SOC-335 or EDU-345	3
	Sub-Total Credits	6

Professional Education, General

Course #	Title	Credits
EDU-232	Schools and Social Change	3
EDU-234	Teaching and Learning	3
EDU-305	Teaching with Technology	1
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
	Sub-Total Credits	16

Professional Education, Methods

Course #	Title	Credits
FCS-764	Methods of Teaching Family & Consumer Sciences	3
FCS-765	Family & Consumer Science Education	3
	Sub-Total Credits	6

Internship - Last Semester of Teacher Education Program

Course #	Title	Credits
EDU-460	Colloquium in Education	3
EDU-490	Observation and Directed Teaching	9
	Sub-Total Credits	12

Major Area of Study Requirements in
Family and Consumer Sciences,
including 50 credit hours chosen from
the following:

Child Development

Course #	Title	Credits
CD-220	Introduction to Child Development	3
CD-224	Infant Development	3
CD-335	Families and Close Relationships	3
	Sub-Total Credits	9

Clothing and Fashion Merchandising

Course #	Title	Credits
FMD-115	Principles of Clothing Construction	3
FMD-218	Textiles	3
	Sub-Total Credits	6

Food and Nutrition

Course #	Title	Credits
FN-124	Principles of Food	3
FN-126	Principles of Food Laboratory	1
FN-227	Introductory Nutrition	3
FN-310	Food Service Management Systems I	3
FN-312	Food Service Management Systems Lab for FCS	1
	Sub-Total Credits	11

Interior Design and Housing

Course #	Title	Credits
ID-245	Housing Issues	3
ID-144	Interior Design I	3
	Sub-Total Credits	6

Consumer Resource Management

Course #	Title	Credits
FCS-355	Family Resource Management	3
FCS-274	Personal Finance	3
	Sub-Total Credits	6

Additional Required Courses

Course #	Title	Credits
HED-150	Contemporary Health and Wellness	3
FCS-290	Foundations in Family and Consumer Sciences	1
CD-404	Families in a Global Context	3
	Sub-Total Credits	7
	Total Credits	85

SOC-335 or EDU-345

Elective Credits 3

Course #	Title	Credits
SOC-335	Race and Ethnic Relations	3
EDU-345	Multilingual Learners in Public Schools	3
	Sub-Total Credits	6

Child Development

Degree Type

Minor

Check the courses for any prerequisites.

Required Courses

Course #	Title	Credits
CD-220	Introduction to Child Development	3
CD-224	Infant Development	3
	Sub-Total Credits	6

Electives: Complete 12-13 credit hours from the below list of courses:

Course #	Title	Credits
CD-240	Physical Environments for Young Children	3
CD-260	Theoretical Foundations in Play	3
CD-265	Theoretical Foundations in Play Lab	1
CD-310	Children and Families in Healthcare Settings	3
CD-335	Families and Close Relationships	3
CD-341	Variations in Child Development	3
CD-395	Introduction to Research in Child Development	3
CD-404	Families in a Global Context	3
CD-410	Death, Dying, and Bereavement in Pediatric Settings	3
CD-438	Families and Collaborative Relationships	3
	Sub-Total Credits	12-13
	Total Credits	18-19

Family and Consumer Sciences

Degree Type

Minor

Required Courses

- One interior design elective (3 credit hours)
- One fashion merchandising and design elective (3 credit hours)
- One elective from CD, FMD, FN, ID or FCS (3 credit hours)

Course #	Title	Credits
CD-335	Families and Close Relationships	3
FCS-355	Family Resource Management	3
FN-227	Introductory Nutrition	3
FCS-274	Personal Finance	3
	Total Credits	21

Fashion Design

Degree Type

Minor

Required Courses

Course #	Title	Credits
FMD-114	Apparel Merchandising	3
FMD-115	Principles of Clothing Construction	3
FMD-218	Textiles	3
FMD-227	Flat Pattern	3
FMD-325	Draping	3
FMD-327	Fashion Sketching and Portfolio Development	3
FMD-428	CAD Apparel Design	3
	Total Credits	21

Fashion Merchandising

Degree Type

Minor

Required Courses

Course #	Title	Credits
FMD-114	Apparel Merchandising	3
FMD-212	Visual Merchandising	3
FMD-218	Textiles	3
FMD-314	Retail Merchandising	3
FMD-442	Retail Buying	3
FMD-443	Retail Case Studies	3
	Sub-Total Credits	18

Electives chosen from the following:

Course #	Title	Credits
FMD-213	Clothing and Society	3
FMD-315	History of Costume	3
FMD-446	Multi-Channel Retailing	3
	Sub-Total Credits	3
	Total Credits	21

Interior Design

Degree Type

Minor

Required Courses

Course #	Title	Credits
ART-110	2D Design Concepts, Color and Composition	3
FMD-218	Textiles	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
	Total Credits	18

Mathematics

Professors Hontz and Manning; Associate Professors Andrae, Glotzer and Lada; Assistant Professors Reid and Starling; Assistant Professor of Practice Gass.

Mission Statement:

The Mathematics and Computer Science Department at Meredith College teaches courses with an emphasis on conceptual understanding, theory, and application. We engage our students intellectually and foster an appreciation for lifelong learning. We provide foundations for further studies and diverse careers that utilize logical reasoning and problem-solving abilities.

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

Students will be able to:

- demonstrate understanding of the most important concepts in calculus, statistics, theoretical mathematics, and applied mathematics,
- solve a variety of problems using appropriate strategies,
- reason mathematically to construct logical arguments,
- use appropriate technological tools to support learning and research,
- work collaboratively and independently to learn mathematics, and
- communicate knowledge of mathematics in written and oral form.

Student Learning Outcomes of the Computer Science Major

A student who completes a degree in Computer Science will be able to:

- demonstrate a broad knowledge of hardware, software, and computing fundamentals,
- solve problems using current technologies,
- integrate knowledge to create solutions to complex problems, and
- demonstrate professional and ethical behaviors and attitudes.

Student Learning Outcomes of the Statistical and Data Sciences Major

A student who completes a degree in Statistical and Data Sciences will be able to:

- Implement techniques for data cleaning and exploratory data analysis,
- Exhibit a broad base of knowledge in mathematics, statistics, and computer science techniques,
- Interpret results, form conclusions, and communicate findings, and
- Demonstrate professional and ethical behaviors and attitudes.

Student Learning Outcomes of the Data Analytics Major

A student who completes a degree in Data Analytics will be able to:

- Complete data-driven projects by establishing clear goals, interpreting results, and forming conclusions,
- Effectively communicate data analysis insights to different audiences,
- Make meaningful contributions while collaborating with a data analysis team, and
- Integrate data analytics techniques with disciplinary knowledge in a particular field.

Minors in [mathematics](#), [statistics](#), [web development](#), [applied mathematics](#), and [data science](#) 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 mathematics, 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.

Dual Degree Engineering Program

A Dual Degree Engineering 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 or Computer Science and a Bachelor of Science degree in Engineering from NC State University. For details of the program see [Focus On Careers](#). Other engineering

dual degree combinations can be found in [Chemistry](#). Interested students should contact the Engineering Program Director at Meredith through the School of Natural and Mathematical Sciences, before they register for their first semester at Meredith College.

Mathematics Placement

A student without credit and advanced placement from high AP scores may request placement in [MAT-212](#), with credit granted for [MAT-191](#) upon completion of [MAT-212](#) with a grade of C or higher. If a student requests placement in [MAT-213](#), credit is given for [MAT-212](#) and [MAT-191](#) upon completion of [MAT-213](#) with a grade of C or higher.

Computer Science

Degree Type

Bachelor of Arts

Required Courses

A maximum of 3 combined hours of [CS-299/CS-498/CS-499](#) can count towards the Computer Science major.

Course #	Title	Credits
CS-110	Ethics and Information Technology	1
CS-140	Databases	1
CS-156	Website Design & Management	3
CS-190	Programming Fundamentals	3
CS-212	Object-Oriented Programming	3
CS-230	Web Programming with Databases	3
CS-301	Data Structures & Algorithms	3
CS-326	Networking and Operating Systems	3
CS-407	Software Engineering	3
CS-420	Computer Science Seminar	1
Sub-Total Credits		24

Electives:

- *CS Elective at the 200-level or above*
- *CS Elective at the 300-level or above*
- *[CS-480](#) and [CS-481](#) may be taken for 1-3 credit hours and repeated for up to 3 credit hours. A maximum of 3 credit hours for [CS-480](#) and/or [CS-481](#) can count toward the major.*

Sub-Total Credits	6
Total Credits	30

Data Analytics

Degree Type

Bachelor of Arts

Note: Not open to Statistical and Data Science majors

Required Core Courses

Course #	Title	Credits
CS-110	Ethics and Information Technology	1
	CS-180 or CS-190	
DS-200	Introduction to Data Analysis	3
DS-310	Foundations of Data Science	3
	MAT-175 or MAT-248	3
	MAT-185 or MAT-191	3-4
MAT-345	Statistics II	3
	Sub-Total Credits	16-17

Choose 2 credit hours from the following:

Course #	Title	Credits
CS-120	Spreadsheets	1
CS-121	Spreadsheets II	1
CS-140	Databases	1
	Sub-Total Credits	2

Research Design Courses

6 credit hours of Research Design and/or Applied Analysis courses are required.

Choose either:

- 3 credit hours of Research Design and 3 credit hours of Applied Analysis (see below) OR
- 6 credit hours of Applied Analysis courses

Course #	Title	Credits
BUS-365	Marketing Research	3
CD-395	Introduction to Research in Child Development	3
ESS-399	Research Design and Analysis	3
PHS-302	Epidemiology	3
POL-334	Research Design and Methods	3
PSY-301	Research Methods I	4
SOC-374	Social Research Principles	3
SWK-370	Social Work Research Methods	3

Applied Analysis Courses

6 credit hours of Research Design and/or Applied Analysis courses are required.

Choose either:

- 6 credit hours of Applied Analysis courses OR
- 3 credit hours of Applied Analysis and 3 credit hours of Research Design courses (see above)

Course #	Title	Credits
ACC-325	Accounting Information Systems and Analytics	3
BUS-250	Introduction to Business Analytics	3
BUS-325	Advanced Business Analytics	3
	COM-235, HIS-235, SOC-235, or POL-235	3
DS-410	Machine Learning	3
ESS-325	Assessment and Evaluation in Kinesiology	3
ESS-399	Research Design and Analysis	3
GEO-203	Geographic Information System (GIS)	3
PHS-301	Biostatistics	3
PSY-302	Research Methods II	4
PSY-522	Psychological Testing and Evaluation	3
SOC-496	Research Capstone	3
	Sub-Total Credits	3-6

Additional Data Analysis Skills and Theory (3 credit hours)

Any course from the Research Design and Applied Analysis lists above or one of the following courses:

Course #	Title	Credits
BUS-343	Operations Management	3
CS-190	Programming Fundamentals	3
CS-212	Object-Oriented Programming	3
MAT-405	Regression and Linear Models	3
MAT-340	Probability and Mathematical Statistics	3
	Sub-Total Credits	3

Research (3 credit hours)

An approved 499/498 in a discipline of choice that involves data analytics

Sub-Total Credits	3
Total Credits	33-56

CS-180 or CS-190

Course #	Title	Credits
CS-180	Introduction to Programming with Python	3
CS-190	Programming Fundamentals	3
	Sub-Total Credits	6

MAT-175 or MAT-248

Elective Credits 3

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
	Sub-Total Credits	6

MAT-185 or MAT-191

Elective Credits 3-4

Course #	Title	Credits
MAT-185	Mathematical Foundations for Analytics	3
MAT-191	Calculus I	4
	Sub-Total Credits	7

COM-235, HIS-235, SOC-235, or POL-235

Elective Credits 3

Course #	Title	Credits
COM-235	Applied Quantitative Research	3
HIS-235	Applied Quantitative Research	3
SOC-235	Applied Quantitative Research	3
POL-235	Applied Quantitative Research	3
	Sub-Total Credits	3

Mathematics

Degree Type

Bachelor of Arts

Core Curriculum

A maximum of 3 combined hours of [MAT-299/MAT-498/MAT-499](#) can count towards, at most, one of the following: Mathematics major, Mathematics minor, Applied Mathematics minor, or Statistics minor.

Course #	Title	Credits
	Mathematics Core Curriculum	22
	CS-180 or CS-190	
	Sub-Total Credits	22

Statistics and Electives

• Option 1 (Recommended)

- MAT courses at the 300-level or above (6 credit hours)

Course #	Title	Credits
MAT-248	Statistical Concepts and Methods for Mathematicians	3
	Sub-Total Credits	9

• Option 2

- Additional MAT courses at the 300-level or above (3 credit hours)

Course #	Title	Credits
MAT-175	Statistics I	3
	MAT-340 or MAT-345	3
	Sub-Total Credits	9

Required Courses

Course #	Title	Credits
	MAT-354 or MAT-360 or MAT-371	3
	MAT-410 or MAT-420	3
	Sub-Total Credits	6

Electives

3 credit hours of MAT electives at the 200-level or above

	Sub-Total Credits	3
	Total Credits	40

Mathematics Core Curriculum

Elective Credits 22

Prerequisite: MAT 170, MAT 180, MAT 190, or placement

Core

MAT-181 or MAT-191, MAT-212, MAT-213, MAT-220, MAT-250, and CS-180 or CS-190

Course #	Title	Credits
	MAT-181 or MAT-191	4
MAT-212	Calculus II	4
MAT-213	Calculus III	4
MAT-220	Linear Algebra	3
MAT-250	Introduction to Mathematical Reasoning	3
MAT-295	Mathematics Seminar	1
	Sub-Total Credits	19

CS-180 or CS-190

Course #	Title	Credits
CS-180	Introduction to Programming with Python	3
CS-190	Programming Fundamentals	3
	Sub-Total Credits	6

MAT-340 or MAT-345

Elective Credits 3

MAT-354 or MAT-360 or MAT-371

Elective Credits 3

Course #	Title	Credits
MAT-354	Differential Equations	3
MAT-360	Numerical Analysis	3
MAT-371	Mathematical Modeling	3
	Sub-Total Credits	9

MAT-410 or MAT-420

Elective Credits 3

Course #	Title	Credits
MAT-410	Advanced Calculus	3
MAT-420	Modern Abstract Algebra	3
	Sub-Total Credits	6

Computer Science

Degree Type

Bachelor of Science

Prerequisite: [MAT-170](#), [MAT-180](#), [MAT-190](#), or placement

Required Courses

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- Note: [CS-480](#) or [CS-481](#) may be taken for 1-3 credit hours and repeated for up to 3 credit hours. A total of 3 credit hours for [CS-480](#) and/or [CS-481](#) is required for the major. A maximum total of 3 credit hours for [CS-480](#) and/or [CS-481](#) can count toward the major.
- A maximum of 3 combined hours of [CS-299/CS-498/CS-499](#) can count towards the Computer Science major.

Course #	Title	Credits
CS-110	Ethics and Information Technology	1
CS-140	Databases	1
CS-156	Website Design & Management	3
CS-190	Programming Fundamentals	3
CS-212	Object-Oriented Programming	3
CS-230	Web Programming with Databases	3
CS-262	Discrete Mathematics	3
CS-301	Data Structures & Algorithms	3
CS-311	Computer Organization	3
CS-326	Networking and Operating Systems	3
CS-407	Software Engineering	3
CS-420	Computer Science Seminar	1
	MAT-181 or MAT-191	4
	Sub-Total Credits	34

Choose a total of 3 credit hours from the following:

Course #	Title	Credits
CS-480	Computer Studies Internship	1-3
CS-481	Computer Studies Experiential Learning	1-3
	Sub-Total Credits	3

Choose one of the following:

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-212	Calculus II	4
MAT-220	Linear Algebra	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
	Sub-Total Credits	3-4

Electives:

- Lab science chosen from BIO, CHE, GEO, or PHY (8 credits)
- CS Elective at the 300-level or above (3 credits)

	Sub-Total Credits	11
	Total Credits	51-52

MAT-181 or MAT-191

Elective Credits 4

Course #	Title	Credits
MAT-181	Integrated Precalculus/Calculus 4 B	
MAT-191	Calculus I	4
Sub-Total Credits		8

Mathematics

Degree Type

Bachelor of Science

Core Curriculum

A maximum of 3 combined hours of [MAT-299](#)/[MAT-498](#)/[MAT-499](#) can count towards, at most, one of the following: Mathematics major, Mathematics minor, Applied Mathematics minor, or Statistics minor.

Course #	Title	Credits
	Mathematics Core Curriculum	22
	CS-180 or CS-190	
Sub-Total Credits		22

Statistics Electives

- Option 1 (Recommended)
 - MAT courses at the 300-level or above (9 credit hours)

Course #	Title	Credits
MAT-248	Statistical Concepts and Methods for Mathematicians	3
Sub-Total Credits		12

- Option 2
 - Additional MAT courses at the 300-level or above (6 credit hours)

Course #	Title	Credits
MAT-175	Statistics I	3
	MAT-340 or MAT-345	3
Sub-Total Credits		12

Required Courses

Course #	Title	Credits
	MAT-354 or MAT-360 or MAT-371	3
MAT-410	Advanced Calculus	3
MAT-420	Modern Abstract Algebra	3
Sub-Total Credits		9

Electives

- MAT electives at the 200 level or above (3 credit hours)

Sub-Total Credits	3

Choose one science area:

1. Choose 8 credit hours from the following, [BIO-111](#)/[BIO-141](#) or [BIO-112](#)/[BIO-142](#), and BIO numbered 210 or above
2. [CHE-111](#)/[CHE-141](#) - [CHE-112](#)/[CHE-142](#) General Chemistry I and II (8 credit hours)
3. [PHY-211](#)/[PHY-241](#) - [PHY-212](#)/[PHY-242](#) General Physics I and II (8 credit hours)
4. Or 6-7 credit hours of Computer Science from: [CS-140](#), [CS-156](#), [CS-212](#), [CS-230](#), [CS-301](#), [CS-311](#), and [CS-326](#)

Sub-Total Credits	6-8
Total Credits	52-54

Mathematics Core Curriculum

Elective Credits 22

Prerequisite: MAT 170, MAT 180, MAT 190, or placement

Core

MAT-181 or MAT-191, MAT-212, MAT-213, MAT-220, MAT-250, and CS-180 or CS-190

Course #	Title	Credits
	MAT-181 or MAT-191	4
MAT-212	Calculus II	4
MAT-213	Calculus III	4
MAT-220	Linear Algebra	3
MAT-250	Introduction to Mathematical Reasoning	3
MAT-295	Mathematics Seminar	1
Sub-Total Credits		19

CS-180 or CS-190

Course #	Title	Credits
CS-180	Introduction to Programming with Python	3
CS-190	Programming Fundamentals	3
	Sub-Total Credits	6

MAT-340 or MAT-345

Elective Credits 3

MAT-354 or MAT-360 or MAT-371

Elective Credits 3

Course #	Title	Credits
MAT-354	Differential Equations	3
MAT-360	Numerical Analysis	3
MAT-371	Mathematical Modeling	3
	Sub-Total Credits	9

Statistical and Data Sciences

Degree Type

Bachelor of Science

Required Computer Science Courses

Course #	Title	Credits
CS-110	Ethics and Information Technology	1
CS-190	Programming Fundamentals	3
CS-212	Object-Oriented Programming	3
CS-301	Data Structures & Algorithms	3
	Sub-Total Credits	10

Required Data Science Courses

Course #	Title	Credits
DS-200	Introduction to Data Analysis	3
DS-310	Foundations of Data Science	3
DS-410	Machine Learning	3
MAT-405	Regression and Linear Models	3
	Sub-Total Credits	12

Required Mathematics and Statistics Courses

Course #	Title	Credits
	MAT-175 or MAT-248	3
MAT-191	Calculus I	4
MAT-212	Calculus II	4
MAT-220	Linear Algebra	3
MAT-340	Probability and Mathematical Statistics	3
MAT-345	Statistics II	3
	MAT-295 or CS-420	1
	Sub-Total Credits	21

Electives (6 credit hours)

- DS elective at the 300+ level (3 credit hours)
- Approved elective in DS, Math, or CS at the 300+ level or [MAT-213](#) (3-4 credit hours)

Note: A maximum of 3 research credits (DS/MAT/CS 498 or 499) can count towards this major.

Not open to Data Analytics majors

Sub-Total Credits	6-7
Total Credits	49-50

MAT-175 or MAT-248

Elective Credits 3

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
	Sub-Total Credits	6

MAT-295 or CS-420

Elective Credits 1

Mathematics Seminar or Computer Science Seminar

Course #	Title	Credits
CS-420	Computer Science Seminar	1
MAT-295	Mathematics Seminar	1
	Sub-Total Credits	1

Applied Mathematics

Degree Type

Minor

Prerequisites: [MAT-170](#), [MAT-180](#), [MAT-190](#), or placement

Required Courses

Course #	Title	Credits
	MAT-181 or MAT-191	4
MAT-212	Calculus II	4
	Sub-Total Credits	8

Choose one of the following:

Course #	Title	Credits
MAT-354	Differential Equations	3
MAT-360	Numerical Analysis	3
MAT-371	Mathematical Modeling	3
	Sub-Total Credits	3

Choose three additional courses from the following:

Course #	Title	Credits
	MAT-175 or MAT-248	3
MAT-213	Calculus III	4
MAT-220	Linear Algebra	3
MAT-262	Discrete Mathematics	3
MAT-354	Differential Equations	3
MAT-360	Numerical Analysis	3
MAT-371	Mathematical Modeling	3
MAT-498	Honors Thesis in Mathematics	3
MAT-499	Research in Mathematics	1-3
CS-190	Programming Fundamentals	3
	Sub-Total Credits	9-10

Notes:

- Only four courses ([MAT-181](#) or [MAT-191](#), [MAT-212](#), [MAT-213](#) and [MAT-220](#)) can count toward both the minor in Applied Mathematics and a major in Mathematics
- Only three courses ([MAT-181](#) or [MAT-191](#), [MAT-212](#) and one additional course) can count toward minors in both Mathematics and Applied Mathematics.
- Only three courses ([MAT-181](#) or [MAT-191](#), [MAT-212](#), and [MAT-175](#) or [MAT-248](#)) can count toward minors in both Statistics and Applied Mathematics.

Total Credits	20-21

MAT-181 or MAT-191

Elective Credits 4

Course #	Title	Credits
MAT-181	Integrated Precalculus/Calculus B	4
MAT-191	Calculus I	4
	Sub-Total Credits	8

MAT-175 or MAT-248

Elective Credits 3

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
	Sub-Total Credits	6

Data Science

Degree Type

Minor

Prerequisites: [MAT-170](#), [MAT-180](#), [MAT-190](#), or placement

Required Courses

Course #	Title	Credits
	MAT-175 or MAT-248	3
	MAT-181 or MAT-191	4
	CS-180 or CS-190	
DS-200	Introduction to Data Analysis	3
DS-310	Foundations of Data Science	3
	Sub-Total Credits	13

3 credit hours additional Data Science chosen from:

Course #	Title	Credits
DS-410	Machine Learning	3
DS-450	Topics in Data Science	3
DS-480	Data Science Internship	1-3
DS-488	Special Topics in Data Science	1-3
DS-498	Honors Thesis in Data Science	3
DS-499	Data Science Research	1-3
MAT-405	Regression and Linear Models	3
	Sub-Total Credits	3

Note:

Not open to Statistical and Data Sciences majors or Data Analytics majors.

Total Credits	19-26

MAT-175 or MAT-248

Elective Credits 3

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
	Sub-Total Credits	6

MAT-181 or MAT-191

Elective Credits 4

Course #	Title	Credits
MAT-181	Integrated Precalculus/Calculus 4 B	
MAT-191	Calculus I	4
Sub-Total Credits		8

CS-180 or CS-190

Course #	Title	Credits
CS-180	Introduction to Programming with Python	3
CS-190	Programming Fundamentals	3
Sub-Total Credits		6

Mathematics

Degree Type

Minor

Prerequisite: [MAT-170](#), [MAT-180](#), [MAT-190](#), or placement

Not open to MAT majors.

Required Courses:

Course #	Title	Credits
	MAT-181 or MAT-191	4
MAT-212	Calculus II	4
	MAT-213 or MAT-220	3-4
Sub-Total Credits		11-12

Electives:

Electives chosen from [MAT-175](#) Statistics I or MAT courses numbered 200 or above (9 credit hours)

Sub-Total Credits	9

Note:

- Only [MAT-181](#) or [MAT-191](#), [MAT-212](#), and one additional course can count toward minors in both Mathematics and Applied Mathematics or toward minors in both Mathematics and Statistics.
- [MAT 340](#) and [MAT 345](#) cannot count towards the Statistical and Data Sciences major and the Mathematics minor.

Total Credits	20-28

MAT-181 or MAT-191

Elective Credits 4

Course #	Title	Credits
MAT-181	Integrated Precalculus/Calculus 4 B	
MAT-191	Calculus I	4
Sub-Total Credits		8

MAT-213 or MAT-220

Elective Credits 3-4

Course #	Title	Credits
MAT-213	Calculus III	4
MAT-220	Linear Algebra	3
Sub-Total Credits		7

Statistics

Degree Type

Minor

Prerequisite: [MAT-170](#), [MAT-180](#), [MAT-190](#), or placement

Required Courses

Course #	Title	Credits
	MAT-181 or MAT-191	4
MAT-212	Calculus II	4
	MAT-175 or MAT-248	3
MAT-340	Probability and Mathematical Statistics	3
MAT-345	Statistics II	3
Sub-Total Credits		17

Electives:

Elective in statistics approved by the department chair

Sub-Total Credits	3

Notes:

- Only four courses ([MAT-181](#) or [MAT-191](#), [MAT-212](#), [MAT-175](#) or [MAT-248](#), and one additional course) can count toward both the minor in Statistics and a major in Mathematics.
- Only three courses ([MAT-181](#) or [MAT-191](#), [MAT-212](#), and [MAT-175](#) or [MAT-248](#)) can count toward minors in both Statistics and Mathematics.
- Only three courses ([MAT-181](#) or [MAT-191](#), [MAT-212](#), and [MAT-175](#) or [MAT-248](#)) can count toward minors in both Statistics and Applied Mathematics.
- Only three courses ([MAT-181](#) or [MAT-191](#), [MAT-212](#), and [MAT-175](#) or [MAT-248](#)) can count toward minors in both Statistics and Mathematics and Computer Applications.
- Not open to Statistical and Data Sciences majors.

Total Credits	20-27

MAT-181 or MAT-191

Elective Credits 4

Course #	Title	Credits
MAT-181	Integrated Precalculus/Calculus B	4
MAT-191	Calculus I	4
Sub-Total Credits		8

MAT-175 or MAT-248

Elective Credits 3

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
Sub-Total Credits		6

Web Development

Degree Type

Minor

Web Development Minor is not open to CSC majors

Required Courses

Course #	Title	Credits
CS-140	Databases	1
CS-156	Website Design & Management	3
CS-190	Programming Fundamentals	3
CS-212	Object-Oriented Programming	3
CS-230	Web Programming with Databases	3
Sub-Total Credits		13

CS Electives:

3 credit hours at the 200-level or above, and 3 credit hours at the 300-level or above from the following list:

Any CS course, particularly [CS-499](#) as a Web project in the student's areas of interest. (3-6 credit hours)

Course #	Title	Credits
CS-499	Computer Studies Research	1-4
COM-290	Introduction to Mass Communication	3
ENG-358	Professional Writing	3
ART-180	Computer Literacy for Design	3
GEO-203	Geographic Information System (GIS)	3
Sub-Total Credits		6
Total Credits		19

Music

Professor Kent Lyman; Associate Professor Jim Waddelow

Assistant Professors Lindsey Bruner Woodcock, Sabrina Clarke

Music Department Mission statement:

Whether intending a career in music performance, music education, or another musically oriented business, the [Department of Music](#) has a degree plan for you. If you are simply interested in improving your musical knowledge and skills, our department offers a breadth of academic and performance opportunities for you. All students learn from faculty who are active artists and leaders: composers and musicians who have performed, directed, taught, and recorded nationally and internationally.

Vision Statement:

The **Department of Music** embraces the ever-changing nature of the world of music, and respects and celebrates the historic role of music as one of humanity's most powerful forces for good. We provide skills, training and experiences that educate musicians who are inspired by the global nature of music, and who utilize that inspiration and their musical skills to contribute to the communities in which they live. They

will do so as consummate professionals in the studio or classroom, as directors and conductors of ensembles, as performers, as composers, as practitioners in music related fields, or as enthusiastic supporters of music.

Music Department Goals and Objectives

For the **general college student, as an integral component of the liberal arts**, courses in music will

- enable students to become active listeners of music; that are appropriate to the discipline of music;
- relate musical works to global, historical and cultural contexts
- require projects that demonstrate understanding and synthesis of the content of the course.
- introduce students to a varied and substantive body of musical work;
- Provide students with the tools to listen critically to music in all genres, using analytical approaches

As a result of their work in music courses, students will be able to:

- recognize distinctive traits of particular musical genres;
- discuss important issues surrounding the performance of a musical work;
- look beyond the surface appearance of a musical work for deeper levels of meaning;
- discuss musical works in terms of their global, historical and cultural contexts.

The [department](#) offers the **Bachelor of Music in Performance**, the **Bachelor of Music in Music Education**, and the **Bachelor of Arts in Music**.

The **Bachelor of Music in Performance** (piano/ keyboard, instrumental or vocal studies) is designed for the student who may wish to pursue a professional performance career, who may wish to pursue graduate studies in music performance, and may wish to teach applied music at the college or university level.

Goals of the Bachelor of Music in Performance are to provide training which will empower the music major student to:

- Perform
- Conduct
- Teach
- Enter graduate school or pre-professional training programs or careers relevant to their area of specialty
- 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 they may choose.

Student Learning Outcomes of the Bachelor of Music in Performance

As a result of their studies:

- Students will demonstrate comprehensive capabilities in the major performing medium;
- Students will work independently to prepare performances at the highest possible level;
- Students will demonstrate knowledge of applicable solo and ensemble literature;
- Students will demonstrate orientation to and experience with the fundamentals of pedagogy;
- Students will apply aural, improvisational, and language skills, knowledge of styles and performance practices, and general historical and cultural knowledge as required by the focus of the major;
- Students will demonstrate proficiency in the use of foreign languages and diction (for performance majors in voice);
- Students will perform solo and ensemble music performance in a variety of formal and informal settings;
- Students will form and defend value judgments about music, and communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field;
- Students will exhibit a basic understanding of the nature of professional work in their major field, including but not restricted to organizational structures and working patterns; artistic, intellectual, economic, technological, and political contexts; and development potential;
- Students will assist in the development and advancement of their careers, demonstrate teaching skills, particularly as related to their major area of study;
- Students will practice synthesis of a broad range of musical knowledge and skills

The **Bachelor of Music in Music Education** (focus on choral/general or instrumental/general 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.

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 they may choose.

Student Learning Outcomes of the Bachelor of Music in Music Education

As a result of their studies:

- Students will demonstrate understanding of historical styles and the theory of music;
- Students will demonstrate knowledge of the repertoire of music that is written for their specific instrument or voice;
- Students will demonstrate knowledge of pedagogical practices for their specific instrument or voice;
- Students will engage in research that leads to speaking, writing about the art of music with clarity and precision;
- Students will present artistic performances achieved by the synchronization of technical, musical and artistic skills;
- Students will gain an experience of the diversity of music that will foster a lifelong appreciation of music and allow them to become an interactive member of the arts community;
- Students will demonstrate pedagogical background and teaching experience to function effectively as K-12 music educators.

The **Bachelor of Arts in Music** is intended for the student who is interested in music as a part of a total liberal arts program, or for the student who may plan graduate study in the instrument of their choice or musicology, music history or composition. Some B.A. students also earn elementary licensure; some include a minor or a second major (such as psychology, biology or business) to prepare for careers which combine a variety of disciplines.

The study of music in any program, including the **Bachelor of Arts in Music**, may also prepare the student for specialized study leading to work in the music industry such as music business, music therapy, music technology, vocology or church music.

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 they may choose.
- Enter graduate programs in music, and other fields seeking the skills developed in music study
- Utilize and apply skills learned in the discipline of music to any other field which they may choose

Student Learning Outcomes of the Bachelor of Arts in Music

As a result of their studies:

- Students will demonstrate understanding of historical styles and theory of music; develop and demonstrate creativity through performance, composition, and improvisation;
- Students will demonstrate knowledge of the repertoire of music that is written for their specific instrument or voice;
- Students will demonstrate knowledge of pedagogical practices for their specific instrument or voice;
- Students will engage in research that leads to speaking, writing about the art of music with clarity and precision;
- Students will present artistic performances achieved by the synchronization of technical, musical and artistic skills;
- Students will gain an experience of the diversity of music that will foster a lifelong appreciation of music and allow them to become an interactive member of the arts community

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 medicine, law, computer programming, personnel management, counseling, 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 the field.

Accreditation

Meredith College is an accredited institutional member of the [National Association of Schools of Music](#). (11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248. Phone number: (703) 437-0700)

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 audition with members of the faculty. An interview at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is a prerequisite for admission into a music major program and for scholarship consideration. If entry-level work is not exhibited at the entrance audition, a student may be conditionally admitted and 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 recording/link may be submitted in lieu of a personal audition.

Non-Credit Program

The **Community School of Music** provides instruction in applied music to non-credit students of all ages within the Raleigh area. Registration is on a semester-to-semester basis. No 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, 30 faculty offices and studios, and 28 practice rooms.

Equipment

A large inventory of state-of-the-art equipment is available for effective teaching and learning. Carswell Recital Hall houses a 2006 Steinway Concert Grand and Steinway Studio Grand, and studios and classrooms house approximately 20 grand pianos and 45 upright pianos. There are two concert organs (a 1970 3-manual Austin in Jones Auditorium, and a 1983 2-manual mechanical action Andover in Jones Chapel) and three studio and practice organs. The Piano/Music Theory Lab was updated in 2017 with all new Clavinova Keyboards and Mac computers with multiple music software products. Carswell Concert Hall has been updated with new video and audio recording hardware, as well as live streaming capabilities, sound reinforcement from ambient as well as cordless and lavalier microphones. There is a new sound board and lighting is receiving upgrades in the coming year. Jones Auditorium possesses excellent lighting, sound, and stage machine systems.

Library

The Carlyle Campbell Library houses an extensive collection of scores, musical recordings, books, 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 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 selection 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

Grades

Students pursuing the **Bachelor of Music in Performance (BM)** and the **Bachelor of Music in Music Education (BME)** degrees must achieve a minimum grade of 'C' in all music courses (MUS, MUE, MUA) and, in the case of the **Bachelor of Music in Music Education (BME)** degree, a minimum grade of 'C' in all Professional (EDU) Education Courses.

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 they put into action the student's 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 graduation recital. **Bachelor of Music in Music Education** students perform at least twice each year (except in freshman year, when they perform once), in student

recitals and present a graduation recital. **Bachelor of Music in Performance** students perform in student recitals twice each semester and present junior and graduation recitals. 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 two 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 Wings 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 chair. Each transfer student or [Wings](#) student must participate in Meredith ensembles for at least four semesters.

Sophomore Assessment Conference

The Sophomore Assessment Conference ([MUS-295](#)) is designed as an advising tool at the time the music student has had basic foundation courses. 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 their 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.

Senior 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 recordings/links 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 in Music Education (BME) & Bachelor of Music in Performance (BM)** degree programs 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 sight-reading.

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 (8 semesters for Bachelor of Arts and Bachelor of Music in Performance, 7 semesters for Bachelor of Music in Music Education). 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 Chair, 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 1 hour of recital credit, in addition to their hours of applied music, during the semester in which they give the recital. An additional fee is charged.

Applied Music

Strings Voice and Keyboard Woodwinds and Brass

Violin	Piano	Clarinet
Viola	Organ	Flute
Cello	Harpsichord	French Horn
Bass	Voice	Oboe, Bassoon
Harp		Saxophone
Guitar	Percussion	Trumpet
		Trombone, Euphonium/Tuba

Teacher assignments in applied music are made by the department chair, 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 an average of 5 hours per week of practice for each semester hour's credit. (Specific practice requirements are included in applied studio syllabi) The following formula is a guideline:

Semester Credit Hour	Weekly/ Half- Weekly Lessons	Practice Hours
1	0.5 hour	5
2	1 hour	10
3	1.5 hours	15
4	2 hours	20

Because of the individualized nature of private and group lessons, fees are assessed for all applied music courses. Singers and instrumentalists who utilize staff collaborative pianists are also responsible for collaborative pianist fees. These fees are available on the [department website](#).

Piano

Professor Kent 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.

Music

Degree Type

Bachelor of Arts

Required Courses

- [MUS-010](#) minimum 8 semesters
- Minimum Applied Music (MUA) (8 credit hours)*
- Ensembles 8 semesters
- Electives in Music (4 credit hours)
- General Education Arts & Aesthetics field of knowledge must include 3 credits hours of General Education Arts & Aesthetics courses outside of the Department of Music.

* [MUA-044](#) and [MUA-054](#) do not count toward the minimum degree requirements in Applied Music (MUA)

Course #	Title	Credits
	Musicianship Core	32
MUS-213	Seminar in Global Music	2
MUS-317	Form and Analysis	2
MUS-480	Professional Practices in Music	2
MUA-491	Graduation Recital	1
	Total Credits	51

Musicianship Core

Elective Credits 32

Course #	Title	Credits
MUS-100	Elementary Theory & Composition	3
MUS-101	Elementary Theory & Composition	3
MUS-202	Advanced Theory & Composition	3
MUS-203	Advanced Theory & Composition	3
MUS-140	Elementary Keyboard Harmony I	1
MUS-141	Elementary Keyboard Harmony II	1
MUS-242	Intermediate Keyboard Harmony I	1
MUS-150	Elementary Ear-Training	1
MUS-151	Elementary Ear-Training	1
MUS-252	Intermediate Ear-Training	1
MUS-253	Intermediate Ear-Training	1
MUS-295	Sophomore Assessment Conference	0
MUS-300	Conducting	2
MUS-301	Conducting Workshop	1
MUS-315	History of Western Musical Styles and Structure: Antiquity to 1750	3
MUS-316	History of Western Musical Styles and Structure: 1750 to 1900	3
MUS-318	History of Musical Styles and Structure: 1900 to Present	3
MUS-333	Seminar in Music Technology	1
MUS-492	Music Senior Portfolio	
Sub-Total Credits		32

Music Education

Degree Type

Bachelor of Music

General Education Requirements

For Bachelor of Music students in Music Education, [SOC-335](#) and [PSY-312](#) will satisfy the Social and Behavioral Science requirement.

Musicianship Core

Course #	Title	Credits
	Musicianship Core	32
Sub-Total Credits		32

Education Courses

Course #	Title	Credits
MUS-720	Materials and Methods in Elementary Schools	2
MUS-730	Secondary Choral Methods and Materials	2
MUS-731	Secondary Instrumental Methods and Materials	2
EDU-232	Schools and Social Change	3
EDU-234	Teaching and Learning	3
EDU-305	Teaching with Technology	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
Sub-Total Credits		31

Major Requirements

- Principal Applied Study (14 credit hours) (*Minimum 6 credit hours at the 400 level*)
- Secondary Applied Study(ies) (3 credit hours) *Students whose principal applied study is not voice should complete 3 credit hours of voice as secondary applied or elective*
- Ensembles minimum of 7 semesters (CR or AU) (0-7 credit hours)
- [MUS-010](#) minimum of 7 semesters (NC)
- Keyboard proficiency

Course #	Title	Credits
MUA-090	Strings and Percussion Techniques	2
MUA-091	Brass and Woodwind Techniques	2
MUS-010	Recital Seminar/ Repertoire Class	0
MUS-213	Seminar in Global Music	2
MUS-305	Arranging for Instruments and Voices	3
MUA-491	Graduation Recital	1
Sub-Total Credits		34
Total Credits		97

Musicianship Core

Elective Credits 32

Course #	Title	Credits
MUS-100	Elementary Theory & Composition	3
MUS-101	Elementary Theory & Composition	3
MUS-202	Advanced Theory & Composition	3
MUS-203	Advanced Theory & Composition	3
MUS-140	Elementary Keyboard Harmony I	1
MUS-141	Elementary Keyboard Harmony II	1
MUS-242	Intermediate Keyboard Harmony I	1
MUS-150	Elementary Ear-Training	1
MUS-151	Elementary Ear-Training	1
MUS-252	Intermediate Ear-Training	1
MUS-253	Intermediate Ear-Training	1
MUS-295	Sophomore Assessment Conference	0
MUS-300	Conducting	2
MUS-301	Conducting Workshop	1
MUS-315	History of Western Musical Styles and Structure: Antiquity to 1750	3
MUS-316	History of Western Musical Styles and Structure: 1750 to 1900	3
MUS-318	History of Musical Styles and Structure: 1900 to Present	3
MUS-333	Seminar in Music Technology	1
MUS-492	Music Senior Portfolio	
	Sub-Total Credits	32

Music Performance

Degree Type

Bachelor of Music

Musicianship Skills and Analysis

Course #	Title	Credits
	Musicianship Skills and Analysis	43
	Sub-Total Credits	43

Concentration in Piano/Keyboard Studies 39 credit hours

- Minimum of Applied Piano Study (10 credit hours)
- Minimum of Applied Organ study (2 credit hours)
- Minimum Additional Applied Study in appropriate track (10 credit hours)
- Minimum applied hours on Secondary Instrument(s) including Voice (2 credit hours)
- [MUE-336](#) Octavia (a minimum of 6 semesters for students in the piano track) (0-6 credit hours)
- Other Ensembles (choral or instrumental). 4 semesters (4 credit hours)
- Music electives to complete 124 credit hours (0-10 credit hours)
- [MUS-010](#) minimum 8 semesters

Course #	Title	Credits
MUA-390	Junior Recital	1
MUA-490	Graduation Recital	1
MUE-236	Accompanying	1
MUS-493	Seminar in Pedagogy	2
	Music Electives for Piano/Keyboard Performance	
	Sub-Total Credits	5

Concentration in Instrumental Studies (strings, woodwinds, brass, and percussion)

- Minimum applied hours on Principal Instrument (20 credit hours)
- Minimum applied hours on Complimentary Instruments (4 credit hours)
- [MUE-233](#) Chamber Ensemble 2 semesters (2 credit hours)
- [MUE-238](#) Meredith Sinfonietta 8 semesters (8 credit hours)
- Music electives chosen in consultation with advisor (0-9 credit hours)
- [MUS-010](#) minimum 8 semesters

Course #	Title	Credits
MUA-390	Junior Recital	1
MUA-490	Graduation Recital	1
MUE-233	Chamber Music Ensemble	1
MUS-493	Seminar in Pedagogy	2
	Music Electives for Instrumental Performance	
	Sub-Total Credits	39

Concentration in Vocal Studies

- Minimum of applied hours in Voice (20 credit hours)
- Minimum applied hours on Keyboard Instrument(s) (may include Organ, Electric Keyboarding, Harpsichord) (2 credit hours)
- [MUE-134](#) or [MUE-334](#) Meredith Choral Ensemble 8 semesters (8 credit hours)
- [MUS-455](#) or [MUE-335](#) 1 semester (1 credit hours)
- Music Electives chosen in consultation with advisor depending on career interests (0-9 credit hours)
- [MUS-010](#) minimum 8 semesters

Course #	Title	Credits
MUA-390	Junior Recital	1
MUA-490	Graduation Recital	1
MUS-254	Language and Diction I	2
MUS-354	Language Diction II	2
MUS-493	Seminar in Pedagogy	2
	Music Electives for Vocal Performance	
	Sub-Total Credits	39
	Total Credits	82

Musicianship Skills and Analysis

Elective Credits 43

[MUS-010](#) Recital Seminar/Repertoire (NC): 8 semesters

Course #	Title	Credits
MUS-100	Elementary Theory & Composition	3
MUS-101	Elementary Theory & Composition	3
MUS-202	Advanced Theory & Composition	3
MUS-203	Advanced Theory & Composition	3
MUS-140	Elementary Keyboard Harmony I	1
MUS-141	Elementary Keyboard Harmony II	1
MUS-242	Intermediate Keyboard Harmony I	1
MUS-150	Elementary Ear-Training	1
MUS-151	Elementary Ear-Training	1
MUS-252	Intermediate Ear-Training	1
MUS-253	Intermediate Ear-Training	1
MUS-213	Seminar in Global Music	2
MUS-295	Sophomore Assessment Conference	0
MUS-300	Conducting	2
MUS-301	Conducting Workshop	1
MUS-305	Arranging for Instruments and Voices	3
MUS-315	History of Western Musical Styles and Structure: Antiquity to 1750	3
MUS-316	History of Western Musical Styles and Structure: 1750 to 1900	3
MUS-317	Form and Analysis	2
MUS-318	History of Musical Styles and Structure: 1900 to Present	3
MUS-333	Seminar in Music Technology	1
MUS-480	Professional Practices in Music	2
MUS-492	Music Senior Portfolio	
MUS-580	Internship in Music	1
	Sub-Total Credits	42

Music Electives for Piano/Keyboard Performance

Recommended electives to complete 124 credit hours depending on career interests (0-10 credits)

- Ensembles, including [MUE-139](#) Handbell Choir
- Applied Lessons

Course #	Title	Credits
MUE-233	Chamber Music Ensemble	1
MUE-236	Accompanying	1
MUS-400	Special Topics in Music	3
MUS-450	Practicum in Pedagogy	1
MUS-580	Internship in Music	1
Sub-Total Credits		7

Music Electives for Instrumental Performance

Total Credits

Recommended electives to complete 124 credit hours depending on career interests (0-9 credits)

- Applied lessons
- Ensembles (string, flute, wind, percussion, etc.)
- Minimum 9 credit hours Sinfonietta, Chamber Ensembles, electives required

Course #	Title	Credits
MUS-450	Practicum in Pedagogy	1
MUE-233	Chamber Music Ensemble	1
MUS-400	Special Topics in Music	3
MUS-580	Internship in Music	1
Sub-Total Credits		6

Music Electives for Vocal Performance

Total Credits

Recommended electives to complete 124 credit hours depending on career interests (0-9 credits)

- Applied lessons
- Ensembles
- Minimum of 9 credits Choral Ensemble, Opera Workshop, Encore!, or electives required

Course #	Title	Credits
MUS-450	Practicum in Pedagogy	1
MUE-139	Handbell Choir	1
MUS-455	Opera Workshop	1-2
MUE-335	Encore!	1
MUS-400	Special Topics in Music	3
MUS-580	Internship in Music	1
Sub-Total Credits		8-9

Music Degree Type Minor

Required Courses

- Music courses 200 level or above (other than ensembles) (6 credit hours)
- MUS, MUE or MUA courses (with a limit of 4 credit hours of ensembles) (8 credit hours)

Course #	Title	Credits
MUS-100	Elementary Theory & Composition	3
MUS-101	Elementary Theory & Composition	3
MUS-140	Elementary Keyboard Harmony I	1
MUS-141	Elementary Keyboard Harmony II	1
MUS-150	Elementary Ear-Training	1
MUS-151	Elementary Ear-Training	1
Total Credits		24

Nursing

Purpose

The Nursing Department at Meredith College is dedicated to fostering the growth and development of compassionate, competent, and socially responsible nurses. The purpose of the Nursing Department is to oc. Graduates will be eligible to apply for licensure as a registered nurse and be prepared to practice across a variety of settings and organizations.

Philosophy

At Meredith College, the Nursing Department is guided by a philosophy rooted in excellence, compassion, and innovation. Our philosophy reflects our commitment to preparing nursing professionals who are not only highly skilled clinicians but also ethical leaders, advocates for health equity, and lifelong learners dedicated to advancing the nursing profession and improving patient outcomes.

Commitment to Excellence:

We believe in upholding the highest standards of excellence in nursing education, practice, and scholarship. Our faculty are dedicated to providing a rigorous and comprehensive curriculum that integrates evidence-based practice, clinical judgment, and skills to prepare students for the dynamic and complex healthcare environment.

Nursing, Patient, Environment, and Health:

Our philosophy acknowledges the interconnectedness of nursing, the patient, the environment, and health. We understand that nursing care is not limited to the individual patient but extends to the broader context in

which health is situated. Nurses play a vital role in promoting health and well-being by considering the physical, social, cultural, and environmental factors that influence health outcomes. By recognizing the dynamic interplay between the patient, their environment, and their health status, we prepare our students to provide holistic, evidence-based care that addresses the complex needs of individuals, families, and communities.

Culture of Compassion:

Central to our philosophy is the belief that nursing is inherently a compassionate, caring, and humanistic profession. We emphasize the importance of empathy, respect, and cultural sensitivity in our interactions with patients, families, and communities. Through clinical experiences and community-engaged learning, we cultivate a deep understanding of the holistic needs of individuals and a commitment to providing care that respects the dignity and autonomy of every individual, family, and community.

Promoting Health Equity:

We recognize the vital impact of social determinants on health and the existing disparities in health outcomes for underserved and vulnerable populations. As advocates for health equity, we empower students to address systemic barriers to health and promote social justice. Through education, research, and community engagement, we aim to reduce health inequities and improve access to quality healthcare for all individuals, regardless of identity, race, ethnicity, socioeconomic status, rurality or other factors.

Embracing Technology and Innovation:

In an evolving healthcare landscape, we embrace innovation and technological advancements that enhance patient care and nursing practice. We encourage our students to be adaptable and open-minded, equipping them with the knowledge and skills to leverage emerging technologies, evidence-based interventions, and interdisciplinary collaboration to optimize health outcomes and improve healthcare delivery.

Nurturing of Leadership and Scholarship:

We are committed to nurturing the development of nurse leaders who will shape the future of healthcare. Through mentorship, professional development, and engagement in scholarly inquiry, we empower our students to become advocates for change, innovators in practice, and leaders in their communities. We instill in them a commitment to lifelong learning, continuous improvement, and the pursuit of excellence in nursing.

Program Outcomes

1. Integrate evidence-based knowledge from nursing, theories, and concepts from liberal education, including the humanities and behavioral, mathematical, natural, and physical sciences into the practice of professional nursing.
2. Incorporate critical thinking skills in autonomous decision-making and effective therapeutic communication in the application of the nursing process with individuals, families, groups, and communities.
3. Practice professional nursing competently in the roles of advocate, clinician, coordinator/ collaborator, educator, leader, and consumer of research in a variety of healthcare settings to promote quality improvement and patient safety.
4. Facilitate therapeutic, caring, and interprofessional collaborative relationships with clients and members of interdisciplinary health teams through effective interpersonal, oral, written, and emerging technology and communication strategies.
5. Integrate knowledge of leadership/management/ administrative and information technology skills and health care policies in providing direct and indirect care to clients.
6. Provide comprehensive, culturally competent client-centered care to promote, restore, and maintain the maximum health potential of individuals, families, groups, and communities across the lifespan while promoting health care literacy.
7. Assume accountability and responsibility for personal and professional growth through commitment to participation in servant leader activities, continuous self-evaluation, and lifelong learning.
8. Incorporate professional values, professional standards, and ethical, moral, and legal aspects of health care into nursing practice to promote advocacy, collaboration, and social justice.
9. Incorporate knowledge and transformational leadership skills related to system management into personal responsiveness to the healthcare needs of the region, the state, the nation, and the global society.

Nursing

Degree Type

Bachelor of Science in Nursing

Required Courses

Note: Successful completion of 35 Prerequisite credits and 63 Major credits

Course #	Title	Credits
	BIO-112/142	
	BIO-224/244	
	BIO-338/348	
	BIO-339/349	
	CHE-111/141	
FN-227	Introductory Nutrition	3
HED-200	Responding to Emergencies	2
HED-400	Influences and Evolution of Global Health	3
MAT-175	Statistics I	3
NUR-200	Professional Nursing: Past, Present, Future	3
NUR-320	Nursing Management of Adults I	4
NUR-210	Foundations for Nursing Practice Across the Lifespan	5
NUR-220	Health Assessment for the Nursing Professional	4
NUR-300	Nursing Pathophysiology and Pharmacology I	3
NUR-310	Nursing Pathophysiology and Pharmacology II	3
NUR-330	Nursing Management of Adults II: Complex Health Conditions	5
NUR-340	Family-Centered Nursing Care	5
NUR-350	Health and Aging: Gerontological Nursing	3
NUR-360	Reproductive Health	4
NUR-380	Multiple Perspectives in Mental Health	3
NUR-400	Health Promotion, Disease Prevention	2
NUR-410	Population and Community Health Nursing	3
NUR-420	Research in Nursing and Evidence Based Practice	2
NUR-430	Crucial Conversations in Healthcare: Systems, Policies, Ethics	2
NUR-450	Pathways to Practice: Leadership and Management in Nursing	2
NUR-470	Senior Seminar: Self-care and Burnout	1
NUR-495	Professional Nursing Capstone	6
PSY-100	Introduction to Psychology	3
	Total Credits	98

BIO-112/142

Molecules, Genes, and Cells

Course #	Title	Credits
BIO-112	Molecules, Genes, and Cells	3
BIO-142	Molecules, Genes, and Cells Laboratory	1
	Sub-Total Credits	4

BIO-224/244

Microbiology for Healthcare

Course #	Title	Credits
BIO-224	Microbiology for Healthcare	3
BIO-244	Microbiology for Healthcare Laboratory	1
	Sub-Total Credits	4

BIO-338/348

Human Anatomy & Phys I

Course #	Title	Credits
BIO-338	Human Anatomy and Physiology I	3
BIO-348	Human Anatomy and Physiology I Laboratory	1
	Sub-Total Credits	4

BIO-339/349

Human Anatomy & Phys II

Course #	Title	Credits
BIO-339	Human Anatomy and Physiology II	3
BIO-349	Human Anatomy and Physiology II Laboratory	1
	Sub-Total Credits	4

CHE-111/141

General Chemistry I

Course #	Title	Credits
CHE-111	General Chemistry I	3
CHE-141	General Chemistry I Laboratory	1
	Sub-Total Credits	4

Nutrition, Health and Human Performance

Professor Campbell; Associate Professors Little and Robinson; Assistant Professors Findley, Hagedorn-Hatfield, Hale, Malley, and Sanderson; Instructor Davis; Staff Bowen, Ostrowski, and Smith.

Department Overview

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.

Policies Related to the Health and Physical Education Learning Component

In meeting their general education requirements, a student may choose from any of the activities offered. Some activity classes are taken automatically pass/fail and some are taken automatically for a letter grade. A

student may elect to change how a course is graded for them according to the following policy. Grade change requests of this nature must be received in the [Office of the Registrar](#) according to pass/fail election policies.

All PED activity classes and DAN activity classes at the 100 level are taken pass/fail. Students who have fulfilled the Health and Physical Learning component of the [General Education](#) may elect to take them for a letter grade. Students who have fulfilled the Health and Physical Learning component of [General Education](#) and who need these courses to fulfill major requirements must take them for a grade.

The PED/DAN for a grade option must be checked on the Drop/Add form, signed, and submitted to the Registrar's Office.

DAN activity courses at the 200, 300, and 400 level are taken for a grade. Students may take these courses as pass/fail to fulfill the Health and Physical Learning Component of [General Education](#).

No more than eight credits may be counted in the 124 hours required for graduation except for students majoring/minoring in dance or health, exercise, and sports science.

Students may receive a maximum of two credits for Intercollegiate Athletics ([PED-470](#)) or performance groups ([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-470](#)) are eligible for Pass/Fail grading only.

Pre-approved permission granted by the department chair is required for students to repeat a physical education course for credit.

[Health, Exercise and Sports Science](#) majors/minors are required to take all activity courses (note PED prefix) which fulfill the requirements for the Health, Exercise, and Sport Sciences 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 Health, Exercise, and Sports Science majors may count toward graduation.

Food and Nutrition Major Mission Statement

The mission of food and nutrition is to provide the foundational knowledge and understanding to prepare and inspire graduates to utilize their critical thinking and problem-solving skills with diverse individuals, various

life stages, and a changing environment so they are prepared for a didactic program in dietetics, graduate school, or becoming leaders in their community.

Student Learning Outcomes of the Food and Nutrition Undergraduate Program

Upon completion of the program students will be able to:

- Graduates will progress to a didactic program in dietetics, graduate school, or a nutrition-related profession;
- Program curriculum will provide opportunities for students to develop awareness about the determinants of health and the resulting disparities; and
- Program curriculum will provide opportunities for students to engage with diverse populations in community food systems.

The **Food and Nutrition major** is designed for students with interests in community nutrition, food security, or for those that wish to progress into an ACEND accredited didactic program in dietetics to become a registered dietitian nutritionist.

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

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 Nutrition, Health and Human Performance, 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 has three tracks, Dietetics (36 credit hours), Accelerated Community Track (30 credit hours), and Accelerated Dietitian Nutritionist Track (47 credit hours).

Health, Exercise, and Sports Science Major Mission Statement

The Health, Exercise, and Sport Sciences major prepares individuals for careers in health and wellness, movement and performance training, education or management within the field of kinesiology. Individuals in our program gain knowledge and skills through evidence-based learning, serving diverse populations, researching relevant topics and engaging in leadership while maintaining high ethical standards.

Student Learning Outcomes of the Health, Exercise, and Sports Science Major

Upon completion of the Health, Exercise, and Sport Sciences major, students will be able to:

- Demonstrate understanding of foundational knowledge, theoretical perspectives and empirical findings;
- Apply conceptual knowledge that reflects best practice in a variety of settings;
- Apply leadership skills (reflection, management, critical thinking, ethics & collaboration) to career preparation in practical settings;
- Utilize technology effectively;
- Exhibit professional dispositions as future leaders in the field of health, exercise, and sport science;
- Engage in research-informed practice and practice-informed research;
- Acquire the broad base of knowledge and critical thinking skills necessary to pursue lifelong learning.

The **Health, Exercise, and Sport Sciences major** is designed for students who wish to pursue careers in the health and kinesiological sciences, or who wish to seek further specialization through graduate school. Students are provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of health, exercise, and sport sciences. Graduates may seek entry-level positions in college, community, or corporate wellness centers, health informatics, medical technology, community recreation programs, strength and conditioning performance centers, hospitals and rehabilitation centers or schools. With additional education students may seek careers in cardiac rehabilitation, exercise physiology, exercise or sports psychology, occupational therapy, physician assistant, physical therapy, sports medicine or 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 promote quality of life through prescribing and promoting healthy lifestyles and pursue careers in areas of clinical based rehabilitation, fitness and wellness, health and medical research or who wish to seek further specialization through graduate study. In addition to the Health, Exercise, and Sport Sciences core curriculum of 38 credit hours, the student will complete 27-36 credit hours including clinical laboratory and professional practicum experience.

The Health and Physical Education

Concentration program of study prepares students as health and physical educators in school settings. 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 38 credit hours, the student will complete 21-28 credit hours, including skill acquisition, physical education methods, and professional education classes. Additional coursework is required to obtain licensure.

Food and Nutrition

Degree Type

Bachelor of Science

The Food and Nutrition major is designed for students with interests in community nutrition, food security, or for those that wish to progress into an ACEND accredited didactic program in dietetics to become a registered dietitian nutritionist. Students applying to the Master of Science in Nutrition, Didactic Program in Dietetics (M.S. DPD) program, will add 23 additional credit hours of coursework.

Required Courses

Course #	Title	Credits
FN-124	Principles of Food	3
FN-126	Principles of Food Laboratory	1
FN-227	Introductory Nutrition	3
FN-251	Lifecycle Nutrition	3
FN-261	Food and Culture	3
FN-350	Culinary Medicine	3
FN-451	Community Food Security	3
	BIO-111/BIO-141, BIO-112/ BIO-142 or BIO-106/136	4
BIO-225	Environmental Science	3
BIO-265	Environmental Science Laboratory	1
CHE-111	General Chemistry I	3
CHE-141	General Chemistry I Laboratory	1
COM-225	Public Speaking	3
ENG-358	Professional Writing	3
	MAT-175 or MAT-248	3
PHS-101	Introduction to Public Health	3
PSY-100	Introduction to Psychology	3

Total Credits 46

BIO-111/BIO-141, BIO-112/BIO-142 or
BIO-106/136

Elective Credits 4

Sub-Total Credits 4

MAT-175 or MAT-248

Elective Credits 3

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
	Sub-Total Credits	6

Health, Exercise, and Sport Sciences, Concentration in Health and Physical Education

Degree Type

Bachelor of Science

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 38 credit hours, the student will complete 21-28 credit hours, including skill acquisition, physical education methods, and professional education classes. Additional coursework is required to obtain licensure.

Core Courses

Course #	Title	Credits
	Health, Exercise, and Sport Science Core	38
	Sub-Total Credits	38

Required Courses for HPE Concentration

Prior to graduation, students must show valid proof of First Aid/CPR certification

Course #	Title	Credits
BIO-106	Your Whole Body	3
BIO-136	Your Whole Body Laboratory	1
ESS-743	Teaching Physical Education in the Elementary School for PE Majors	3
ESS-746	Teaching Physical Education Special Needs K-12	3
ESS-747	Teaching Physical Education in the Middle and Secondary Schools	3
	EDU-460 or ESS-460	2-3
	EDU-490 or ESS-451	3-9
	SOC-335 OR EDU-345	3
	Sub-Total Credits	21-28

Additional Professional Education Requirements

For students pursuing K-12 Health and Physical Education licensure

[EDU-460](#) and [EDU-490](#) (included in the health and physical education concentration above) must be taken along with the following classes.

*See the Education department listing for information.

Course #	Title	Credits
	PSY-210 OR PSY-310	3
EDU-232	Schools and Social Change	3
EDU-234	Teaching and Learning	3
EDU-305	Teaching with Technology	1
EDU-434	Inclusion and the Adolescent Learner	3
EDU-436	Literacy and Learning in the Content Areas	3
	Sub-Total Credits	16
	Total Credits	59-82

Health, Exercise, and Sport Science Core

Elective Credits 38

Course #	Title	Credits
ESS-110	Introduction to Anatomical Kinesiology	3
ESS-100	Foundations of Kinesiology	3
ESS-221	Exercise Prescription for Healthy Populations	3
ESS-440	Health and Sport Management	3
ESS-260	Exercise Leadership	3
ESS-325	Assessment and Evaluation in Kinesiology	3
ESS-375	Motor Learning and Development	4
ESS-383	Exercise Physiology and Lab	4
ESS-387	Biomechanics	3
HED-150	Contemporary Health and Wellness	3
HED-400	Influences and Evolution of Global Health	3
HED-420	Health Education Methods	3
	Sub-Total Credits	38

EDU-460 or ESS-460

Elective Credits 2-3

Course #	Title	Credits
EDU-460	Colloquium in Education	3
ESS-460	Senior Seminar	2
	Sub-Total Credits	5

EDU-490 or ESS-451

Elective Credits 3-9

Course #	Title	Credits
EDU-490	Observation and Directed Teaching	9
ESS-451	Practicum: Exercise/Sports Science	3-12
	Sub-Total Credits	12-21

SOC-335 OR EDU-345

Elective Credits 3

Course #	Title	Credits
SOC-335	Race and Ethnic Relations	3
EDU-345	Multilingual Learners in Public Schools	3
	Sub-Total Credits	6

PSY-210 OR PSY-310

Elective Credits 3

Course #	Title	Credits
PSY-210	Life Span Developmental Psychology	3
PSY-310	Psychology of Children and Adolescents	3
	Sub-Total Credits	6

Health, Exercise, and Sport Sciences, Concentration in Health and Wellness

Degree Type

Bachelor of Science

Required Courses

Course #	Title	Credits
	Health, Exercise, and Sport Science Core	38
BIO-338	Human Anatomy and Physiology I	3
BIO-348	Human Anatomy and Physiology I Laboratory	1
BIO-339	Human Anatomy and Physiology II	3
BIO-349	Human Anatomy and Physiology II Laboratory	1
ESS-283	Prevention and Care of Movement Injuries	3
ESS-399	Research Design and Analysis	3
ESS-451	Practicum: Exercise/Sports Science	3-12
ESS-460	Senior Seminar	2
ESS-395	Clinical Exercise Prescription	3
FN-227	Introductory Nutrition	3
	Sub-Total Credits	63-72

Electives:

Three Health and Physical Learning PED courses beyond [general education requirements](#) (must be taken for a grade)

Prior to graduation, students must show valid proof of First Aid/CPR certification

Sub-Total Credits	3
Total Credits	66-75

Health, Exercise, and Sport Science Core

Elective Credits 38

Course #	Title	Credits
ESS-110	Introduction to Anatomical Kinesiology	3
ESS-100	Foundations of Kinesiology	3
ESS-221	Exercise Prescription for Healthy Populations	3
ESS-440	Health and Sport Management	3
ESS-260	Exercise Leadership	3
ESS-325	Assessment and Evaluation in Kinesiology	3
ESS-375	Motor Learning and Development	4
ESS-383	Exercise Physiology and Lab	4
ESS-387	Biomechanics	3
HED-150	Contemporary Health and Wellness	3
HED-400	Influences and Evolution of Global Health	3
HED-420	Health Education Methods	3
	Sub-Total Credits	38

Food and Nutrition

Degree Type

Minor

(Assuming prerequisites have been met)

Required Courses

Course #	Title	Credits
FN-124	Principles of Food	3
FN-126	Principles of Food Laboratory	1
FN-227	Introductory Nutrition	3
FN-251	Lifecycle Nutrition	3
	Sub-Total Credits	10

Electives:

Students will select 9-10 credit hours from the following courses.

Course #	Title	Credits
FN-261	Food and Culture	3
FN-310	Food Service Management Systems I	3
FN-311	Food Service Management Systems Lab for FN	1
FN-350	Culinary Medicine	3
FN-451	Community Food Security	3
	Sub-Total Credits	9-10
	Total Credits	19-20

Health, Exercise, and Sport Sciences

Degree Type

Minor

Required Courses

Course #	Title	Credits
ESS-110	Introduction to Anatomical Kinesiology	3
ESS-100	Foundations of Kinesiology	3
HED-150	Contemporary Health and Wellness	3
Sub-Total Credits		9

Electives chosen from the following:

Course #	Title	Credits
ESS-221	Exercise Prescription for Healthy Populations	3
ESS-283	Prevention and Care of Movement Injuries	3
ESS-440	Health and Sport Management	3
ESS-260	Exercise Leadership	3
ESS-383	Exercise Physiology and Lab	4
ESS-399	Research Design and Analysis	3
ESS-387	Biomechanics	3
ESS-395	Clinical Exercise Prescription	3
HED-400	Influences and Evolution of Global Health	3
HED-420	Health Education Methods	3
Sub-Total Credits		9

Notes:

(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)

*See Education department listing for information

Total Credits	18

Psychology

Professors McPherson, Morris and O'Dekirk; Associate Professors Prevatt and Rade; Assistant Professors Kuo and Siderits.

Mission

Psychology is the scientific study of behavior and mental processes. The psychology curriculum offers each student opportunities to develop a solid knowledge base in psychology, skills in scientific inquiry and critical thinking, an understanding of ethical and social responsibility in a diverse world, and strong written and oral communication skills. Students hone the skills developed in the classroom through practical application, preparing them for a wide variety of careers, and/or graduate study in psychology and related fields.

Student Learning Outcomes of the Psychology Major

Upon completion of the program of study in psychology, a student will:

- demonstrate the appropriate use of the major concepts, theoretical perspectives, and empirical findings of psychology in understanding behavior;
- demonstrate scientific reasoning and problem solving, including the application of effective research methods to drawing conclusions about psychological phenomena;
- demonstrate the appropriate use of ethical standards in psychology in professional and personal settings;
- demonstrate competence in written, oral and interpersonal communication skills;
- apply psychology content and skills, effective self-reflection, project-management skills, and teamwork skills to career preparation 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, music therapy, occupational therapy, law, medicine and other fields.

Facilities and Resources

The psychology program is housed in Ledford Hall. It includes laboratory space and equipment for student research. It also includes clinic 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. Students also have the opportunity to work with a child with autism in a classroom environment through the Inclusive Preschool Classroom. 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 Psychology program.

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 exceptions of **PSY-115** and **PSY-201** (for which there are no prerequisites) and **PSY-210**, **PSY-310** and **PSY-312** (for which either **PSY-100** or **EDU-234** can serve as a prerequisite). **PSY-100**, **SWK-100**, or **CD-234** can serve as prerequisites for **PSY-344**.

The **accelerated I-O Psychology (4+1) Program** allows qualified Meredith College psychology majors to complete both a B.A. in Psychology and an M.A. in Industrial-Organizational Psychology in five years. Students apply during their junior year and, if accepted, begin taking graduate courses in their senior year. Up to 9 graduate credits taken during the undergraduate program will count toward both degrees. Any student wishing to complete the 4+1 accelerated program needs to be admitted to Meredith College. General guidelines for eligibility of this program would be a 3.0 or greater GPA at Meredith. Interested students should speak with their faculty advisor and contact the Director of the I-O Psychology Master of Arts program before spring registration of the junior year.

Meredith College students are a direct reflection of the integrity and professionalism of the college, and those who work directly with the community and in professional environments must reflect high standards. Therefore, students who earn a D or an F for an Internship or Practicum course in Psychology (e.g., **PSY-340**, **PSY-342**, **PSY-343**, **PSY-344**, or **PSY-442**) due to excessive absences or unprofessional conduct may only retake that same course for a replacement grade with permission of the instructor and department chair.

Meredith College also awards the Master of Industrial-Organizational Psychology. Details of the Masters in I-O program are available on the [I-O website](#).

Psychology
Degree Type
Bachelor of Arts

Required Courses

Course #	Title	Credits
PSY-100	Introduction to Psychology	3
PSY-201	Human Diversity & Social Justice	3
PSY-301	Research Methods I	4
PSY-302	Research Methods II	4
Sub-Total Credits		14

Applied Culminating Experience

To help review and integrate the study of psychology, the requirements for a major in Psychology include the successful completion of an Applied Culminating Experience (ACE). In consultation with their advisor, students should apply for approval of their preferred ACE experience no later than the end of drop-add in the semester immediately preceding graduation. The ACE application is available on the Psychology Majors [MyMeredith page](#).

Course #	Title	Credits
EDU-490	Observation and Directed Teaching	9
PSY-308	Preparing for the Profession of Psychology	3
PSY-340	Internship in Psychology	1-3
PSY-442	Advanced Autism Practicum and Data Analysis	3
PSY-498	Honors Thesis in Psychology	3
PSY-499	Research in Psychology	1-3
PSY-505	Careers in I-O & Consulting Skills	3
SWK-490	Social Work Practicum	12
Sub-Total Credits		3

One Experimental Psychology course chosen from the following:

Course #	Title	Credits
PSY-330	Neuropsychology	3
PSY-332	Perception	3
PSY-430	History and Systems in Psychology	3
PSY-432	Cognitive Psychology	3
PSY-522	Psychological Testing and Evaluation	3
Sub-Total Credits		3

One Developmental/Social Psychology course chosen from the following:

Course #	Title	Credits
PSY-210	Life Span Developmental Psychology	3
PSY-212	Psychology of Gender Roles	3
PSY-310	Psychology of Children and Adolescents	3
PSY-410	Social Psychology	3
PSY-412	Psychology of Aging	3
	Sub-Total Credits	3

One Clinical Psychology course chosen from the following:

Course #	Title	Credits
PSY-312	Psychology of Exceptional Individuals	3
PSY-320	Psychopathology & Mental Health	3
PSY-326	Health Psychology	3
PSY-420	Theories of Personality	3
PSY-424	Theory and Practice in Counseling	3
PSY-428	Introduction to Substance Use Disorders & Addiction Treatment	3
	Sub-Total Credits	3

One Applied course chosen from the following:

Course #	Title	Credits
PSY-115	Psychology of Flourishing	3
PSY-215	Community Psychology	3
PSY-324	Principles of Behavior & Learning	3
PSY-335	Industrial/Organizational Psychology	3
PSY-342	Introductory Autism Practicum	2
PSY-343	Intermediate Autism Practicum	2-3
PSY-344	Inclusive Preschool Practicum	2-3
PSY-350	Sport Psychology	3
PSY-414	Play Therapy & Play-Based Intervention	3
PSY-423	Reproductive Mental Health	3
PSY-426	Trauma & Crisis Intervention	3
PSY-450	Forensic Psychology	3
	MUS-351/PSY-351	3
	Sub-Total Credits	2-3

Two Electives in approved Psychology courses:

Choose any 2 PSY courses **from any of the areas above** (experimental, social/developmental, clinical or applied). *Note: ACE courses are excluded from these elective courses.*

Course #	Title	Credits
PSY-188	Special Topics in Psychology	1-3
PSY-288	Special Topics in Psychology	1-3
PSY-299	Introduction to Research in Psychology	1-3
PSY-388	Special Topics in Psychology	1-3
PSY-488	Special Topics in Psychology	1-3
	Sub-Total Credits	5-6
	Total Credits	31-38

MUS-351/PSY-351

Elective Credits 3

Course #	Title	Credits
MUS-351	Elements of Music Therapy	3
PSY-351	Elements of Music Therapy	3
	Sub-Total Credits	6

Psychology

Degree Type

Minor

Required Course:

[PSY-100](#) is a prerequisite for all of the courses in psychology:

Course #	Title	Credits
PSY-100	Introduction to Psychology	3
	Sub-Total Credits	3

Electives in psychology:

A maximum of 6 credit hours in electives may come from practicum or research courses ([PSY-340](#), [PSY-342](#), [PSY-343](#), [PSY-344](#), [PSY-442](#), [PSY-299](#), [PSY-498](#), [PSY-499](#)).

Sub-Total Credits	15
Total Credits	18

Social Work

Assistant Professors Reid and Moore.

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 Master of Social Work programs at the advanced standing level. The undergraduate major in social work is accredited by The Council on Social Work Education.

Consistent with Meredith College's mission and the Council on Social Work Education's accreditation requirements for baccalaureate social work education programs, the Meredith College Social Work Program is committed to preparing women to become ethical and competent entry-level generalist social workers. To that end, the program offers learning experiences through which students will acquire the knowledge, values and skills required to enter practice as professional social workers and to continue their education at the graduate level. The program is grounded in the liberal arts, supports excellence in scholarship, and affirms principles of diversity, global citizenship, human rights, and social and economic justice.

Students whose career goals have changed and, therefore, have not completed the required Social Work Practicum and the corresponding Practicum Seminar may, with the permission of the Social Work Program Director and the Director of Practicum Education, be allowed to graduate with a Bachelor of Arts in Human Services.

Student Learning Outcomes for Social Work

Upon successful completion of the Meredith College Social Work Program, each BSW graduate will:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations, and communities
- Evaluate practice with individuals, families, groups, organizations, and communities

Social Work is a highly marketable profession with a variety of flexible career options. 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 violence agencies, programs for abused and neglected children, and services for the aging. A growing number of Bachelor of Social Work graduates apply for and are accepted into advanced standing Master of Social Work programs.

Accreditation

Program Policies: Please see the Social Work Student Handbook for additional information on social work program policies and requirements. Social work majors can locate the handbook on the MyMeredith page for Social Work Majors. Others students may receive a copy of the handbook by contacting the social work program director. **Academic Performance:** Social work majors must maintain a minimum grade of C in all social work courses.

Admissions

Students who declare social work as their major must be formally admitted into the social work program. A student is eligible to apply for admission with registration in or the completion of a minimum of 6 credit hours in social work courses. The 6 credit hours in social work must include two of the following courses: *Introduction to Social Work* ([SWK-100](#)), *Human Diversity and Social Justice* ([SWK-200](#)) or one of the two required *Human Behavior for Social Work Practice* ([SWK-220](#) or [SWK-225](#)) courses. See social work program director for admissions criteria and procedures. Only social work majors who have been formally admitted into the program may enroll in social work generalist practice courses ([SWK-390](#), [SWK-394](#), and [SWK-398](#)) and practicum-related courses ([SWK-480](#), [SWK-490](#), and [SWK-491](#)).

Social Work

Degree Type

Bachelor of 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 Master of Social Work programs at the advanced standing level. The undergraduate major in social work is accredited by The [Council on Social Work Education](#).

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through which students will acquire the knowledge, values and skills required to enter practice as professional social workers and to continue their education at the graduate level. The program is grounded in the liberal arts, supports excellence in scholarship, and affirms principles of diversity, global citizenship, human rights, and social and economic justice.

Students whose career goals have changed and, therefore, have not completed the required Social Work Practicum and the corresponding Practicum Seminar may, with the permission of the Social Work Program Director and the Director of Practicum Education, be allowed to graduate with a Bachelor of Arts in Human Services.

Required Courses

Course #	Title	Credits
BIO-106	Your Whole Body	3
BIO-136	Your Whole Body Laboratory	1
SOC-100	Principles of Sociology	3
PSY-100	Introduction to Psychology	3
	MAT-175 or MAT-248	3
POL-100	American Government	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-370	Social Work Research Methods	3
SWK-390	Generalist Social Work Practice with Individuals	3
SWK-394	Generalist Social Work Practice With Families and Groups	3
SWK-398	Generalist Practice With Macro Systems	3
SWK-480	Preparation For Social Work Practicum	1
SWK-490	Social Work Practicum	12
SWK-491	Social Work Practicum Seminar	3
	Sub-Total Credits	59

Select 3 Special Topics credit hours from:

Course #	Title	Credits
SWK-321	Trauma & Crisis Intervention	3
SWK-325	Introduction to Substance Use Disorders & Addiction Treatment	3
SWK-327	Play Therapy & Play-Based Interventions	3
SWK-388	Special Topics in Social Work	1-3
	Sub-Total Credits	3
	Total Credits	62

MAT-175 or MAT-248

Elective Credits 3

Course #	Title	Credits
MAT-175	Statistics I	3
MAT-248	Statistical Concepts and Methods for Mathematicians	3
	Sub-Total Credits	6

Social Work

Degree Type

Minor

Required Courses

Course #	Title	Credits
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-321, SWK-325, SWK-327, 3 or SWK-388	3
	Sub-Total Credits	18

Elective:

Choose from 1 of the following:

Course #	Title	Credits
PHS-101	Introduction to Public Health	3
POL-203	American Public Policy	3
POL-205	Political Ideas Seminar	3
POL-310	Women and Politics	3
POL-367	Lobbying and Advocacy	3
PSY-212	Psychology of Gender Roles	3
PSY-312	Psychology of Exceptional Individuals	3
PSY-320	Psychopathology & Mental Health	3
PSY-324	Principles of Behavior & Learning	3
PSY-326	Health Psychology	3
PSY-410	Social Psychology	3
PSY-424	Theory and Practice in Counseling	3
RES-102	World Religions	3
SOC-220	Gender and Society	3
SOC-231	Social Problems	3
SOC-236	Crime and Criminality	3
SOC-242	Deviance and Society	3
SOC-332	Human Sexuality	3
SOC-335	Race and Ethnic Relations	3
SOC-337	Trauma Informed Corrections	3
SOC-338	Sociology of Families	3
SOC-342	Juvenile Delinquency	3
SOC-360	Media, Self and Society	3
SOC-421	Human Trafficking and Gender-Based Violence	3
SOC-422	Genders and Sexualities	3
SOC-431	Sociology of Inequalities	3
SOC-442	The Color of Crime	3
SOC-443	Women and Crime	3
SOC-446	Drugs and Society	3
SOC-449	Sociology of the Border	3
SWK-321	Trauma & Crisis Intervention	3
SWK-325	Introduction to Substance Use Disorders & Addiction Treatment	3
SWK-327	Play Therapy & Play-Based Interventions	3
SWK-388	Special Topics in Social Work	1-3
Sub-Total Credits		3
Total Credits		21

SWK-321, SWK-325, SWK-327, or SWK-388

Elective Credits 3

Choose 3 credits from the following:

Course #	Title	Credits
SWK-321	Trauma & Crisis Intervention	3
SWK-325	Introduction to Substance Use Disorders & Addiction Treatment	3
SWK-327	Play Therapy & Play-Based Interventions	3
SWK-388	Special Topics in Social Work	1-3
Sub-Total Credits		10-12

Sociology, Criminology and Criminal Justice

Lori Brown, Ph.D., Head, Department of Sociology, Criminology & Criminal Justice

Kevin Weng, Ph.D. Bianca Harris, MA

Meredith offers a Bachelor of Arts (B.A.) with a major in Sociology, a major in Criminology, and a major in Criminal Justice.

In Criminology, students apply sociological theory and research to the study of crime, including 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. The study of criminology is one pathway to a career in the criminal justice system and organizations that work to support justice-involved individuals.

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, Criminology, and Criminal Justice

Graduates well-grounded in sociology and criminology will be able to:

- distinguish between individualistic and systemic arguments;
- compare and contrast the different disciplinary methodological approaches for gathering and analyzing data;
- produce and present research using relevant disciplinary methods and theoretical explanations;
- evaluate the effects of social organization on social behavior and social groups;
- identify relevant career pathways and exhibit professional behaviors necessary for career success.

Additionally, graduates in criminology will be able to:

- identify and describe key concepts in criminology.
- compare and contrast major theoretical orientations and theories in criminology.

And, graduates in sociology will be able to:

- identify and describe key concepts in sociology.
- compare and contrast major theoretical orientations and theories in sociology.

Resources

The Dedmon Sociology research lab, located in 205A Lux 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. All majors in sociology will complete at least one professional internship, allowing students to explore potential career pathways.

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.

Criminal Justice

Degree Type

Bachelor of Arts

Required Courses

[SOC-480](#) or an alternative approved by the Department Head

Course #	Title	Credits
CJU-100	Introduction to Criminal Justice	3
CJU-320	Social Justice and Criminal Law	3
CJU-324	Holistic Criminal Procedure	3
SOC-100	Principles of Sociology	3
SOC-231	Social Problems	3
SOC-236	Crime and Criminality	3
SOC-242	Deviance and Society	3
SOC-374	Social Research Principles	3
SOC-375	Data Analysis	3
SOC-480	Community Internship	0-6
SOC-495	Professional Development	1
	SOC-481 or SOC-496 or SOC-498	3
Sub-Total Credits		31-37

Criminal Justice Electives

Course #	Title	Credits
	Criminal Justice Electives	
	PSY-201 or SWK-200	3
	PSY-426 or SWK-321	3
	PSY-428 or SWK-325	3
	Sub-Total Credits	21
	Total Credits	52-58

SOC-481 or SOC-496 or SOC-498

Elective Credits 3

Course #	Title	Credits
SOC-481	Capstone	0-3
SOC-496	Research Capstone	3
SOC-498	Honors Thesis in Sociology	3
Sub-Total Credits		6-9

Criminal Justice Electives

Course #	Title	Credits
CJU-310	Policing and Society	3
CJU-320	Social Justice and Criminal Law	3
CJU-322	Practical Aspects of Policing	3
CJU-323	Practical Aspects of Criminal Courts	3
CJU-325	Practical Aspects of Corrections	3
COM-215	Introduction to Public Relations	3
GEO-203	Geographic Information System (GIS)	3
GEO-206	Weather, Climate, and Global Change	3
POL-100	American Government	3
POL-200	Law and Society	3
POL-340	State and Local Government	3
PSY-100	Introduction to Psychology	3
PSY-320	Psychopathology & Mental Health	3
PSY-450	Forensic Psychology	3
SOC-240	Introduction to Forensic Studies	3
SOC-288	Special Topics in Sociology	1-3
SOC-335	Race and Ethnic Relations	3
SOC-337	Trauma Informed Corrections	3
SOC-338	Sociology of Families	3
SOC-342	Juvenile Delinquency	3
SOC-343	Sociology of Murder	3
SOC-345	Sociology of True Crime	3
SOC-410	Women and Prison	3
SOC-421	Human Trafficking and Gender-Based Violence	3
SOC-442	The Color of Crime	3
SOC-443	Women and Crime	3
SOC-446	Drugs and Society	3
SOC-447	Victimology, Trauma and Treatment	3
SOC-449	Sociology of the Border	3
SOC-488	Special Topics in Sociology	1-3
Sub-Total Credits		21

PSY-201 or SWK-200

Elective Credits 3

Course #	Title	Credits
PSY-201	Human Diversity & Social Justice	3
SWK-200	Human Diversity and Social Justice	3
Sub-Total Credits		6

PSY-426 or SWK-321

Elective Credits 3

Course #	Title	Credits
PSY-426	Trauma & Crisis Intervention	3
SWK-321	Trauma & Crisis Intervention	3
Sub-Total Credits		6

PSY-428 or SWK-325

Elective Credits 3

Course #	Title	Credits
PSY-428	Introduction to Substance Use Disorders & Addiction Treatment	3
SWK-325	Introduction to Substance Use Disorders & Addiction Treatment	3
Sub-Total Credits		6

Criminology

Degree Type

Bachelor of Arts

Required Courses

Course #	Title	Credits
SOC-100	Principles of Sociology	3
SOC-236	Crime and Criminality	3
SOC-374	Social Research Principles	3
SOC-480	Community Internship	0-6
SOC-489	Social Theory	3
SOC-495	Professional Development	1
	SOC-481 or SOC-496 or SOC-498	3
MAT-175	Statistics I	3
Sub-Total Credits		19-25

Criminology Electives chosen from the following:

Electives may not be used to fulfill more than one requirement in the major

Choose 9 credit hours from Sociology, Criminal Justice, and Anthropology.

At least 3 credit hours at the 400 level must be chosen; only 9 credit hours outside department.

Sub-Total Credits		9

Up to 9 credit hours must be completed from the following:

**CJC transfer courses as approved by department head. Other special topics in various departments if approved by advisor and department chair.*

Course #	Title	Credits
ART-131	Digital Photography I	3
COM-260	Interpersonal Communication	3
COM-370	Nonverbal Communication	3
COM-390	Intercultural Communication	3
COM-450	Relational Communication	3
COM-475	Interpersonal Capstone	3
CS-120	Spreadsheets	1
CS-121	Spreadsheets II	1
CS-140	Databases	1
CS-156	Website Design & Management	3
CS-190	Programming Fundamentals	3
CS-230	Web Programming with Databases	3
DS-200	Introduction to Data Analysis	3
	DS-299 or DS-499	3
DS-310	Foundations of Data Science	3
DS-450	Topics in Data Science	3
FRE-385	Basic Concepts of French Translation	3
GEO-203	Geographic Information System (GIS)	3
HED-200	Responding to Emergencies	2
LEG-400	Legal Survey	3
LEG-401	Legal Research	3
POL-100	American Government	3
POL-200	Law and Society	3
POL-301	Civil Liberties	3
POL-302	Civil Rights Law	3
POL-340	State and Local Government	3
POL-401	Moot Court	3
PSY-100	Introduction to Psychology	3
PSY-210	Life Span Developmental Psychology	3
POL-320	International Political Economy	3
PSY-410	Social Psychology	3
SPA-207	Spanish Beyond the Classroom	3
SPA-307	Spanish in the Community	3
SPA-310	Spanish for Social Services	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
	Sub-Total Credits	9

General Sociology Electives:

Choose 6 credit hours from Sociology, Criminal Justice, and Anthropology.

Sub-Total Credits	6
Total Credits	43-49

SOC-481 or SOC-496 or SOC-498

Elective Credits 3

Course #	Title	Credits
SOC-481	Capstone	0-3
SOC-496	Research Capstone	3
SOC-498	Honors Thesis in Sociology	3
	Sub-Total Credits	6-9

DS-299 or DS-499

Elective Credits 3

Course #	Title	Credits
DS-299	Introduction to Data Science Research	1-3
DS-499	Data Science Research	1-3
	Sub-Total Credits	2-6

Criminology and Sociology (Double Major)

Degree Type

Bachelor of Arts

Required Courses

Course #	Title	Credits
SOC-100	Principles of Sociology	3
SOC-236	Crime and Criminality	3
SOC-374	Social Research Principles	3
SOC-480	Community Internship	0-6
SOC-489	Social Theory	3
SOC-495	Professional Development	1
	SOC-481 or SOC-496 or SOC-498	3
MAT-175	Statistics I	3
	Sub-Total Credits	19-25

General Sociology Electives

Choose 18 credit hours from approved Sociology, Criminal Justice, and Anthropology. At least 3 credit hours at the 400 level must be chosen.

Sub-Total Credits	18

Criminology Electives chosen from the following:

Electives may not be used to fulfill more than one requirement in the major.

Choose 9 credit hours from approved Sociology, Criminal Justice, and Anthropology courses. At least 3 credit hours at the 400 level must be chosen; only 9 credit hours outside Department.

Sub-Total Credits	9

Up to 9 credit hours must be completed from the following:

**CJC transfer courses as approved by department chair. Other special topics in various departments if approved by advisor and department chair.*

Course #	Title	Credits
ART-131	Digital Photography I	3
COM-260	Interpersonal Communication	3
COM-370	Nonverbal Communication	3
COM-390	Intercultural Communication	3
COM-450	Relational Communication	3
COM-475	Interpersonal Capstone	3
CS-120	Spreadsheets	1
CS-121	Spreadsheets II	1
CS-140	Databases	1
CS-156	Website Design & Management	3
CS-190	Programming Fundamentals	3
CS-230	Web Programming with Databases	3
DS-200	Introduction to Data Analysis	3
	DS-299 or DS-499	3
DS-310	Foundations of Data Science	3
FRE-385	Basic Concepts of French Translation	3
GEO-203	Geographic Information System (GIS)	3
HED-200	Responding to Emergencies	2
LEG-400	Legal Survey	3
LEG-401	Legal Research	3
POL-100	American Government	3
POL-200	Law and Society	3
POL-301	Civil Liberties	3
POL-302	Civil Rights Law	3
POL-340	State and Local Government	3
POL-401	Moot Court	3
PSY-100	Introduction to Psychology	3
PSY-210	Life Span Developmental Psychology	3
POL-320	International Political Economy	3
PSY-410	Social Psychology	3
SPA-207	Spanish Beyond the Classroom	3
SPA-307	Spanish in the Community	3
SPA-310	Spanish for Social Services	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
	Sub-Total Credits	9
	Total Credits	55-61

SOC-481 or SOC-496 or SOC-498

Elective Credits 3

Course #	Title	Credits
SOC-481	Capstone	0-3
SOC-496	Research Capstone	3
SOC-498	Honors Thesis in Sociology	3
Sub-Total Credits		6-9

DS-299 or DS-499

Elective Credits 3

Course #	Title	Credits
DS-299	Introduction to Data Science Research	1-3
DS-499	Data Science Research	1-3
Sub-Total Credits		2-6

Sociology

Degree Type

Bachelor of Arts

Required Courses

Course #	Title	Credits
SOC-100	Principles of Sociology	3
SOC-374	Social Research Principles	3
SOC-480	Community Internship	0-6
SOC-489	Social Theory	3
SOC-495	Professional Development	1
	SOC-481 or SOC-496 or SOC-498	3
MAT-175	Statistics I	3
Sub-Total Credits		16-22

Sociology Electives chosen from the following:

Choose 21 credit hours from Sociology, Criminal Justice, and Anthropology courses. At least 6 of those credit hours at the 400-level must be chosen.

Sub-Total Credits	21
Total Credits	37-43

SOC-481 or SOC-496 or SOC-498

Elective Credits 3

Course #	Title	Credits
SOC-481	Capstone	0-3
SOC-496	Research Capstone	3
SOC-498	Honors Thesis in Sociology	3
Sub-Total Credits		6-9

Criminal Justice Minor

Degree Type

Minor

Required Courses

Course #	Title	Credits
CJU-100	Introduction to Criminal Justice	3
CJU-320	Social Justice and Criminal Law	3
CJU-324	Holistic Criminal Procedure	3
SOC-236	Crime and Criminality	3
Sub-Total Credits		12

Electives

Course #	Title	Credits
Criminal Justice Electives		
Total Credits		12

Criminal Justice Electives

Course #	Title	Credits
CJU-310	Policing and Society	3
CJU-320	Social Justice and Criminal Law	3
CJU-322	Practical Aspects of Policing	3
CJU-323	Practical Aspects of Criminal Courts	3
CJU-325	Practical Aspects of Corrections	3
COM-215	Introduction to Public Relations	3
GEO-203	Geographic Information System (GIS)	3
GEO-206	Weather, Climate, and Global Change	3
POL-100	American Government	3
POL-200	Law and Society	3
POL-340	State and Local Government	3
PSY-100	Introduction to Psychology	3
PSY-320	Psychopathology & Mental Health	3
PSY-450	Forensic Psychology	3
SOC-240	Introduction to Forensic Studies	3
SOC-288	Special Topics in Sociology	1-3
SOC-335	Race and Ethnic Relations	3
SOC-337	Trauma Informed Corrections	3
SOC-338	Sociology of Families	3
SOC-342	Juvenile Delinquency	3
SOC-343	Sociology of Murder	3
SOC-345	Sociology of True Crime	3
SOC-410	Women and Prison	3
SOC-421	Human Trafficking and Gender-Based Violence	3
SOC-442	The Color of Crime	3
SOC-443	Women and Crime	3
SOC-446	Drugs and Society	3
SOC-447	Victimology, Trauma and Treatment	3
SOC-449	Sociology of the Border	3
SOC-488	Special Topics in Sociology	1-3
	Sub-Total Credits	21

Criminology

Degree Type

Minor

Required Courses

Course #	Title	Credits
SOC-100	Principles of Sociology	3
SOC-236	Crime and Criminality	3
	Sub-Total Credits	6

Criminology Electives chosen from the following:

Electives may not be used to fulfill more than one requirement in the major

Choose 9 credit hours from Sociology, Criminal Justice, and Anthropology courses.

Sub-Total Credits	9

3 elective credits chosen from the following:

**CJC transfer courses as approved by department chair. Other special topics in various departments if approved by advisor and department chair.*

Course #	Title	Credits
ART-131	Digital Photography I	3
COM-260	Interpersonal Communication	3
COM-370	Nonverbal Communication	3
COM-390	Intercultural Communication	3
COM-450	Relational Communication	3
COM-475	Interpersonal Capstone	3
CS-120	Spreadsheets	1
CS-121	Spreadsheets II	1
CS-140	Databases	1
CS-156	Website Design & Management	3
CS-190	Programming Fundamentals	3
CS-230	Web Programming with Databases	3
DS-200	Introduction to Data Analysis	3
	DS-299 or DS-499	3
DS-310	Foundations of Data Science	3
DS-450	Topics in Data Science	3
FRE-385	Basic Concepts of French Translation	3
GEO-203	Geographic Information System (GIS)	3
HED-200	Responding to Emergencies	2
LEG-400	Legal Survey	3
LEG-401	Legal Research	3
POL-100	American Government	3
POL-200	Law and Society	3
POL-301	Civil Liberties	3
POL-302	Civil Rights Law	3
POL-340	State and Local Government	3
POL-401	Moot Court	3
PSY-100	Introduction to Psychology	3
PSY-210	Life Span Developmental Psychology	3
POL-320	International Political Economy	3
PSY-100	Introduction to Psychology	3
PSY-210	Life Span Developmental Psychology	3
PSY-320	Psychopathology & Mental Health	3
PSY-410	Social Psychology	3
SOC-431	Sociology of Inequalities	3
SPA-207	Spanish Beyond the Classroom	3
SPA-307	Spanish in the Community	3
SPA-310	Spanish for Social Services	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
	Sub-Total Credits	3
	Total Credits	18

DS-299 or DS-499

Elective Credits 3

Course #	Title	Credits
DS-299	Introduction to Data Science Research	1-3
DS-499	Data Science Research	1-3
	Sub-Total Credits	2-6

Forensic Studies

Degree Type

Minor

Required Courses

Course #	Title	Credits
CJU-100	Introduction to Criminal Justice	3
SOC-240	Introduction to Forensic Studies	3
	CJU-324 or PSY-450	3
	Sub-Total Credits	9

Electives chosen from lists below:

Electives for the following majors (Chemistry, Biology, Computer Science, Math and Public Health; with at least 6 credit hours in the same discipline:

Choose 9 credit hours from the following with at least 6 credit hours in the same discipline

Course #	Title	Credits
	Science Major Electives	9

Electives for all other majors (than those listed above; with at least 6 credit hours in the same discipline)

May include *[BIO-188](#) or [BIO-288](#) Special Topics courses approved by BIO and SOC department on a case by case basis.

Course #	Title	Credits
BIO-106	Your Whole Body	3
BIO-111	Organisms, Ecology, and Evolution	3
BIO-112	Molecules, Genes, and Cells	3
BIO-136	Your Whole Body Laboratory	1
BIO-141	Organisms, Ecology, and Evolution Laboratory	1
BIO-142	Molecules, Genes, and Cells Laboratory	1
BIO-205	Biology and Society	3
BIO-211	Plant Biology	3
BIO-241	Plant Biology Laboratory	1
BIO-222	Animal Biology	2
BIO-242	Animal Biology Laboratory	2
BIO-254	Evolution of Biological Systems	3
BIO-338	Human Anatomy and Physiology I	3
BIO-348	Human Anatomy and Physiology I Laboratory	1
BIO-339	Human Anatomy and Physiology II	3
BIO-349	Human Anatomy and Physiology II Laboratory	1
CHE-111	General Chemistry I	3
CHE-141	General Chemistry I Laboratory	1
CHE-112	General Chemistry II	3
CHE-142	General Chemistry II Laboratory	1
CHE-350	Quantitative Analytical Chemistry	4
CS-140	Databases	1
CS-156	Website Design & Management	3
CS-190	Programming Fundamentals	3
CS-212	Object-Oriented Programming	3
CS-230	Web Programming with Databases	3
CS-312	Information Systems Management	3
CS-326	Networking and Operating Systems	3
GEO-200	Earth Science	3
GEO-203	Geographic Information System (GIS)	3
GEO-206	Weather, Climate, and Global Change	3
GEO-240	Earth Science Laboratory	1
MAT-345	Statistics II	3
MAT-348	Nonparametric Statistics	3

PHY-211/PHY-241 General Physics I & Lab or PHY-207/PHY-247 College Physics I & Lab	4
PHY-212/PHY-242 General Physics II & Lab Or PHY-208/PHY-248 College Physics II & Lab	4
PHS-101 Introduction to Public Health	3
PHS-301 Biostatistics	3
PHS-302 Epidemiology	3
SOC-480 Community Internship	0-6
Sub-Total Credits	9
Total Credits	18

CJU-324 or PSY-450

Elective Credits 3

Course #	Title	Credits
CJU-324	Holistic Criminal Procedure	3
PSY-450	Forensic Psychology	3
Sub-Total Credits		6

Science Major Electives

Elective Credits 9

Choose 9 credit hours from the following with at least 6 in the same discipline.

[CJU-324](#) (it not taken for required class)

[PSY-450](#) (if not taken for required class)

Students may also take an Independent Study, Directed Individual Study, Community Internship or Special Topics in Sociology

Course #	Title	Credits
CJU-100	Introduction to Criminal Justice	3
CJU-310	Policing and Society	3
CJU-320	Social Justice and Criminal Law	3
CJU-322	Practical Aspects of Policing	3
CJU-323	Practical Aspects of Criminal Courts	3
CJU-324	Holistic Criminal Procedure	3
CJU-325	Practical Aspects of Corrections	3
INT-260	Cultural Anthropology	3
POL-100	American Government	3
POL-200	Law and Society	3
POL-340	State and Local Government	3
POL-401	Moot Court	3
PSY-100	Introduction to Psychology	3
PSY-320	Psychopathology & Mental Health	3
SOC-100	Principles of Sociology	3
SOC-188	Special Topics in Sociology	1-3
SOC-220	Gender and Society	3
SOC-231	Social Problems	3
SOC-235	Applied Quantitative Research	3
SOC-236	Crime and Criminality	3
SOC-240	Introduction to Forensic Studies	3
SOC-242	Deviance and Society	3
SOC-260	Cultural Anthropology	3
SOC-288	Special Topics in Sociology	1-3
SOC-299	Introduction to Research in Sociology	1-3
SOC-332	Human Sexuality	3
SOC-335	Race and Ethnic Relations	3
SOC-337	Trauma Informed Corrections	3
SOC-338	Sociology of Families	3
SOC-340	Sociology of Aging	3
SOC-342	Juvenile Delinquency	3
SOC-343	Sociology of Murder	3
SOC-344	Visual Sociology	3
SOC-345	Sociology of True Crime	3
SOC-346	Anthropology of Religion	3
SOC-348	Sociology of Zombies	3
SOC-360	Media, Self and Society	3
SOC-374	Social Research Principles	3
SOC-375	Data Analysis	3
SOC-388	Special Topics in Sociology	1-3
SOC-410	Women and Prison	3
SOC-421	Human Trafficking and Gender-Based Violence	3
SOC-422	Genders and Sexualities	3
SOC-430	Population Dynamics	3
SOC-431	Sociology of Inequalities	3
SOC-442	The Color of Crime	3
SOC-443	Women and Crime	3
SOC-444	Social Interaction	3
SOC-446	Drugs and Society	3
SOC-447	Victimology, Trauma and Treatment	3
SOC-449	Sociology of the Border	3

SOC-480	Community Internship	0-6
SOC-481	Capstone	0-3
SOC-488	Special Topics in Sociology	1-3
SOC-489	Social Theory	3
SOC-495	Professional Development	1
SOC-496	Research Capstone	3
SOC-498	Honors Thesis in Sociology	3
SOC-499	Research in Sociology	1-3
SOC-501	Foundations of Criminal Justice Administration	3
SOC-502	Criminological Theory	3
SOC-503	Data Analysis/Criminal Justice	3
SOC-504	Research Methods Criminal Justice	3
SOC-506	Writing in Criminal Justice	3
SOC-507	Gender & Criminal Justice	3
SOC-508	CJ, Substance Use & Addiction	3
SOC-511	Human Behavior & Crime	3
SOC-512	Drugs Crime & Criminal Justice System	3
SOC-513	Trauma & Criminal Behavior	3
SOC-515	Seminar in Graduate Studies	3
SOC-518	Custodial Care, Criminal Justice & the Law	3
SOC-520	Victimology	3
SOC-521	Big Data & Criminal Justice	3
SOC-522	Cybercrime	3
SOC-525	Sex Offender Behavior	3
SOC-526	Violence & Threat Assessment	3
SOC-530	White Collar Crime	3
SOC-535	Juvenile Justice & Youth Crime	3
SOC-544	Policing in Democratic Society	3
SOC-552	Incarceration & Consequences	3
SOC-555	Psychopathology in Criminal Justice	3
SOC-570	Government Project and Implementation Management	3
SOC-571	Government Project Communications Management	3
SOC-575	Special Topics in Criminal Justice	3
SOC-581	Directed Readings in Criminal Justice	3
Sub-Total Credits		18

PHY-211/PHY-241 General Physics I & Lab
or PHY-207/PHY-247 College Physics I & Lab

Elective Credits 4

Course #	Title	Credits
PHY-211	General Physics I	3
PHY-241	General Physics I Laboratory	1
PHY-207	College Physics I	3
PHY-247	College Physics I Laboratory	1
Sub-Total Credits		8

PHY-212/PHY-242 General Physics II & Lab Or PHY-208/PHY-248 College Physics II & Lab

Elective Credits 4

Course #	Title	Credits
PHY-212	General Physics II	3
PHY-242	General Physics II Laboratory	1
PHY-208	College Physics II	3
PHY-248	College Physics II Laboratory	1
Sub-Total Credits		8

Sociology

Degree Type

Minor

Required Courses

Course #	Title	Credits
SOC-100	Principles of Sociology	3
Sub-Total Credits		3

Electives

Choose 15 credit hours from Sociology, Criminal Justice, and Anthropology courses. At least 3 credit hours at the 400-level must be chosen.

Sub-Total Credits		15
Total Credits		18

Spanish

Spanish, K-12 Licensure

Degree Type
Education Licensure

The K–12 teaching licensure in Spanish is designed for those students who wish to pursue the teaching of Spanish as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach Spanish in grades K–12. See specific requirements in the Department of Education section that follows.

The [general education requirements](#) of the College which must include these specific courses in the following areas:

Social and Behavioral Sciences

Course #	Title	Credits
	PSY-210 OR PSY-310	3
PSY-312	Psychology of Exceptional Individuals	3
	SOC-335 OR EDU-345	3
Sub-Total Credits		9

Spanish Licensure Requirements (K-12)

Course #	Title	Credits
EDU-232	Schools and Social Change	3
EDU-234	Teaching and Learning	3
EDU-305	Teaching with Technology	1
EDU-434	Inclusion and the Adolescent Learner	3
EDU-436	Literacy and Learning in the Content Areas	3
WLC-764	The Teaching of a Foreign Language	4
EDU-460	Colloquium in Education	3
EDU-490	Observation and Directed Teaching	9
Sub-Total Credits		29
Total Credits		38

PSY-210 OR PSY-310

Elective Credits 3

Course #	Title	Credits
PSY-210	Life Span Developmental Psychology	3
PSY-310	Psychology of Children and Adolescents	3
Sub-Total Credits		6

SOC-335 OR EDU-345

Elective Credits 3

Course #	Title	Credits
SOC-335	Race and Ethnic Relations	3
EDU-345	Multilingual Learners in Public Schools	3
Sub-Total Credits		6

Theatre

Professor Steven Roten and Emeritus C. Rodgers;
Assistant Professor Jeff A.R. Jones

Overview of the Program in Theatre

The Program in Theatre offers a major in Theatre, a major in Theatre with a Musical Theatre Concentration and a K–12 Licensure to teach Theatre. Our varied performance opportunities include four main stage theatre productions, plus several studio productions each year. Auditions for Meredith College Theatre productions and Extra Theatre Company are open to all Meredith College students. Many of our courses fulfill general education requirements.

The Meredith College Theatre Program is a collaborative laboratory 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 Theatre Program is to:

- Support the Arts and Aesthetics component of general education;
- Offer a major in Theatre and a Concentration in Musical Theatre;
- Offer preparation for teacher licensure in Theatre K–12;
- Offer experiential learning and performance opportunities;
- Enrich the cultural and aesthetic life of the Meredith College community; and
- Encourage student involvement in 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 Theatre Program 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 the courses of study, the Theatre Program offers students unique opportunities to study

with renowned guest teachers, playwrights, actors, and directors each year. The Theatre Program typically presents a musical, a theatre for youth production, a significant classic, 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, Wendy MacLeod, and Anne Washburn.

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 region and to compete for prestigious graduate school scholarships.

Career Directions

Theatre majors are prepared for careers in education, further graduate studies, performance, design, technical theatre or directing. Recent graduates are studying for their Master of Fine Arts degrees, teaching in the public schools, and pursuing careers in professional theatre.

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 credit hours. 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 their

course of instruction in consultation with their major advisor toward a greater overview or toward a focus on performance or production.

Theatre Major with a Musical Theatre Concentration

Students will be able to envision, create and produce artistic works, specifically in the field of Musical Theatre. Our rigorous program of study will educate and train students in the areas of Acting, Dance and Music, allowing them to meet the opportunities available in the work of Musical Theatre.

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, a vocational and/or vocational theatre arts experiences.

Theatre

Degree Type

Bachelor of Arts

Theatre Core Curriculum

Course #	Title	Credits
	Theatre Core Curriculum	28-33
	Sub-Total Credits	28-33

Electives

Choose 12 elective credit hours from the following:

Course #	Title	Credits
THE-115	Portfolio Review	
THE-150	Voice and Articulation	3
THE-214	Creative Dramatics	3
THE-246	Lighting and Sound	3
THE-247	Costume Design and Construction	3
THE-299	Research in Theatre	1-3
THE-324	Acting II	3
THE-335	Scenic Design and Painting	3
THE-370	Playwriting	3
THE-434	Musical Theatre in Performance	3
THE-454	Acting for the Camera	3
THE-480	Internship: Area of Specialization	1-3
THE-498	Honors Thesis in Theatre	3
THE-499	Research in Theatre	1-3
THE-735	Methods of Teaching Theatre	3
	Sub-Total Credits	12
	Total Credits	40-45

Theatre Core Curriculum

Elective Credits 28-33

Course #	Title	Credits
	THE-101 or THE-102	1-2
	THE-103 or THE-104	1-2
	THE-105 or THE-106	1-2
THE-010	Freshman Theatre Seminar	1
THE-100	Theatre Lab	
THE-107	Stage Management	1
THE-114	Introduction to Theatre	3
THE-224	Acting I	3
THE-245	Stagecraft	3
THE-316	History of Theatre Classic-Romance	3
THE-317	History of Theatre Modern-Contemporary	3
	ENG/THE-350 or ENG-349	3
THE-390	Audition and Interview	3
THE-425	Directing	3
THE-490	Project: Area of Specialization	1-3
	Sub-Total Credits	30-35

Theatre, Concentration in Musical Theatre

Degree Type

Bachelor of Arts

Required Courses

Course #	Title	Credits
	Theatre Core Curriculum	28-33
THE-150	Voice and Articulation	3
THE-324	Acting II	3
THE-434	Musical Theatre in Performance	3
MUA-040	Beginning Class Piano	1
MUS-080	Fundamentals of Music I	2
MUS-081	Fundamentals of Music II	1
MUS-100	Elementary Theory & Composition	3
MUS-150	Elementary Ear-Training	1
	Applied Voice	4
	Dance Technique	4-8
	Total Credits	57-66

Theatre Core Curriculum

Elective Credits 28-33

Course #	Title	Credits
	THE-101 or THE-102	1-2
	THE-103 or THE-104	1-2
	THE-105 or THE-106	1-2
THE-010	Freshman Theatre Seminar	1
THE-100	Theatre Lab	
THE-107	Stage Management	1
THE-114	Introduction to Theatre	3
THE-224	Acting I	3
THE-245	Stagecraft	3
THE-316	History of Theatre Classic-Romance	3
THE-317	History of Theatre Modern-Contemporary	3
	ENG/THE-350 or ENG-349	3
THE-390	Audition and Interview	3
THE-425	Directing	3
THE-490	Project: Area of Specialization	1-3
	Sub-Total Credits	30-35

Applied Voice

Elective Credits 4

****At least 4 credit hours of Voice must be completed**

Course #	Title	Credits
MUA-054	Preparatory Voice	1-4
MUA-454	Voice	1-4
	Sub-Total Credits	4

Dance Technique

Elective Credits 4-8

Ballet, Jazz, Modern, & Tap

Course #	Title	Credits
DAN-149	Tap I	1-2
DAN-151	Ballet I	1-2
DAN-153	Modern I	1-2
DAN-154	Jazz I	1-2
DAN-249	Tap II	1-2
DAN-251	Ballet II	1-2
DAN-253	Modern II	1-2
DAN-254	Jazz II	1-2
DAN-349	Tap III	1-2
DAN-351	Ballet III	1-2
DAN-353	Modern III	1-2
DAN-354	Jazz III	1-2
DAN-449	Tap IV	1-2
DAN-451	Ballet IV	1-2
DAN-453	Modern IV	1-2
DAN-454	Jazz IV	1-2
	Sub-Total Credits	16-32

Theatre, K-12 Licensure

Degree Type

Education Licensure

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.

The [general education requirements](#) of the College which must include these specific courses in the following areas:

Social and Behavioral Sciences:

Course #	Title	Credits
	PSY-210 OR PSY-310	3
PSY-312	Psychology of Exceptional Individuals	3
	SOC-335 OR EDU-345	3
	Sub-Total Credits	9

Theatre Licensure Requirements (K-12)

Course #	Title	Credits
DAN-159	Movement Improvisation	1
	THE-101 or THE-102	1-2
	THE-103 or THE-104	1-2
	THE-105 or THE-106	1-2
THE-114	Introduction to Theatre	3
THE-150	Voice and Articulation	3
THE-214	Creative Dramatics	3
THE-224	Acting I	3
THE-245	Stagecraft	3
THE-246	Lighting and Sound	3
THE-247	Costume Design and Construction	3
THE-316	History of Theatre Classic-Romance	3
	ENG/THE-350 or ENG-349	3
THE-370	Playwriting	3
THE-425	Directing	3
THE-490	Project: Area of Specialization	1-3
	Sub-Total Credits	45-47

Professional Education, General

Course #	Title	Credits
EDU-232	Schools and Social Change	3
EDU-234	Teaching and Learning	3
EDU-305	Teaching with Technology	1
EDU-434	Inclusion and the Adolescent Learner	3
EDU-436	Literacy and Learning in the Content Areas	3
	Sub-Total Credits	13

Professional Education, Methods

- Internship - Last Semester of Teacher Education Program

Course #	Title	Credits
EDU-460	Colloquium in Education	3
EDU-490	Observation and Directed Teaching	9
THE-735	Methods of Teaching Theatre	3
	Sub-Total Credits	18
	Total Credits	85-87

PSY-210 OR PSY-310

Elective Credits 3

Course #	Title	Credits
PSY-210	Life Span Developmental Psychology	3
PSY-310	Psychology of Children and Adolescents	3
	Sub-Total Credits	6

SOC-335 OR EDU-345

Elective Credits 3

Course #	Title	Credits
SOC-335	Race and Ethnic Relations	3
EDU-345	Multilingual Learners in Public Schools	3
	Sub-Total Credits	6

THE-101 or THE-102

Elective Credits 1-2

Course #	Title	Credits
THE-101	Performance Practica	1-2
THE-102	Performance Practica	1-2
	Sub-Total Credits	2-4

THE-103 or THE-104

Elective Credits 1-2

Course #	Title	Credits
THE-103	Production Practica	1-2
THE-104	Production Practica	1-2
Sub-Total Credits		2-4

THE-105 or THE-106

Elective Credits 1-2

Course #	Title	Credits
THE-105	Front of House Practica	1-2
THE-106	Front of House Practica	1-2
Sub-Total Credits		2-4

ENG/THE-350 or ENG-349

Elective Credits 3

Course #	Title	Credits
ENG-350	Modern Drama	3
ENG-349	Shakespeare in Context	3
Sub-Total Credits		6

Theatre

Degree Type

Minor

Required Course

Course #	Title	Credits
THE-114	Introduction to Theatre	3
Sub-Total Credits		3

Approved courses in Theatre

Sub-Total Credits		15
Total Credits		18

Theatre Track - Professional Performance Certificate

Degree Type

Professional Performance Certificate

Students currently enrolled in a Bachelor of Arts program with a declared major in Dance, Music, 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 credit hour graduation requirement but may not count toward the corresponding major.

Musical Theatre Track

- Applied Voice (2-4 credits)
- 1 Semester of piano lessons or keyboard.

Course #	Title	Credits
DAN-151, DAN-251, DAN-351, DAN-451		1-2
DAN-153, DAN-253, DAN-353, or DAN-453		1-2
DAN-154, DAN-254, DAN-354, or DAN-454		1-2
DAN-149, DAN-249, DAN-349, or DAN-449		1-2
MUS-150	Elementary Ear-Training	1
MUS-151	Elementary Ear-Training	1
THE-324	Acting II	3
THE-424	Acting III Meisner Training	3
THE-496	Seminar in Musical Theatre	3
THE-580	Advanced Internship in Theatre	1-3
THE-590	Advanced Practicum in Theatre	1-3
Sub-Total Credits		17-27

Performance Track

Course #	Title	Credits
THE-150	Voice and Articulation	3
THE-214	Creative Dramatics	3
THE-324	Acting II	3
THE-424	Acting III Meisner Training	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
Sub-Total Credits		15-21

Technical/Design Track

Course #	Title	Credits
ART-101	Drawing I	3
THE-246	Lighting and Sound	3
THE-247	Costume Design and Construction	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
Sub-Total Credits		15-21
Total Credits		15-27

DAN-151, DAN-251, DAN-351, DAN-451

Elective Credits 1-2

Course #	Title	Credits
DAN-151	Ballet I	1-2
DAN-251	Ballet II	1-2
DAN-351	Ballet III	1-2
DAN-451	Ballet IV	1-2
Sub-Total Credits		4-8

DAN-153, DAN-253, DAN-353, or DAN-453

Elective Credits 1-2

Course #	Title	Credits
DAN-153	Modern I	1-2
DAN-253	Modern II	1-2
DAN-353	Modern III	1-2
DAN-453	Modern IV	1-2
Sub-Total Credits		4-8

DAN-154, DAN-254, DAN-354, or DAN-454

Elective Credits 1-2

Course #	Title	Credits
DAN-154	Jazz I	1-2
DAN-254	Jazz II	1-2
DAN-354	Jazz III	1-2
DAN-454	Jazz IV	1-2
Sub-Total Credits		4-8

DAN-149, DAN-249, DAN-349, or DAN-449

Elective Credits 1-2

Course #	Title	Credits
DAN-149	Tap I	1-2
DAN-249	Tap II	1-2
DAN-349	Tap III	1-2
DAN-449	Tap IV	1-2
Sub-Total Credits		4-8

World Languages and Cultures

Professor Machelidon, Professor of Practice DeBellis, Associate Professor Maldonado-DeOliveira.

The Department of World Languages and Cultures offers a major in Spanish, minors in French and Italian Studies, and courses in Chinese. The purpose of the Department of World Languages and Cultures is to promote excellence in the undergraduate foreign language program. In our programs and courses, the student acquires basic and advanced skills by studying language, literature, and cultures; develops cross-

cultural knowledge; enhances their understanding of their own language; and sharpens their critical thinking skills.

Student Learning Outcomes of the World Languages and Cultures Department

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;
- exhibit understanding of the targeted cultures and civilizations.

Advanced Placement and Proficiency

The [General Education](#) Foreign Language Requirement can be met in the following ways:

- Through coursework, the requirement will be fulfilled by passing the 205 (Intermediate I) level in a foreign language;
- For French and Spanish, the requirement can be fulfilled by being assigned into a level above 205 (Intermediate I) through the Meredith placement and additional proficiency tests;
- Successful completion of [ITA-101](#), [ITA-102](#), and a 1 credit hour Italian Conversation course completed during a semester in the fall or spring semesters in the Meredith Abroad in Italy program;
- 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;
- The foreign language requirement may be waived for students whose native language is not English after appropriate documentation is provided. Please see department chair for more information.

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 levels or more of French or Spanish, 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 a specific course or, in the case of more advanced students, have you participate in additional testing before making a final determination regarding your placement level.

The department encourages you to pursue your study of a foreign language beyond the requirement. Those who place at the 300 level will receive 6 hours of credit for courses “skipped” at the intermediate level (FRE-205/FRE-206 or SPA-206/SPA-207) once they have completed two 3 credit hour language courses at the 300 level with a grade of C or better. You will then have earned a total of 12 credit hours in the language of study putting you well on your way to earning a major or minor.

Students who wish advanced study in a language other than Spanish or French should consult with the department chair and arrange for this through [special studies options](#). Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. 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 consider working as assistants in the department 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

In addition, upon completion of the Spanish major, students will be able to:

- Communicate effectively in writing and in speaking in a range of formal and informal situations
- Demonstrate intercultural competence through engagement with Hispanic/Latino communities
- Apply specialized terminology and critical approaches in a variety of contexts
- Locate, evaluate, incorporate and document research sources in support of oral and written assignments

Spanish, Concentration in Cultural Literacy

Degree Type

Bachelor of Arts

Required Core

Course #	Title	Credits
	Spanish Core Curriculum	21-24
	Sub-Total Credits	21-24

2 credit hours from the following:

Course #	Title	Credits
SPA-300	Life and Study Abroad	1-3
SPA-302	Topics in Language and Culture	1-3
	Sub-Total Credits	2

6 credit hours from the following:

Course #	Title	Credits
SPA-331	Spanish and Latin American Film	3
SPA-332	From Page to Stage: Experiencing Literature Beyond the Text	3
SPA-335	Special Topics in Literature and Culture	3
SPA-336	Traveling Home: Literature by/ for US Latinas	3
SPA-337	Exploring/Constructing Latin America through Literature, Music, and Dance	3
	Sub-Total Credits	6

6 elective credit hours at the 300 or 400 level

Sub-Total Credits	6
Total Credits	35-38

Spanish Core Curriculum

Elective Credits 21-24

Course #	Title	Credits
SPA-205	Intermediate Spanish I	3
SPA-206	¡Qué rico! Language, Cultures, and Food	3
SPA-207	Spanish Beyond the Classroom	3
	SPA-303 or SPA-304	3
	SPA-305 or SPA-321	3
SPA-306	Written Communication in Spanish	3
SPA-307	Spanish in the Community	3
SPA-308	Discovering Literature in Spanish	3
	Sub-Total Credits	24

Spanish, Concentration in Professional Spanish

Degree Type

Bachelor of Arts

Required Core

Course #	Title	Credits
	Spanish Core Curriculum	21-24
	Sub-Total Credits	21-24

2 credit hours from the following:

Course #	Title	Credits
SPA-475	Community Internship: Field Hours	0
SPA-476	Community Internship: Critical Reflection	1-3
Sub-Total Credits		2

6 credit hours from the following:

Course #	Title	Credits
SPA-310	Spanish for Social Services	3
SPA-311	Spanish for Business	3
SPA-385	Basic Concepts of Spanish Translation	3
SPA-386	Advanced Spanish Translation Practice	3
SPA-387	Basic Concepts of Interpreting	3
Sub-Total Credits		6

6 elective credit hours at the 300 or 400 levels

Sub-Total Credits	6
Total Credits	35-38

Spanish Core Curriculum

Elective Credits 21-24

Course #	Title	Credits
SPA-205	Intermediate Spanish I	3
SPA-206	¡Qué rico! Language, Cultures, and Food	3
SPA-207	Spanish Beyond the Classroom	3
	SPA-303 or SPA-304	3
	SPA-305 or SPA-321	3
SPA-306	Written Communication in Spanish	3
SPA-307	Spanish in the Community	3
SPA-308	Discovering Literature in Spanish	3
Sub-Total Credits		24

French

Degree Type
Minor

The French minor requires 18 credit hours, taken in 200-, 300- or 400-level French 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. At least 50% of the French minor credit hours must be completed at the 300 level or higher.

Required Course

*Students who place at the [FRE-206](#) or higher level must complete an additional 200 or 300 level course in place of [FRE-205](#) in order to meet the 18 credit hour minimum for minors at Meredith College.

Course #	Title	Credits
FRE-205	Intermediate French I	3
Sub-Total Credits		3

Complete one or two of the following:

Course #	Title	Credits
FRE-206	Introduction to Francophone Cultures	3
FRE-207	Intermediate Conversation in French	3
FRE-208	French Cuisine, Culture, and Hospitality	3
Sub-Total Credits		3-6

Electives chosen from 300 and 400-level courses:

Course #	Title	Credits
FRE-302	Topics in Language and Culture	1-3
FRE-304	French Civilization	3
FRE-305	French Theatre and Phonetics Practicum	3
FRE-306	Advanced French Communication and the Media	3
FRE-307	Advanced Conversation	3
FRE-308	Literatures in French	3
FRE-309	French Women Writers	3
FRE-335	Paris in Literature and the Visual Arts	3
FRE-385	Basic Concepts of French Translation	3
FRE-386	Advanced Translation Practice	3
Sub-Total Credits		9-12
Total Credits		18

Italian Studies

Degree Type
Minor

Required Courses

Course #	Title	Credits
ITA-205	Intermediate Italian I	3
ITA-206	Intermediate Italian II	3
Sub-Total Credits		6

Electives chosen from the following:

Course #	Title	Credits
ART-221	Survey Western Art: Ancient-Early Renaissance	3
ART-222	Survey Western Art: High Renaissance-Modern	3
ART-323	Topics in Art History	3
HIS-387	Age of Renaissance/Reformation	3
IDS-202	Italy Today	3
IDS-300	Arts, Artifacts & Culture-Europe	3
MUS-455	Opera Workshop	1-2
RES-387	Age of Renaissance/Reformation	3
THE-316	History of Theatre Classic-Romance	3
WLC-285	Italian Cuisine and Culture	3
	Sub-Total Credits	12
	Total Credits	18

Spanish Degree Type Minor

Required Courses

*Students who place at the [SPA-206](#) or higher level must complete an additional 300-level course in place of [SPA-205](#) in order to meet the 18 credit hour minimum for minors at Meredith College.

Course #	Title	Credits
SPA-205	Intermediate Spanish I	3
SPA-206	¡Qué rico! Language, Cultures, and Food	3
SPA-207	Spanish Beyond the Classroom	3
SPA-306	Written Communication in Spanish	3
	Sub-Total Credits	9-12

Additional credit hours at the 300 level or above

Course #	Title	Credits
SPA-300	Life and Study Abroad	1-3
SPA-302	Topics in Language and Culture	1-3
SPA-303	Identities of Spain	3
SPA-304	Identities of Latin America	3
SPA-305	Spanish Phonetics & Phonology	3
SPA-307	Spanish in the Community	3
SPA-308	Discovering Literature in Spanish	3
SPA-310	Spanish for Social Services	3
SPA-311	Spanish for Business	3
SPA-321	Language and Society	3
SPA-331	Spanish and Latin American Film	3
SPA-332	From Page to Stage: Experiencing Literature Beyond the Text	3
SPA-335	Special Topics in Literature and Culture	3
SPA-336	Traveling Home: Literature by/for US Latinas	3
SPA-337	Exploring/Constructing Latin America through Literature, Music, and Dance	3
SPA-385	Basic Concepts of Spanish Translation	3
SPA-386	Advanced Spanish Translation Practice	3
SPA-387	Basic Concepts of Interpreting	3
SPA-498	Honors Thesis in Spanish	3
SPA-499	Junior & Senior Research in Spanish	1-3
	Sub-Total Credits	6-9
	Total Credits	18

Courses

Accounting

ACC-188 : Special Topics in Accounting

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ACC-220 : Financial Accounting

A study of basic accounting principles, accounting cycle, and preparation, interpretation, and analysis of financial statements.

Credits 3

Instructional Method

LEC

EXAM

Notes

Not recommended for first semester Freshmen.

Semester Offered

Fall

Spring

ACC-221 : Managerial Accounting

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ACC-220](#)

Semester Offered

Fall

Spring

ACC-288 : Special Topics in Accounting

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ACC-325 : Accounting Information Systems and Analytics

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ACC-220](#) and [ACC-221](#)

Semester Offered

Spring

ACC-330 : Intermediate Accounting I

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ACC-221](#), with a minimum grade of C, or with instructor's permission

Semester Offered

Fall

ACC-331 : Intermediate Accounting II

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ACC-330](#) with a minimum grade C.

Semester Offered

Spring

ACC-333 : Cost Accounting

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ACC-221](#)

Semester Offered

Fall

ACC-336 : Federal Taxation of Individuals

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ACC-220](#)

Semester Offered

Fall

ACC-337 : Federal Taxation of Corporations and Partnerships

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ACC-336](#)

Semester Offered

Spring

ACC-388 : Special Topics in Accounting

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ACC-436 : Selected Topics in Accounting

A variety of subjects related to current issues and professional accounting standards.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ACC-220](#)

Notes

May repeat different topics for credit.

ACC-438 : Auditing Analytics

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ACC-331](#) with a minimum grade of C

Semester Offered

Fall

ACC-488 : Special Topics in Accounting

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ACC-498 : Honors Thesis in Accounting

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

Senior standing in the Honors and/or Teaching Fellows Programs only.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

ACC-499 : Research in Accounting

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. May be repeated for credit for a maximum of six credit hours.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

Junior or Senior standing only

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Arabic

ARB-101 : Elementary Arabic I

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].

Credits 3

Instructional Method

LEC

Notes

Any student with prior experience in Arabic should contact the instructor for an informal placement test.

ARB-102 : Elementary Arabic II

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 websites.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ARB-101](#) or equivalent

Notes

Any student with prior experience in Arabic should contact the instructor for an informal placement test.

Art and Design

Professors: Johnstone and Lovelace; Associate Professors: Fischer, Howard and Johnson; Assistant Professors: Bissinger, Jones and Stanley

The Meredith College Art and Design Department mission is to foster individual growth by providing an intellectually challenging environment that engages students in critical thinking through the creative process for visual problem solving.

The department offers majors in Art Education, Graphic Design, Pre-Art Therapy, and Studio Art based on a core curriculum of shared studio art and art history experiences. In addition, it offers minors in art history, arts administration, graphic design, photography, and studio art as well as preparation for teacher licensure in K-12 visual art. 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, and participation in exhibitions and visual arts organizations. Advising within the department guides career choices based on individual strengths and interests.

Goals of the Art and Design Department

- Provide a solid foundation in both traditional and contemporary media informed by historical context and diverse cultures;
- Supply 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.

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

- Ethical behavior and personal responsibility for choices;
- Intellectual inquisitiveness that promotes life-long learning;
- Courage to take creative risks and the persistence to succeed;
- Openness to diverse perspectives and worldviews;
- Independence and a willingness to collaborate;
- Disciplined time management skills and a strong work ethic.

Student Learning Outcomes of the Art and Design Department

By graduation, all art students will have acquired the following learning outcomes:

1. Students demonstrate an increasing depth of conceptual and technical skills and knowledge of art history.
2. Students acquire and demonstrate skills of professionals in the art world, including:
 - a. Participating in professional visual art association(s)
 - b. Interacting with professional artists in a variety of settings
 - c. Developing critical thinking skills while engaged in the creative process
 - d. Taking creative risks to solve visual problems

- e. Ethical behavior and personal responsibility for choices made
3. Demonstrate the appropriate level of competency in techniques and concepts, and individualized expression, in the major area of specialization through public exhibition, if applicable.
4. Demonstrate self-reflection and assessment of strengths and weaknesses
5. Students in specific art majors will demonstrate additional competencies for their major as listed below:

An Art Education Major will be able to:

1. Plan and deliver art education lesson plans
2. Create a set of digital artifacts for teaching purposes.

A Graphic Design Major will be able to:

1. Demonstrate proficiency in conceptual and technical skills, and relevant technologies applicable to graphic design
2. Effectively communicate ideas and concepts in a visual form

A Pre-Art Therapy Major will be able to:

1. Demonstrate competency of media specific processes and techniques
2. Demonstrate an understanding of psychological principle relating to Art Therapy

A Studio Art Major will be able to:

1. Demonstrate competency of media specific processes and techniques
2. Communicate concepts evidenced through artist statements, knowledge of art history, and self-assessment

The student who studies art at Meredith learns to engage intellectually and creatively to gain critical thinking and problem-solving skills that will prepare them for a variety of professional careers. The student is strongly encouraged to begin the art program the first semester of their freshman year. To receive transfer credit, students must get approval from the department chair. Any course taken more than five years ago must be repeated, unless proficiency is proven through current portfolio work. Portfolio reviews are scheduled by the department chair. All art majors complete a core curriculum of 27 credit hours. Internships are encouraged in all majors. Through independent research courses, arranged with individual faculty members, a student may add even greater depth to their program in a particular area of interest. The Art Department accepts AP credit in both art history and studio art with a score of three or above. AP credit is awarded as a general studio credit and does not substitute for a core art course.

ART-101 : Drawing I

A study of basic drawing techniques and fundamental concepts and relationships within the pictorial composition.

Credits 3

Instructional Method

STU

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ART-110 : 2D Design Concepts, Color and Composition

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.

Credits 3

Instructional Method

LEC

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ART-111 : 3D Design Concepts and Structure

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.

Credits 3

Instructional Method

LEC

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ART-131 : Digital Photography I

Introduces the use of the digital SLR camera, lighting, and composition; digital techniques for image processing, making digital prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have a digital SLR camera with at least 10-megapixel resolution, histogram display, RAW file format and manual capability (adjustable shutter speeds and lens openings).

Credits 3

Instructional Method

LEC

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ART-142 : History of Architectural Interiors & Furnishings

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.

Credits 3

Instructional Method

LEC

Notes

Also offered as [ID-142](#).

Semester Offered

Fall

ART-144 : Interior Design I

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.

Credits 3

Instructional Method

LEC

STU

Semester Offered

Fall

Spring

ART-160 : Ceramics I

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.

Credits 3

Instructional Method

STU

Notes

May be repeated for credit.

Studio fee assessed.

Semester Offered

Fall

Spring

ART-180 : Computer Literacy for Design

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.

Credits 3

Instructional Method

LEC

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ART-188 : Special Topics in Art

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ART-201 : Drawing II

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media.

Credits 3

Instructional Method

STU

Required Prerequisites

[ART-101](#)

Notes

May be repeated once for credit to explore additional media, techniques and processes with permission of instructor.

Studio fee assessed.

Semester Offered

Fall

ART-210 : Painting I

An introduction to basic oil painting techniques.

Credits 3

Instructional Method

STU

Required Prerequisites

[ART-101](#) and [ART-110](#)

Notes

May be repeated for credit.

Studio fee assessed.

Semester Offered

Fall

Spring

ART-221 : Survey Western Art: Ancient-Early Renaissance

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

ART-222 : Survey Western Art: High Renaissance-Modern

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

ART-230 : Digital Photography II

An extension of the concepts and techniques encountered in [ART-131](#), with an emphasis on the pursuit of photography as a fine art form. Student must have a digital SLR camera with at least 10-megapixel resolution, histogram display, RAW file format and manual capability (adjustable shutter speeds and lens openings).

Credits 3

Instructional Method

STU

Required Prerequisites

[ART-131](#)

Notes

Studio fee assessed.

Semester Offered

Spring

ART-242 : Graphic Design and Typography

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-110](#) and [ART-180](#)

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ART-248 : Illustration

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker.

Credits 3

Instructional Method

STU

Required Prerequisites

[ART-110](#) or [ID-243](#)

Notes

Studio fee assessed.

ART-251 : Printmaking I

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-101](#) and [ART-110](#)

Notes

Studio fee assessed.

Semester Offered

Spring

Summer

ART-280 : Topics in Art and Architecture

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 or visual literacy as well as oral and written communication.

Credits 3

Instructional Method

LEC

Notes

May be repeated for credit.

ART-288 : Special Topics in Art

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ART-290 : Introduction to Art Therapy

This course is an introduction to art therapy and will focus on the elements of art therapy, including populations, assessments, media and modalities. Students will document their own process of creating art through assessments. They will explore graduate programs and requirements for future education and degrees.

Credits 3

Instructional Method

LEC

Semester Offered

Spring, Even-Numbered Years Only

ART-299 : Introduction to Research in Art

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[ART-101](#), [ART-110](#), and [ART-221](#) or [ART-222](#)

Notes

Fee assessed.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

ART-301 : Experimental Drawing

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. The course will also explore the expressive potential of the human form.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-101](#)

Semester Offered

Spring

ART-310 : Painting II

An extension of the concepts and techniques encountered in [ART-210](#) with an emphasis on furthering skill and individual expression.

Credits 3

Instructional Method

STU

Required Prerequisites

[ART-101](#), [ART-110](#), and [ART-210](#)

Notes

May be repeated for credit.

Studio fee assessed.

Semester Offered

Fall

Spring

ART-315 : History of Costume

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.

Credits 3

Instructional Method

LEC

Notes

Also offered as [FMD-315](#).

Semester Offered

Fall

ART-323 : Topics in Art History

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-221](#) or [ART-222](#)

May be taken without prerequisite courses with instructor's consent.

Notes

May be repeated for credit.

Semester Offered

Spring

ART-324 : Topics in Modern Art History

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-221](#) or [ART-222](#)

May be taken without prerequisite course with instructor's consent.

Notes

Topics are on rotation and may be repeated for credit.

Semester Offered

Fall

ART-330 : Topics in Photography

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.

Credits 3

Instructional Method

STU

Required Prerequisites

[ART-131](#)

Notes

[ART-230](#) is not required to take this course.

May be repeated for credit.

Studio fee assessed.

Semester Offered

Fall

ART-332 : Photography and Social Change

Students learn how to photograph for the web while volunteering at a local county animal shelter. In this course, students gain skills with digital cameras, Adobe Photoshop, web color management, and blogging, all while analyzing the effects of animal overpopulation within our communities.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

ART-344 : Advanced Graphic Design

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-110](#), [ART-242](#), and [ART-180](#)

Notes

May be repeated for credit.

Studio fee assessed.

Semester Offered

Spring

ART-345 : Advanced Typography

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.

Credits 3

Instructional Method

STU

Required Prerequisites

[ART-242](#)

Notes

Studio fee assessed.

Semester Offered

Fall

ART-351 : Printmaking II

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.

Credits 3

Instructional Method

STU

Required Prerequisites

[ART-101](#), [ART-110](#), and [ART-251](#)

Notes

May be repeated for credit with permission from the instructor.

Studio fee assessed.

Semester Offered

Spring

Summer

ART-360 : Interactive Design

This course explores the technical and conceptual 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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-180](#)

Notes

Studio fee assessed.

Semester Offered

Fall

ART-362 : Ceramics II

An extension of the techniques and concepts encountered in [ART-111](#) and [ART-160](#). Emphasis will be placed on gaining depth of experience and a personal approach.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-111](#) and [ART-160](#)

Notes

May be repeated for credit.

Studio fee assessed.

Semester Offered

Spring

ART-365 : Sculpture

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.

Credits 3

Instructional Method

STU

Required Prerequisites

[ART-101](#), [ART-110](#), and [ART-111](#) or [ART-160](#)

Notes

Studio fee assessed.

Semester Offered

Fall

ART-370 : Topics in Fibers

An introduction to fiber and textile arts taught through rotating topics that focus on different techniques, materials, and conceptual approaches. Through production of one-of-a-kind textile pieces, students explore fabric processes in surface design, construction, and dyeing. Techniques may include, but are not limited to, embroidery, screen printing, digital printing, felting, weaving and tie-dye using natural and chemical dye processes. The course also includes the study of contemporary and historical textiles from around the world.

Credits 3

Instructional Method

STU

Required Prerequisites

[ART-110](#)

Notes

Studio fee assessed

May be repeated for credit

Semester Offered

Fall

ART-382 : Art Ethics Seminar

All junior level art majors must complete this course prior to taking [ART-497](#) Senior Exhibition. Students and departmental faculty will formally review the student's selected body of work. Students will assess and reflect upon strengths in their work and identify areas for additional studies in upper-level studio courses and/or research in preparation for their senior year. Substantial emphasis is placed on using these reflections to create an artist statement and artwork that is exhibition ready. This seminar course includes an introduction to professional organizations, professional development, and research on historical and contemporary ethical topics relating to art such as: professional careers and ethical codes, aesthetic theory and artistic practices, the creative process, and post graduate studies.

Credits 3**Instructional Method**

LEC

Required Prerequisites

Junior Standing

Art Major

Semester Offered

Fall

ART-388 : Special Topics in Art

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ART-400 : Circus Design Studio at Meredith

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.

Credits 3**Instructional Method**

LEC

Required Prerequisites[ART-242](#), [ART-344](#) and [ART-345](#)

Graphic Design major

Senior Standing, or permission of instructor.

Notes

May be repeated for credit.

Studio fee assessed.

Semester Offered

Fall Or Spring

ART-401 : Figure Drawing II

This course is an extension of the concepts and techniques encountered in [ART-301](#) with an emphasis on furthering skills and individual expression. Advanced exploration may include working with a variety of processes and media, including painting, clay modeling, and mixed media. Students will create a series of works focusing on developing a personalized concept regarding the contemporary use of the figure. Critical research and writing required.

Credits 3**Instructional Method**

LEC

Required Prerequisites[ART-101](#) and [ART-301](#)**Notes**

Studio fee assessed.

Semester Offered

Spring

ART-405 : Colton Review

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.

Credits 3**Instructional Method**

LEC

Required Prerequisites[ART-180](#), [ART-242](#), and [ART-444](#), or permission of instructor.**Notes**

May be repeated for credit.

ART-444 : Special Topics in Graphic Design

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-110](#), [ART-180](#), and [ART-242](#)

Notes

May be repeated for credit.

Studio fee assessed.

Semester Offered

Fall

ART-460 : Advanced Interactive Design

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-360](#)

Graphic Design majors, or with permission of instructor.

Notes

Studio fee assessed.

Semester Offered

Spring

ART-480 : Digital Photography III

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 10-megapixel resolution, histogram display, RAW file format and manual capability [adjustable shutter speeds and lens openings] is required for this course.

Credits 3

Instructional Method

STU

Required Prerequisites

[ART-131](#) and [ART-230](#)

Notes

Studio fee assessed.

Semester Offered

Spring

ART-482 : Professional Practices and Portfolio Development in Studio Art

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-382](#)

Senior Standing

Notes

Studio fee assessed.

Semester Offered

Fall

ART-488 : Special Topics in Art

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ART-490 : Senior Project in Graphic Design

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Graphic Design major

Senior Standing

Notes

Studio fee assessed.

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.

Honors Graphic Design majors should register for

[ART-498](#).

Semester Offered

Spring

ART-491 : Professional Practices and Portfolio Development in Graphic Design

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Graphic Design major

Senior Standing

Notes

Studio fee assessed.

All Graphic Design majors should register for this course during the fall of their senior year. Students graduating in the spring should take the course in the semester before they graduate. Students who complete their degree in the fall should take the course in the semester that they graduate.

Semester Offered

Fall

ART-494 : Senior Project: Art History Thesis

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 their conclusions in a public forum.

Credits 3

Instructional Method

LEC

Required Prerequisites

Junior and Senior Standing

Art History minors, Medieval & Renaissance Studies minors, or others with permission.

Semester Offered

Fall

Spring

ART-497 : Senior Exhibition

Senior exhibition is a culminating practicum experience that combines the exploration of professional practices in gallery and museum exhibition design and gallery management, as well as learning how to curate a body of work to be installed in a gallery. This course is required for Art Education and Studio Art majors. Art programming appropriate for art education, gallery and/or museum education will be researched and applied in their senior exhibition. Self-promotion strategies and materials will be developed for an artist's gallery talk for the exhibition.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-382](#) and Senior status, and [ART-482](#) if Studio Art major.

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ART-498 : Honors Thesis 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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

[ART-101](#), [ART-110](#) (for studio-based projects only), [ART-221](#), and [ART-222](#).

Senior Standing or qualified Junior Standing in the Honors and/or Teaching Fellows programs majoring in Art.

Notes

Fee assessed.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

ART-499 : Junior & Senior Research 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 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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[ART-101](#), [ART-110](#) (for studio-based projects only), and either [ART-221](#) or [ART-222](#).

Junior or Senior standing and declared Art majors and minors, or others with permission.

Notes

May be repeated for credit for a total of six credit hours.

Fee assessed.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

ART-735 : Teaching and Methods: Art PreK-5

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-221](#) or [ART-222](#), or permission of instructor

12 credit hours of studio art must be completed prior to registering for this class.

Notes

Offered in rotation with [ART-736](#).

Studio fee assessed.

Semester Offered

Spring

ART-736 : Teaching and Methods: Art in Grades 6-12

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-221](#) or [ART-222](#), or permission of instructor

12 credit hours of studio art must be completed before registering for this course.

Notes

Offered in rotation with [ART-735](#).

Studio fee assessed.

Semester Offered

Fall

ART-920 : Directed Individual Study

Credits 1

-4

Notes

Completed and signed [Special Studies Form](#) and syllabus must be submitted to the Office of the Registrar.

ART-930 : Community Internship

Credits 1

-4

Notes

Completed and signed [Special Studies Form](#) and syllabus must be submitted to the Office of the Registrar.

Biology

Professors Aghoram, Andrus, Reid, Perez-Heydrich and Wolfinger; Associate Professors Pickering and Serr; Assistant Professors Butz, Gardner, and Kenderdine; Emerita Cuffney, Mecham and Swab; Laboratory Manager Powell.

The Department of Biological Sciences meets the needs of Meredith's students by providing courses that 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 for Bachelor of Arts and Bachelor of Science Biological Sciences:

Upon completion of their Bachelor of Arts or Bachelor of Science in Biology all graduates will be able to:

- Demonstrate a strong foundation in biological concepts
- Critically evaluate scientific information found in primary and secondary literature
- Communicate biological concepts in various forms
- Demonstrate ability to collaboratively perform laboratory and/or field techniques
- Identify career pathways in life sciences and exhibit the professional behaviors necessary for success
- Analyze and interpret data

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 **Bachelor of Arts 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.

Bachelor of Science 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.)

Bachelor of Arts Environmental Sustainability:

The **Bachelor of Arts in Environmental Sustainability** major prepares students for careers in environmental, social and economic sustainability, and a lifelong commitment to serving as a responsible global citizen. Students integrate and apply interdisciplinary knowledge and skills to current environmental issues in and outside the classroom.

Student Learning Outcomes of the Environmental Sustainability major

Upon completion of a Bachelor of Arts 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

Licensure

Middle grades (6–9) licensure in science is available to students in any major who complete these minimum requirements: [BIO-112](#), [BIO-142](#), [CHE-111](#), [CHE-141](#), [PHY-100](#), [PHY-202](#), [GEO-200](#), [GEO-240](#), [SCI-764](#) and electives from the sciences for a total of 24 credit hours. Biology licensure (9–12) 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](#).

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.

Advanced Placement Biology Credit

Students who present an AP Biology score of 3 or above receive credit for [BIO-111/BIO-141](#) or [BIO-112/BIO-142](#), with consultation from academic advisor.

BIO-106 : Your Whole Body

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Three hours per week.

Credits 3

Instructional Method

LEC

Required Corequisites

[BIO-136](#)

If the student drops either component, they must drop both components.

Notes

Not recommended for Biology majors.

Semester Offered

Fall

Spring

BIO-111 : Organisms, Ecology, and Evolution

This course will introduce you to ecology, evolution, and biodiversity within the context of structure and function including the adaptive strategies plants and animals use to manage the everyday challenges of life. Most importantly, you will build a foundation for understanding how science works and how to think and communicate scientifically. Your participation in this course will give you a solid background of basic biology concepts that you will use as you progress in the sciences. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.

Credits 3

Required Corequisites

[BIO-141](#)

If the student drops either component, they must drop both components.

Notes

Open to majors and non-majors.

Semester Offered

Fall

Spring

BIO-112 : Molecules, Genes, and Cells

An introduction to the molecular and cellular processes common to life with an emphasis on control of energy and information flow. Central themes include basic biological chemistry metabolism, cellular physiology, macromolecular function, and the genetic basis of cellular function. Topics covered include the chemical basis of living systems, energy transformations of living systems, enzymes and metabolic functions, cell structure and function, and the flow of biological information within a cell and between cells.

Credits 3

Instructional Method

LEC

Required Corequisites

[BIO-142](#)

If the student drops either component, they must drop both components.

Notes

Open to majors and non-majors.

Semester Offered

Fall

Spring

Summer

BIO-136 : Your Whole Body Laboratory

Students examine the structures of the human body by use of models, charts, and case studies. Also, experiments are used to demonstrate functional aspects of the major organ systems. Two laboratory hours per week.

Credits 1

Instructional Method

LAB

Required Corequisites

[BIO-106](#)

If the student drops either component, they must drop both components.

Semester Offered

Fall

Spring

BIO-141 : Organisms, Ecology, and Evolution Laboratory

An introductory laboratory course with projects designed for students to implement the scientific process from hypothesis formulation to quantitative data analysis and communication. Laboratory projects will be based on topics related to organismal physiology and behavior, evolutionary concepts, and ecological principles. Meets two hours per week.

Credits 1

Required Corequisites

[BIO-111](#)

If the student drops either component, they must drop both components.

Notes

Open to majors and non-majors.

Lab fee assessed.

Semester Offered

Fall

Spring

BIO-142 : Molecules, Genes, and Cells Laboratory

An introductory laboratory course with projects designed for students to implement the scientific process from hypothesis formulation to quantitative data analysis and communication. Laboratory projects will be based on topics related to cellular structure, respiration, photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Meets two hours per week.

Credits 1

Instructional Method

LAB

Required Corequisites

[BIO-112](#)

If the student drops either component, they must drop both components.

Notes

Open to majors and non-majors.

Lab fee assessed.

Semester Offered

Fall

Spring

Summer

BIO-188 : Special Topics in Biology

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

BIO-200 : Medical Terminology

An introduction to terminology used in the health professions. This is an on-line, self-paced course covering root words, suffixes, and prefixes commonly used in healthcare professional settings. Students will be guided through development of a medical vocabulary and use of this knowledge to analyze primary literature in the medical field and presentation medical information.

Credits 3

Instructional Method

LEC

Semester Offered

Summer

BIO-201 : Pathways to Careers in Life and Physical Sciences

This course will provide exposure to professions related to the life sciences, physical sciences and environmental sustainability. Using student identified Strengths from StrengthsQuest, students will develop the professional skill sets to start a career path in various science and sustainability fields. Employment opportunities at all levels (technician, field specialist, human resources, sales, marketing, education, writing, advocacy, management, coordinator, etc.) in nonprofit, government, academic, and private sector industries will be discussed.

Credits 1

Instructional Method

LEC

Required Prerequisites

Junior or Senior standing

Notes

Also offered as [CHE-201](#).

Semester Offered

Fall

BIO-202 : Pathways to Careers in Healthcare

This course introduces students to concepts on inter-professional education as it is being practiced in the field of healthcare. Students will be guided through reflection on ethical and practical issues of a career in the healthcare field. Students will review requirements and application processes for a variety of careers including medical, dental, physician assistant, veterinary, as well as the many allied health programs. Additional topics covered include study of the variety of healthcare professions, avenues of application, professionalism, personal statements, and developing an academic plan. This is a seminar course with speaker and discussion format.

Credits 1

Instructional Method

LEC

Semester Offered

Fall

BIO-204 : Women in Science

A course that delves into the role of women in science throughout history. Students will examine 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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Any Laboratory science: [BIO-111/BIO-141](#), [BIO-112/BIO-142](#), [BIO-106/BIO-136](#), [CHE-111/CHE-141](#), [GEO-200/GEO-240](#), or [PHY-211/PHY-241](#)

Semester Offered

Fall

BIO-205 : Biology and Society

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 abt each topic.

Credits 3

Instructional Method

LEC

Required Prerequisites

Any lab science course: [CHE-111/CHE-141](#); [GEO-200/GEO-240](#); [PHY-211/PHY-241](#); [BIO-111/BIO-141](#); [BIO-112/BIO-142](#); or [BIO-111/BIO-141](#) and [BIO-112/BIO-142](#)

Semester Offered

Fall

Spring

Summer

BIO-211 : Plant Biology

This course emphasizes the evolution, morphology, physiology, systematics, and ecology of land plants as well as fungi and algae.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-111/BIO-141](#) and [BIO-112/BIO-142](#)

Required Corequisites

[BIO-241](#)

If the student drops either component, they must drop both components.

Semester Offered

Spring

BIO-215 : Tropical Ecosystems

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 observations, analysis, and critical thinking, and applying them to field research.

Credits 3

-4

Instructional Method

LEC

LAB

Required Prerequisites

[BIO-111/BIO-141](#) and [BIO-112/BIO-142](#)

Lab Science upon permission by instructor.

Notes

Study abroad course.

Semester Offered

Summer

BIO-222 : Animal Biology

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. Three lecture hours per week.

Credits 2

Instructional Method

LEC

Required Prerequisites

[BIO-111/BIO-141](#) and [BIO-112/BIO-142](#)

Required Corequisites

[BIO-242](#)

If the student drops either component, they must drop both components.

Semester Offered

Fall

BIO-224 : Microbiology for Healthcare

Credits 3

Instructional Method

LEC

Required Prerequisite Courses

BIO-112

BIO-142

Required Corequisite Courses

NUR-200

Semester Offered

Spring

BIO-225 : Environmental Science

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Any lab science course.

Required Corequisites

[BIO-265](#)

If the student drops either component, they must drop both components.

Semester Offered

Fall

BIO-241 : Plant Biology Laboratory

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.

Credits 1

Instructional Method

LAB

Required Prerequisites

[BIO-111/BIO-141](#) and [BIO-112/BIO-142](#)

Required Corequisites

[BIO-211](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Spring

BIO-242 : Animal Biology Laboratory

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.

Credits 2

Instructional Method

LAB

Required Prerequisites

[BIO-111/BIO-141](#) and [BIO-112/BIO-142](#)

Required Corequisites

[BIO-222](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Fall

BIO-244 : Microbiology for Healthcare Laboratory

An introduction laboratory techniques in microbiology for students interested in pursuing nursing. Topics will focus aseptic technique, identification of bacteria, and safe handling of biological materials.

Credits 1

Required Prerequisite Courses

BIO-112

BIO-142

Required Corequisite Courses

NUR-200

Semester Offered

Spring

BIO-251 : Cell Biology

The focus of Cell Biology is the study of the structure and function of the cell, the simplest unit of life. Cell biology forms the base upon which all modern biology and medicine is built. Both prokaryotic and eukaryotic cells will be covered but the course will emphasize the study of eukaryotic cell structure and function, including cell chemistry, bioenergetics, enzymes, membrane transport, cellular communication, flow of genetic information, gene expression regulation, cell division, cell cycle regulation and immune response. Clinical relevance of the concepts covered in the course will be emphasized, and defects in cellular processes will be related to various human diseases, including cancer. Modern experimental techniques used in understanding cellular biology will also be discussed in this course. Three lecture hours per week.

Credits 3

Instructional Method

LEC

Required Prerequisites

3 Lab courses above the 110-level in BIO or CHE

Semester Offered

Fall

Spring

Summer

BIO-254 : Evolution of Biological Systems

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-111/BIO-141](#) and [BIO-112/BIO-142](#)

Semester Offered

Spring, Odd-Numbered Years Only

BIO-256 : Techniques in Microscopy

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.

Credits 1

Instructional Method

PRA

Required Prerequisites

[BIO-111/BIO-141](#) and [BIO-112/BIO-142](#)

Notes

Course fee assessed.

BIO-258 : Techniques in Tissue Culture

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.

Credits 1

Instructional Method

PRA

Required Prerequisites

[BIO-111/BIO-141](#) and [BIO-112/BIO-142](#)

Notes

Course fee assessed.

Semester Offered

Spring

BIO-260 : Introduction to Pharmacology

A course presenting many of the central principles of pharmacology and the mechanisms of drug action on biological systems. Areas of study include drug development, dose-response relationships, pharmacodynamics, and pharmacokinetics.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-111/BIO-141](#), [BIO-112/BIO-142](#), and [CHE-111/CHE-141](#)

Semester Offered

Varies-Contact Prog. Director

BIO-265 : Environmental Science Laboratory

Students will apply biological, chemical, and geological techniques to investigate environmental processes and how these processes are impacted by humans. Class time will be spent in the laboratory and field. One three-hour lab meeting per week.

Credits 1

Instructional Method

LAB

Required Corequisites

[BIO-225](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Fall

BIO-288 : Special Topics in Biology

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

Semester Offered

Varies-Contact Prog. Director

BIO-299 : Research Development

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.

Credits 1

Instructional Method

RES

Required Prerequisites

[BIO-111/BIO-141](#) and [BIO-112/BIO-142](#)

Notes

May be repeated for credit for a maximum of 4 credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

BIO-301 : Biostatistics

This course is an introductory course in biostatistics, with a strong emphasis on statistical applications, in public health and environmental research. This course will provide students with statistical tools for the analysis and presentation of data, and will stress interpretation of statistical results from health science literature. Course topics will include: sampling and study design, graphical presentation of data, simple hypothesis testing, repeated measures analysis, and regression modeling. Students will develop analytical computing and data presentation skills using the statistical package 'R'.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-111/BIO-141](#), [BIO-112/BIO-142](#) or [BIO-106/BIO-136](#) and [MAT-175](#) or [MAT-248](#)

Semester Offered

Fall

BIO-302 : Applied Medical Ethics

Medical Ethics will introduce students to a variety of ethical and moral issues facing medicine and health care providers today. Through the use of lecture and activities/discussions based on sound biological/scientific principles, students will be able to: articulate an ethical issue, assemble necessary science-based information for making ethical decisions in a biological context, identify possible courses of medically-appropriate action and develop a morally and medically acceptable solution by synthesizing science-based information.

Credits 3

Instructional Method

LEC

Required Prerequisites

Either [BIO-111/BIO-141](#), [BIO-112/BIO-142](#) or [BIO-106/BIO-136](#)

Semester Offered

Spring

Summer

BIO-305 : Immunology

This course is designed to give students exposure to the fundamental concepts of human immunology. Course topics include the history of the discipline, innate and adaptive immunity, antigen recognition, B-cell and T-cell maturation and selection, the complement cascade response and control and manipulation of the immune system. Special topics on human immune diseases, including autoimmunity and immunodeficiency, will be discussed. Additionally, the course will explore practical applications of immunology in laboratory, diagnostic and public health settings.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-111/BIO-141](#) or [BIO-112/BIO-142](#), [BIO-251](#), [CHE-111/CHE-141](#), and [CHE-112/CHE-142](#)

Semester Offered

Spring

BIO-311 : Histology

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 microtechnique, and are responsible for tissue and organ recognition and critical interpretation. Students are given a comprehensive set of prepared slides for detailed study. Two lecture-laboratory hours per week in person two are online.

Credits 4

Instructional Method

LEC

LAB

Required Prerequisites

[BIO-112/BIO-142](#) and [BIO-251](#)

Notes

Prior completion of [BIO-338/BIO-348](#) and [BIO-339/BIO-349](#) recommended

Semester Offered

Fall

BIO-314 : Medical Parasitology

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.

Credits 4

Instructional Method

LEC

Required Prerequisites

[BIO-111/BIO-141](#) or [BIO-112/BIO-142](#), and [BIO-222/BIO-242](#)

Semester Offered

Spring

BIO-321 : Comparative Vertebrate Anatomy

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.

Credits 2

Instructional Method

LEC

Required Prerequisites

[BIO-111/BIO-141](#) or [BIO-112/BIO-142](#), and [BIO-222/BIO-242](#)

Required Corequisites

[BIO-345](#)

If the student drops either component, they must drop both components.

Semester Offered

Fall, Odd-Numbered Years Only

BIO-323 : Vertebrate Physiology

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 lecture hours per week.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-111/BIO-141](#) or [BIO-112/BIO-142](#) and [CHE-111/CHE-141](#) or [CHE-112/CHE-142](#)

Required Corequisites

[BIO-343](#)

If the student drops either component, they must drop both components.

Semester Offered

Fall

BIO-326 : Principles of Ecology

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 lecture hours per week.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-111/BIO-141](#), [CHE-111/CHE-141](#) and [BIO-301](#) is recommended

Required Corequisites

[BIO-346](#)

If the student drops either component, they must drop both components.

Semester Offered

Spring, Even-Numbered Years Only

BIO-334 : Microbiology

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. Students will engage in collaborative projects employing various applications of microbiology principles and techniques.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-112/BIO-142](#), [BIO-251](#), [CHE-111/CHE-141](#), and [CHE-112/CHE-142](#)

Required Corequisites

[BIO-344](#)

If the student drops either component, they must drop both components.

Semester Offered

Spring

BIO-338 : Human Anatomy and Physiology I

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, homeostasis and diseases as a result of homeostatic imbalances. Three lectures per week.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-112/BIO-142](#) or [ESS-110](#)

Required Corequisites

[BIO-348](#)

If the student drops either component, they must drop both components.

Semester Offered

Fall

Spring

BIO-339 : Human Anatomy and Physiology II

A lecture course on the functional anatomy of the endocrine system, reproductive system, digestive system, respiratory system, circulatory system and excretory system, including fluid and electrolyte balance and acid-base balance. The perspective of the course is on the relationship between structure and function, homeostasis and diseases as a result of homeostatic imbalances. Three lectures per week.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-111/BIO-141](#) or [BIO-112/BIO-142](#) or [ESS-110](#), and [BIO-338/BIO-348](#)

Required Corequisites

[BIO-349](#)

If the student drops either component, they must drop both components.

Semester Offered

Spring

Fall

BIO-343 : Vertebrate Physiology Lab

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuro-muscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Three laboratory hours per week.

Credits 1

Instructional Method

LAB

Required Prerequisites

[BIO-112/BIO-142](#), [CHE-111/CHE-141](#), and [CHE-112/CHE-142](#)

Required Corequisites

[BIO-323](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Fall

BIO-344 : Microbiology Laboratory

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.

Credits 1

Instructional Method

LAB

Required Prerequisites

[BIO-112/BIO-142](#), [BIO-251](#), [CHE-111/CHE-141](#), and [CHE-112/CHE-142](#)

Required Corequisites

[BIO-334](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Spring

BIO-345 : Comparative Vertebrate Anatomy Lab

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.

Credits 2

Instructional Method

LAB

Required Prerequisites

[BIO-111/BIO-141](#) or [BIO-112/BIO-142](#), and [BIO-222/BIO-242](#)

Required Corequisites

[BIO-321](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Fall, Odd-Numbered Years Only

BIO-346 : Principles of Ecology Laboratory

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.

Credits 1

Instructional Method

LAB

Required Prerequisites

[BIO-111/BIO-141](#), [CHE-111/CHE-141](#) and [BIO-301](#) is recommended

Required Corequisites

[BIO-326](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Spring, Even-Numbered Years Only

BIO-348 : Human Anatomy and Physiology I Laboratory

Students examine the functional anatomy of cells and tissues with light microscopy, the integument, the skeletal system, histology and development of bone, histology and anatomy of muscle, articulations and body movement, functional organization, anatomy and histology of the nervous system and sensory structure including integument, nose, tongue, ear and eye. Three laboratory hours per week.

Credits 1

Instructional Method

LAB

Required Corequisites

[BIO-338](#)

If the student drops either component, they must drop both components.

Notes

Students can only receive credit for one of the following: [BIO-338/BIO-348](#).

Course fee assessed.

Semester Offered

Fall

Spring

BIO-349 : Human Anatomy and Physiology II Laboratory

Students examine the functional organization, anatomy and histology of the endocrine system, reproductive system, digestive system, respiratory system, circulatory system and urinary system, including taking physiological recordings from several systems and interpreting the recordings. Three laboratory hours per week.

Credits 1

Instructional Method

LAB

Required Prerequisites

[BIO-338](#) and [BIO-348](#)

Required Corequisites

[BIO-339](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Spring

Fall

BIO-358 : Aquatic Field Studies

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.

Credits 2

Instructional Method

LAB

Required Prerequisites

[BIO-111/BIO-141](#) or [BIO-112/BIO-142](#), [CHE-111/CHE-141](#), [CHE-112/CHE-142](#), and [MAT-175](#) or [MAT-248](#)

Notes

Course fee assessed.

Semester Offered

Fall, Even-Numbered Years Only

BIO-359 : Terrestrial Field Studies

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 three-hour field meeting per week.

Credits 2

Instructional Method

LAB

Required Prerequisites

[BIO-211/BIO-241](#), [BIO-222/BIO-242](#) and [MAT-175](#)

Notes

Course fee assessed.

Semester Offered

Spring, Odd-numbered Years Only

BIO-388 : Special Topics in Biology

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

Semester Offered

Varies-Contact Prog. Director

BIO-399 : Biology Seminar

An upper level seminar course that focuses on one of the major modern biological themes. One seminar hour per week.

Credits 1

Instructional Method

LEC

Required Prerequisites

Completion of 16 hours in the sciences.

Semester Offered

Fall

Spring

BIO-401 : Professional Development

The purpose of this course is to provide a formal academic setting that develops career readiness with respect to applying to health-professions schools. The requirement of this course will ensure that career-readiness opportunities are formally integrated into the curriculum, and that all graduates from the program receive the same level of preparation to help them become competitive candidates for their respective graduate programs.

Credits 2

BIO-421 : Scanning Electron Microscopy

This 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 their project results for presentation on the Day Celebrating Student Achievement. Three hours instruction per week.

Credits 2

Instructional Method

LEC

Required Prerequisites

Either [BIO-111/BIO-141](#) or [BIO-112/BIO-142](#)

Junior or Senior Standing

Notes

Enrollment must be limited to 10 students.

BIO-431 : Genetics

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-112/BIO-142](#)

Required Corequisites

[BIO-461](#) for Biology majors

If the student drops either component, they must drop both components.

Semester Offered

Fall

BIO-436 : Biochemistry I

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. Three lectures per week.

Credits 4

Instructional Method

LEC

Required Prerequisites

[CHE-111/CHE-141](#), [CHE-112/CHE-142](#), [CHE-221/CHE-241](#), [BIO-251](#), and either [BIO-111/BIO-141](#) or [BIO-112/BIO-142](#)

Required Corequisites

[BIO-446](#)

If the student drops either component, they must drop both components.

Notes

Also offered as [CHE-436](#).

Semester Offered

Fall

Spring

BIO-438 : Biochemistry II

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-251](#), [CHE-111/CHE-141](#), [CHE-112/CHE-142](#), [CHE-221/CHE-241](#), [CHE-222/CHE-242](#), [CHE-436/BIO-436](#), and either [BIO-111/BIO-141](#) or [BIO-112/BIO-142](#)

Semester Offered

Spring

BIO-446 : Biochemistry I Laboratory

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. Three laboratory hours per week.

Credits 1

Instructional Method

LAB

Required Prerequisites

[BIO-251](#), [CHE-111/CHE-141](#), [CHE-112/CHE-142](#), [CHE-221/CHE-241](#), and either [BIO-111/BIO-141](#) or [BIO-112/BIO-142](#)

Required Corequisites

[BIO-436](#)

If the student drops either component, they must drop both components.

Notes

Also offered as [CHE-446](#).

Course fee assessed.

Semester Offered

Spring

BIO-456 : Techniques in Molecular Biology and Biotechnology

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. Students will participate in a semester-long molecular biology project. 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.

Credits 4

Instructional Method

LEC

Required Prerequisites

[BIO-251](#), [CHE-111/CHE-141](#), and either [BIO-111/BIO-141](#) or [BIO-112/BIO-142](#)

Notes

Course fee assessed.

Semester Offered

Fall

BIO-461 : Genetics Laboratory

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. Three laboratory hours per week.

Credits 1

Instructional Method

LAB

Required Prerequisites

[BIO-112/BIO-142](#)

Required Corequisites

[BIO-431](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Fall

BIO-488 : Special Topics in Biology

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

Semester Offered

Varies-Contact Prog. Director

BIO-490 : Senior Capstone

This capstone course for the Biology major is an opportunity for students to reflect on the skills and knowledge developed throughout the curriculum. In preparation for professional life after graduation, students will develop a resume and explore potential job opportunities or graduate programs to consider. As part of this course, students will also assemble their senior portfolios, which include a sample of projects and deliverables completed throughout the curriculum. This course is required for all BIO majors with senior status, and is only open to Meredith degree-seeking students. BIO majors pursuing licensure will complete EDU-490 instead.

Credits 1

Required Prerequisites

Senior standing as a Biology major eligible for graduation.

Course enrollment is restricted to Meredith College students.

Notes

Honors Biology majors should register for [BIO-498](#) instead.

Semester Offered

Fall

Spring

BIO-495 : Health Issues Research Seminar

A Pre-Health Post-Baccalaureate seminar course in which students will conduct literature research on current health issues facing society. Students will present their findings in both an oral and written format.

Credits 1

-2

Instructional Method

SEM

Semester Offered

Fall

Spring

BIO-498 : Honors Thesis in Biology

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

[BIO-299](#)

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Varies-Contact Prog. Director

BIO-499 : Senior Research

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[BIO-299](#)

Permission by instructor

Notes

It is recommended that [BIO-299](#) is completed prior to enrollment in [BIO-499](#).

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Varies-Contact Prog. Director

Birth-Kindergarten Licensure

BK-188 : Special Topics in Birth-Kindergarten

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

BK-288 : Special Topics in Birth-Kindergarten

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

BK-345 : Curriculum for Young Children

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 early education programs that provide services for children with and without disabilities.

Credits 3

Required Prerequisites

[CD-220](#), [CD-224](#), [CD-260](#), [CD-337](#), [CD-339](#), and [CD-347](#), or instructor permission.

Required Corequisites

[BK-348](#)

Notes

[BK-345](#) and [BK-348](#) must be taken simultaneously.

Students must receive a passing grade in both [BK-345](#) and [BK-348](#) in the same semester to satisfy Birth-Kindergarten Licensure requirements.

Course fee assessed.

Semester Offered

Spring

BK-348 : Curriculum for Young Children Lab

A 30-hour co-requisite laboratory required for students taking [BK-345](#). Students are placed in an early childhood classroom serving children ages three to six for three hours each week. Assignments integrate course content and theory and include child observations and the implementation of planned activities with small and large groups of children.

Credits 1

Required Prerequisites

[CD-220](#), [CD-224](#), [CD-260](#), [CD-337](#), [CD-339](#), and [CD-347](#), or instructor permission.

Required Corequisites

[BK-345](#)

Notes

[BK-345](#) and [BK-348](#) must be taken simultaneously. Students must receive a passing grade in both [BK-345](#) and [BK-348](#) in the same semester to satisfy Birth-Kindergarten Licensure requirements. Course fee assessed.

BK-350 : Early Literacy and Technology Integration

The foundations of early literacy including listening, speaking, reading, and writing is of focus. This course also addresses how low, medium, and high technology materials can be integrated across the curriculum in a manner that is developmentally appropriate for young children. Students gain a deeper understanding of the theory, research and evidence-based practices supporting early literacy development. Students will conduct literacy activities with integrated technology components in inclusive early childhood settings. Approximately ten hours of daytime focused field experiences (observations, assessment, and lesson implementation) with individual and small groups of children in a preschool or kindergarten setting are required.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BK-345](#) and [BK-348](#)

Must be admitted to the Teacher Ed Program.

Semester Offered

Fall

BK-355 : Mathematics for the Early Years

This course focuses on early mathematical concepts that are relevant to young children ages birth through age six, with and without disabilities. Students will examine their own relationship to mathematics, identify opportunities for mathematics learning throughout the curriculum, observe and assess young children's developing mathematical knowledge, plan and implement play-based experiences that focus on specific math concepts, and use a variety of strategies and materials to promote children's interests and abilities in mathematics. Emphasis will be placed on both mathematical content as well as mathematical processes. Approximately ten hours of daytime focused field experiences (observations, assessment, and activity implementation) with individual and small groups of children in a preschool or kindergarten setting are required.

Credits 3

Required Prerequisites

[BK-345](#) and [BK-348](#)

Must be admitted to the Teacher Ed Program.

Notes

Course fee assessed.

Semester Offered

Fall

BK-388 : Special Topics in Birth-Kindergarten

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

BK-445 : Advanced Curriculum Development

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. Content subject matter related to the areas of STEAM will be of focus. Specific ideas and strategies for planning and implementation will be discussed. Weekly field experiences in early education programs that provide services for children with and without disabilities are required.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BK-345](#), [BK-348](#), and [CD-337](#).

Must be admitted to the Teacher Ed Program.

Required Corequisites

[BK-455](#)

Notes

Course Fee Assessed.

Semester Offered

Fall

BK-455 : Advanced Curriculum Lab

A 30-hour co-requisite laboratory required for students taking [BK-445](#). Students are placed in an early childhood classroom serving children ages three to six for three hours each week. Assignments integrate course content and theory and include child observations and the implementation of planned activities with small groups of children.

Credits 1

Required Prerequisites

[BK-345](#) and [BK-348](#)

Must be admitted to the Teacher Education Program.

Required Corequisites

[BK-445](#)

Notes

Students must receive a passing grade in both [BK-445](#) and [BK-455](#) in the same semester to satisfy Birth-Kindergarten Licensure requirements.

Course Fee Assessed.

Semester Offered

Fall

BK-488 : Special Topics in Birth-Kindergarten

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

Business

THE SCHOOL OF BUSINESS

Professors Langenderfer, York, and Yu; Associate Professor TBA; Assistant Professors Altman, Johnson, and Liu; Instructor McKinley

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% worldwide meet the rigorous standards of AACSB International accreditation. Meredith is the only women's college in the world to have earned this distinction.

The School of Business offers the following degree options:

- Bachelor of Science (B.S.) with a major in Business Administration
- Bachelor of Science (B.S.) with a major in Business Administration, concentration in Accounting
- Bachelor of Science (B.S.) with a major in Business Administration, concentration in Hospitality and Tourism Management
- Bachelor of Science (B.S.) with a major in Business Administration, concentration in Marketing
- Bachelor of Arts (B.A.) with a major in Economics
- Master of Business Administration (MBA)
- B.S./M.B.A. option for Business Administration

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 a required 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 School of Business 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 and Finance Association, Phi Beta Lambda business society and the

Broyhill Business Scholars. Students with excellent academic performance are eligible to join two international honors societies: Omicron Delta Epsilon recognizes outstanding scholastic achievements in economics and Beta Gamma Sigma honors academic achievement in the study of business, providing 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 engaging learning experience for women at the undergraduate level and both women and men at the graduate level. Our programs develop confident leaders skilled in communication, teamwork, and ethical decision making. Students are challenged to utilize their strengths and to identify development opportunities that prepare them for successful careers. Excellent teaching is complemented by strong faculty-student relationships, active scholarship, and service to the College and North Carolina.

Student Learning Outcomes of the Major in Business Administration, Concentrations in Accounting, Hospitality and Tourism Management, or Marketing

Upon completion of the Bachelor of Science (B.S.) degree, students will:

- possess a broad-based business education
- possess critical thinking skills to solve business problems
- demonstrate employment readiness skills by gaining awareness and insights about their strengths
- demonstrate effective technology skills
- demonstrate effective written and oral communication

Student Learning Outcomes of the Economics Major

Upon completion of the Bachelor of Arts degree (Economics major), students will:

- apply critical thinking skills using economic analysis
- demonstrate effective communication in oral and written form
- apply quantitative reasoning skills to solve economic problems

Career Directions

A major in Business Administration or Economics prepares students for managerial positions in business, financial institutions, hospitality and tourism industries, non-profit organizations, or government agencies.

Students who major in Business Administration may also choose to complete a *concentration* in Accounting,

Hospitality and Tourism Management, or Marketing. Students may complete more than one concentration within the Business Administration major.

Students who major in Business Administration may choose to complete *minors* in Accounting, Economics, Entrepreneurship and Family Business, Finance, Hospitality & Tourism Management, or Marketing. Students in the Economics major may choose to complete *minors* in Accounting, Business Administration, Entrepreneurship and Family Business, Finance, Hospitality & Tourism Management, or Marketing.

Students may also double major in Business Administration and Economics. The completion of a concentration or minor helps to further refine a student's career goals, as listed below:

- **Accounting**—for positions in public accounting, internal auditing, management accounting, financial analysis, cash management and tax planning;
- **Economics**—for positions involving policy analysis, research and analytical skills in a variety of industries;
- **Entrepreneurship and Family Business**—for positions in a family business or starting your own business;
- **Finance**—for positions in banking and other financial institutions, in wealth advising, or in positions involving planning and budgeting;
- **Hospitality & Tourism Management**—for positions in hotels, restaurants, event planning organizations, airlines, theme parks and attractions, resort clubs, cruise lines, casinos, professional athletics, and destination marketing organizations;
- **Marketing**—for positions involving direct selling, social media marketing, marketing research, advertising or market planning and communications.

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

Students who wish advanced study and research in business or economics, should consult with the department chair and arrange for it through the [special studies options](#).

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 MBA program are available on the [Business School website](#).

The School of Business offers a 5-year accelerated MBA. Any student wishing to complete the 4+1

accelerated program needs to be admitted to Meredith College. General guidelines for eligibility of this program would be a 3.5 or greater GPA at Meredith. Please see the MBA Director for full details and eligibility requirements.

BUS-100 : Introduction to Business Technology

This course provides foundational technology skills for students majoring in Business Administration or Economics and prepares them for upper-level coursework and entry-level professional roles. Topics include file management, spreadsheet fundamentals, professional communication tools, basic data management, digital workflows, and introductory AI literacy, with emphasis on accurate and responsible use of technology in business environments.

Credits 1

Instructional Method

LEC

Required Prerequisites

89 or fewer credit hours earned

Semester Offered

Varies-Contact Prog. Director

BUS-101 : Introduction to Financial Literacy

This course introduces the practical knowledge of personal finance and provides opportunity for its application. Students will gain hands-on experience in managing savings, making decisions about debt, budgeting for operations and emergencies, completing tax forms, and analyzing financial decisions related to career choice.

Credits 1

Instructional Method

LEC

Semester Offered

Fall

BUS-102 : Introduction to Personal Financial Management

This course provides the basic knowledge and application of investment in the personal finance area. It helps students understand the basic terminologies, concepts, and tools needed to make decisions in personal finance. Topics include an introduction to financial products, the role of financial markets, anti-inflation investment and financial management, how to finance start-ups, 401k investment decisions, and personal borrowing management.

Credits 1

Instructional Method

LEC

Semester Offered

Spring

BUS-150 : Business and Society

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Open to Freshman only

Semester Offered

Fall

Spring

BUS-188 : Special Topics in Business

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

BUS-200 : Career Planning Foundations

This course provides students who are majoring in Business Administration or Economics with a structured introduction to career exploration and internship preparation. Students will assess their interests, strengths, and values; explore career pathways in business and economics; and learn how to translate academic experiences into employer-ready language. Emphasis is placed on career search skills, including strategies for identifying and securing internships, navigating a Career Fair, résumé and cover letter preparation, online profile development, and participation in a mock interview. Through guided activities and engagement with community partners, students will build career readiness competencies prioritized by employers and develop clear professional goals to inform upper-division coursework and internship decisions.

Credits 1

Instructional Method

LEC

Required Prerequisites

Declared major in Business Administration or Economics; completion of at least 6 hours of ACC, BUS, ECO, or HOS courses

Semester Offered

Varies-Contact Prog. Director

BUS-250 : Introduction to Business Analytics

This course introduces business analytics and highlights its important role in analyzing and reporting data to inform strategic decision making. Students will use current technology and software to implement and apply basic analytical concepts to collect, clean, analyze, interpret, and communicate relevant data findings and engage in fact-based assessment and management.

Credits 3

Instructional Method

LEC

Required Prerequisites

Prerequisite: [MAT-175](#) or equivalent

Prerequisite or Corequisite: [BUS-100](#) or equivalent

Semester Offered

Fall

Spring

BUS-288 : Special Topics in Business

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

BUS-303 : Management and Organizational Behavior

An analysis of individual and work group characteristics and those organizational factors which allow an organization to be managed more effectively. Topics include management theory and function, motivation and reward systems, and leadership practice, with a major emphasis on business ethics and ethical decision-making.

Credits 3

Instructional Method

LEC

Required Prerequisites

Not open to Freshmen.

Semester Offered

Fall

Spring

Summer

BUS-305 : Management Information Systems

The purpose of this course is to provide students with the vocabulary needed to understand information systems, and the skills necessary to use such systems to support business activities. The course also explores how information technology helps to achieve competitive advantage and improve decision making across business processes. Features of spreadsheets, databases, and other appropriate software will be used.

Credits 3

Instructional Method

LEC

Required Prerequisites

6 credit hours of ACC/BUS courses

Not open to Freshmen

Semester Offered

Spring

BUS-306 : Leadership, Innovation and Social Responsibility

A course for innovation and change leadership of a business or nonprofit venture. Students will explore the impact of business on society, and how to develop a socially responsible organization that attempts to address market needs and/or solve complex societal problems. During the course, students will be exposed to a variety of resources and guest presentations from local economic development agencies and business owners who will assist in idea formulation for individualized product development. Students will learn how to lead change, build relationships, and motivate others in relation to developing a business concept. This class is experiential and experimental, where student assessment will center on participation and venture development. The course may also be offered in coordination with a venture development competition.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

BUS-307 : New Venture Launch & Planning

A course for the development of viable business models with specific attention to financial and legal organization at the state and federal level. The purpose of the class is to understand the challenges and opportunities related to the launch and first two years of operation. Statistically speaking, most small businesses fail within the first two years of operation with chances of long-term success rising significantly after 24 months. This course is intended to determine appropriate launch strategies while considering a two year strategic operating plan. The course is exploratory and experiential where students must engage in an individualized business development process in a meaningful way.

Credits 3**Instructional Method**

LEC

Required Prerequisites[BUS-306](#)**Semester Offered**

Fall

BUS-310 : International Business

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.

Credits 3**Instructional Method**

LEC

Required Prerequisites[BUS-303](#) and [ECO-100](#)**Semester Offered**

Fall

Spring

BUS-314 : International Business – Study Abroad

A study of the policies, institutions, and practices of international business and trade, with emphasis on the similarities and differences between US and business practices in another country; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations.

Credits 3**Instructional Method**

LEC

Required Prerequisites[BUS-303](#) and [ECO-100](#)**Required Corequisites**[BUS-315](#)**Notes**

This course involves international travel as part of an approved study abroad program.

Semester Offered

Meredith Abroad

Summer

BUS-315 : Contemporary International Culture and Commerce--Study Abroad Program

A study of the culture and economy of another country; the impact of the political and social environment on doing business; an investigation of the differences in the cultural environment and customary business methods; and an examination of the role of the government in the business system.

Credits 3**Instructional Method**

LEC

Required Prerequisites[BUS-303](#) and [ECO-100](#)**Required Corequisites**[BUS-314](#)**Notes**

This course involves international travel as part of an approved study abroad program.

Semester Offered

Meredith Abroad

BUS-325 : Advanced Business Analytics

This course is designed to develop advanced business analytics skills through the use of data prediction and visualization, both of which contribute to strategic decision making and communication. Students will gain practical, hands-on experience with a variety of current and commonly-used analytical modeling tools that allow for the prediction of future outcomes. Focus will also be placed on data visualization techniques to support the clear communication of findings and recommendations to stakeholders.

Credits 3**Required Prerequisites**[BUS-250](#)

BUS-340 : Business Law

An examination of the legal and regulatory environment of business, including ethics and the place of law in society.

Credits 3

Instructional Method

LEC

Required Prerequisites

Not open to Freshmen.

Semester Offered

Fall

Spring

BUS-343 : Operations Management

The management of operation 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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ACC-220](#), [BUS-303](#), [ECO-101](#), and [BUS-250](#) or [MAT-175](#)

Semester Offered

Fall

Spring

BUS-350 : Human Resource Management

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BUS-303](#)

Not open to Freshman

Semester Offered

Fall

Spring

BUS-360 : Principles of Marketing

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer.

Credits 3

Instructional Method

LEC

Required Prerequisites

Not open to Freshmen

Semester Offered

Fall

Spring

BUS-361 : Consumer Behavior

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BUS-360](#)

Semester Offered

Fall

Spring

BUS-362 : Social Media Marketing

An examination of the social media marketing tools that can be used to engage with customers through integrated marketing communications channels. This course provides the knowledge and insights required to establish objectives and strategies, properly select and integrate social media platforms to engage consumers, and monitor and measure the results of these efforts. Topics will also explore the integration of other digital marketing tools such as search engine optimization, business-to-business digital marketing, and mobile marketing.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BUS-360](#)

Semester Offered

Fall

BUS-365 : Marketing Research

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BUS-360](#), and either [BUS-250](#), [MAT-175](#), or [MAT-248](#)

Semester Offered

Spring

BUS-370 : Corporation Finance

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ACC-220](#), [ECO-101](#), and either [BUS-250](#), [MAT-175](#), or [MAT-248](#)

Semester Offered

Fall

Spring

BUS-380 : Business Practicum

Supervised employment which provides students the opportunity to gain practical, professional experience in conjunction with their academic development. Pass/fail grading only.

Credits 2

Instructional Method

PRA

Required Prerequisites

Junior or Senior Standing

Majors in the School of Business with a minimum overall GPA of 2.00.

Instructor's consent required

Required Corequisites

May not be taken simultaneously with [BUS-480](#), [BUS-481](#), [COE-302](#), or [COE-403](#)

Notes

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.

Credit toward the Business Administration major will not be given for both [BUS-380](#) and [BUS-480](#).

Semester Offered

Fall

Spring

BUS-385 : Special Topics in Business

A course focused on special topics in business. Topics will be chosen in accordance with faculty expertise. The course may include domestic travel in which enrolled students will be required to participate. A description of the topic, travel requirements and costs will be included in the registration schedule of the upcoming semester.

Credits 1

-3

Instructional Method

LEC

Required Prerequisites

6 credit hours of ACC/ BUS/ ECO courses

Notes

May be repeated for credit with different topics.

Only 3 credit hours can count as elective credit in the Business Administration major.

BUS-388 : Special Topics in Business

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

BUS-399 : Beginning Thesis

A research course required of Honors Scholars in which each student will begin to formulate an original research project that will culminate in a literature review in preparation for an honor thesis. The director of the research project must approve the preliminary research question and literature review before the student enrolls in [BUS-498](#).

Credits 1

-3

Instructional Method

RES

Required Prerequisites

Junior or Senior standing

Notes

This course does *not* count as an elective for the Business Administration major.

Semester Offered

Fall

BUS-405 : Venture Management

A course for the management of entrepreneurial operations, networks, and systems. This course examines how entrepreneurs effectively develop human resource strategies and control processes for emerging businesses. Entrepreneurs need to develop basic systems and processes for their businesses and interact with external networks. Entrepreneurs often experience legal issues relative to the launch and growth of their ventures. Students learn to apply these legal issues to new and growing ventures and explore long-term goals and decision-making. In addition, family business development, mergers and acquisitions, and succession planning are components of the course. The course is exploratory and experiential where students must engage in an individualized business development process in a meaningful way.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BUS-306](#)

Semester Offered

Spring

BUS-407 : Student investment Fund Management

In this course, students are managing the Meredith Student Investment Fund. Students will develop the statement of investment, establish investment strategy for the Fund, do stock pitches and make investment decisions. Pass/Fail only.

Credits 1

Instructional Method

LEC

Required Prerequisites

Prerequisite or Corequisite: [BUS-370](#)

Notes

May be repeated for credit to a maximum of three times.

Semester Offered

Fall

Spring

BUS-466 : Sales Management

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BUS-360](#)

Semester Offered

Fall

BUS-467 : Advertising and Sales Promotion

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BUS-360](#)

Semester Offered

Fall

Spring

BUS-472 : Intermediate Financial Management

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BUS-370](#)

Semester Offered

Spring

BUS-474 : Investment Analysis and Portfolio Management

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ACC-220](#), either [ECO-100](#) or [ECO-101](#), either [BUS-250](#) or [MAT-175](#), and either [BUS-370](#) or [ECO-312](#) or [ACC-330](#)

Semester Offered

Fall

BUS-480 : Business Internship

Supervised experience in business, nonprofits, or governmental institutions where work is related to any business functional area of organization. Pass/Fail grading only.

Credits 3

Instructional Method

INT

Required Prerequisites

15 credit hours of ACC/BUS/ECO courses.

Limited to students with a declared major in Business Administration.

Required Corequisites

May not be taken simultaneously with either [COE-302](#), [COE-403](#) or any other internship course in the School of Business curriculum.

Semester Offered

Fall

Spring

BUS-482 : Marketing Internship

Supervised experience in business, nonprofits, or governmental institutions where work is related to Marketing. Pass/Fail grading only.

Credits 3

Instructional Method

INT

Required Prerequisites

[BUS-360](#) and 12 credit hours of ACC/BUS/ECO courses.

Limited to students with a declared major in Business Administration with a concentration in Marketing

Required Corequisites

May not be taken simultaneously with either [COE-302](#), [COE-403](#) or any other internship course in the School of Business curriculum.

Semester Offered

Fall

Spring

BUS-483 : Accounting Internship

Supervised experience in business, nonprofits, or governmental institutions where work is related to Accounting. Pass/Fail grading only.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ACC-330](#) and 12 credit hours of ACC/BUS/ECO courses.

Limited to students with a declared major in Business Administration with a concentration in Accounting

Required Corequisites

May not be taken simultaneously with either [COE-302](#), [COE-403](#) or any other internship course in the School of Business curriculum.

Semester Offered

Fall

Spring

BUS-485 : Business Experiential Learning

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.

Credits 0

Instructional Method

INT

Required Prerequisites

Open only to Business Administration majors with 15 credit hours of ACC/BUS/ECO courses.

Notes

Course fee assessed.

BUS-488 : Special Topics in Business

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

BUS-495 : Business Strategy

An in-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors.

Credits 3

Instructional Method

LEC

Required Prerequisites

Prerequisites: [BUS-303](#), [BUS-360](#), and [BUS-370](#)

Prerequisite or Corequisite: [BUS-343](#)

Senior Standing

Semester Offered

Fall

Spring

BUS-498 : Honors Thesis in Business

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

[BUS-399](#)

Senior Standing in the Honors and/or Teaching Fellows Programs only

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

BUS-499 : Research in Business

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

Junior or Senior Standing only

Notes

May be repeated for credit for a maximum of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

BUS-501 : High-Impact Leadership

This course is designed to help business students develop critical high impact leadership skills, with a focus on creating measurable outcomes and fostering sustainable growth in organizations. The course integrates theory with practice, using case studies, workshops, and simulations to prepare students to lead effectively in diverse business environments.

Credits 1.5

Instructional Method

LEC

BUS-502 : Managing Effective Teams

In this course, students will explore best practices for building and managing high-performing teams in dynamic organizational environments. Students will examine critical factors that influence team effectiveness, including elements of team composition and structure. The course will explore how teams use complex processes (such as communication, conflict management, leadership, and adaptability) to generate outcomes. The course also addresses modern challenges unique to managing hybrid/virtual teams and human-technology collaboration.

Credits 1.5

Instructional Method

LEC

BUS-503 : Leveraging Change

This course equips students with the strategic, leadership, and operational insights needed to effectively identify, navigate, break down resistance to and leverage change in dynamic business environments. It combines theory with practical application, ensuring students can apply what they learn to their own real-world organizational challenges.

Credits 1.5

Instructional Method

LEC

BUS-504 : Ethical Decision-Making for Sustainable Future

This course explores the role of managers as ethical leaders in shaping the future of organizations within an increasingly complex global environment. Utilizing stakeholder capitalism principles, students will examine how organizations can align profit with broader social and environmental imperatives. Ethical frameworks are presented which students apply to development of leadership integrity and appropriate use of data and technology in the ethical decision-making processes. Students will engage with models of ethical decision-making, and sustainable people management strategies, learning how to cultivate ethical cultures and drive long-term value creation.

Credits 1.5

Instructional Method

LEC

BUS-512 : HR Essentials for Managers

Managers must navigate HR-related challenges to lead teams effectively, ensure compliance, and support organizational goals, even if they are not working as HR professionals. This course covers essential HR functions such as staffing and employee selection, performance management, employee training and development, compensation, legal compliance, and labor relations. Students will understand a manager's role in HR practices and develop skills to collaborate with HR departments and manage their teams strategically.

Credits 1.5

Instructional Method

LEC

BUS-521 : Leading Inclusive Organizations

This course equips students with the skills to lead diverse, inclusive organizations and create organizational cultures that promote equity and belonging. Students will explore how individual differences and emotional intelligence shape workplace interactions, while learning strategies for managing diverse teams and fostering inclusivity. The course also examines the ethical use of power and influence to build cohesive, high-performing organizations.

Credits 1.5

Instructional Method

LEC

BUS-531 : Accounting for Managers

An approach to analysis of accounting data and information relevant to management decision making. Students will develop skills necessary to assist with creation and interpretation of accounting information necessary for managerial decision making. Topics covered include financial accounting basics, performance evaluation and ratio analysis, job costing, CVP analysis, budgeting, allocation of costs, cost relationships, and standard costing.

Credits 1.5

Instructional Method

LEC

BUS-532 : Accounting Analytics

This course explores introductory financial and managerial accounting concepts through the application of data analytics and statistical analysis, as well as the creation of data visualizations. Students will develop skills to ask the right questions and learn how to use tools (e.g., Excel, Tableau, etc.) to examine and analyze accounting data and effectively interpret results to make critical business decisions.

Credits 1.5

Instructional Method

LEC

BUS-536 : Introduction to Entrepreneurship

In this course, students identify and analyze new venture opportunities for startups and established businesses. Topics include lean canvas development, business model consideration, new venture financing, startup failure, demand assessment/market analysis, resourcefulness, risk management, Minimum Viable Product, startup legal matters, and others. The course is aimed at future entrepreneurs, corporate innovators, and those managing new innovation.

Credits 1.5

Instructional Method

LEC

BUS-538 : Introduction to Negotiation Science

This course focuses on the basics of effective negotiation. Students will learn fundamental negotiation terminology, distributive negotiation tactics, techniques for capturing value, cooperative tacit negotiation, logrolling, dispute resolution, and threat management. Through a series of simulated negotiations in which negotiation partners students have asynchronous information, students will be able to explore the strategy options that work best for them and apply class principles in a low-risk practice environment.

Credits 1.5

Instructional Method

LEC

BUS-539 : Advanced Negotiation Science

This course further explores optimal negotiation strategies for students who have already completed the introductory negotiations course. Topics include multi-party negotiations, fair distributions, working with agents, mediation, negative ZOPA discovery, and auction strategy. Simulated negotiations and role-play exercises are again the primary learning vehicles in this hands-on, application-oriented course.

Credits 1.5

Instructional Method

LEC

BUS-551 : Corporate Finance

This course teaches students to develop an analytical framework for understanding investment and financing decisions in the world of corporate finance. The course provides students with the necessary skills to make such investment and financing decisions. The course topics include financial analysis, risk and return, cost of capital, capital structure, and valuation analysis.

Credits 1.5

Instructional Method

LEC

BUS-553 : Financial Management

This course delivers the theoretical framework, quantitative tools and practical issues that are critical for financial management. Students will learn the characteristics of financial markets and the nature of financial management. The course topics include financial markets and instruments, advanced capital budgeting analysis, firm valuation and merge and acquisition strategy, capital structure, and ESG and corporate governance.

Credits 1.5

Instructional Method

LEC

BUS-561 : Management Information Systems

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

Credits 1.5

Instructional Method

LEC

BUS-562 : Foundations of Business Analytics

An introduction to the fundamental concepts of business analytics, focusing on the role of data in decision-making. This course provides an overview of business analytics types (descriptive, diagnostic, predictive, prescriptive), an introduction to data types, data sources, and basic statistics, and an introduction to data ethics and privacy. Students will also learn basic visualization and reporting techniques.

Credits 1.5

Instructional Method

LEC

BUS-563 : Exploring and Visualizing Data

This course teaches students how to summarize and interpret historical data to understand past performance and trends. Specific topics covered include data cleaning and preparation as well as statistics tools and measures to summarize and describe the essential features of a data set. The course will also cover data visualization techniques (charts, graphs, dashboards).

Credits 1.5

Instructional Method

LEC

BUS-581 : Operations Strategy and Process Design

This course focuses on the strategic aspects of operations management and how businesses design their processes to gain a competitive advantage. Topics include aligning operations with overall business strategy, types of production processes (job shop, batch production, mass production, and continuous production), and facility layout and design (product-based, process-based, fixed-position).

Credits 1.5

Instructional Method

LEC

BUS-583 : Supply Chain and Quality Management

This course focuses on the external aspects of operations management, specifically supply chain management, inventory control, and quality management. Topics include inventory management techniques (EOQ, safety stock, JIT, MRP), supplier selection and relationship management, global supply chain management, risk management, and sustainability, quality management systems: TQM, Six Sigma, and ISO standards, and continuous improvement, Kaizen, and benchmarking.

Credits 1.5

Instructional Method

LEC

BUS-586 : Project Management Foundation and Frameworks

This course introduces students to a foundational understanding of project management principles, methodologies, and key frameworks. This course focuses on the "what" and "why" of project management.

Credits 1.5

Instructional Method

LEC

BUS-587 : Quantitative Decision-Making in Project Management

This course focuses on the practical, hands-on tools and techniques needed for managing and executing projects. This course covers the "how" of project management, including the use of software and tools to manage real-world projects.

Credits 1.5

Instructional Method

LEC

BUS-588 : Advanced Project Methodologies & Strategic Management

This course focuses on advanced project management methodologies and strategic approaches that allow project managers to handle complex and large-scale projects. This course delves into frameworks and high-level project strategies.

Instructional Method

LEC

BUS-589 : Advanced Project Tools & Techniques for Complex Projects

This course equips students with advanced tools and techniques to manage complex projects with a focus on metrics, data analytics, and decision-making for project optimization.

Credits 1.5

Instructional Method

LEC

Career Planning

CPS-101 : Career Planning for Freshmen and Sophomores

This half-semester seminar offers first and second year students the opportunity to focus on learning more about yourself to create a meaningful life. By the end of the course, you will be able to confidently answer the questions, "Who am I?" and "What do I want to do?" We will work as a group along the journey to create a vision for your future by describing your past and connecting your strengths, values and interests to meaningful work. Pass/Fail grading only.

Credits 1

Instructional Method

LEC

Notes

Course fee assessed.

Semester Offered

Offered As Needed

CPS-301 : Career Planning for Juniors and Seniors

Future-focused: Get in the game! This half-semester seminar will allow students to create a personalized career playbook with tools and a framework to maximize the student's strategic advantage as well as develop skills employers are looking for. Students will build their brand, define who they are, communicate their value, establish a network with potential employers and investigate opportunities. Students will gain cutting-edge insights on the future of work, how to develop and apply career-ready competencies, and how to adapt to a rapidly changing workforce. Pass/Fail grading only.

Credits 1

Instructional Method

SEM

Notes

Geared toward Juniors and Seniors.

Course fee assessed.

Semester Offered

Offered As Needed

Chemistry

Professors Carter, Ormond, Poslusny, Schmidt, and Stutz; Assistant Professors Glazier and Quevedo; Laboratory Manager and Instructor Thorpe; Emeriti Dupont, Lewis, Powell, Sen, and Shiflett.

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,**
- **foster awareness, appreciation, and participation in the scientific process, and**
- **increase science literacy of all students and encourage students to live as informed and responsible citizens.**

Student Learning Outcomes of the Chemistry, Physics and Geoscience Department

The courses offered by the Department of Chemistry, Physics and Geoscience are designed to enable every student to:

- **explain how scientific concepts apply to real-life experiences and everyday situations,**
- **develop appropriate solutions to fundamental problems in chemistry, geoscience, or physics,**
- **demonstrate safety practices and chemical hygiene procedures in laboratory courses.**

In addition, to continued development in the areas above, the Bachelor of Arts and Bachelor of Science Chemistry majors will:

- **demonstrate the ability to solve chemical problems quantitatively and qualitatively from atomic to molecular levels,**
- **use chemical literature, techniques, and instrumentation to design chemical experiments and analyze data, and**
- **demonstrate the necessary skills of a professional chemist, including critical thinking and effective written and oral communication.**

The department offers introductory courses in chemistry, physics, 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.

Dual Degree Engineering Program

A Dual Degree Engineering 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 a Bachelor of Science in Biological, Biomedical, Chemical, Environmental, or Textile Engineering from NC State University. Interested students should contact the Dual Degree Engineering Program Director at Meredith through the School of Natural and Mathematical Sciences office, before registering for the first semester at Meredith College.

Teaching Licensure

For students majoring in Chemistry, teaching licensure is available for [K-6](#) (all elementary subjects), [6-9](#) (science concentration), and [9-12](#) (chemistry and comprehensive science licensures).

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, optometry, medicine, or veterinary medicine,**
- **Allied health sciences such as medical technology, pharmacy, nursing, physician's assistant, or physical therapy, and**
- **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 [CHE-111](#). Students who present an AP Chemistry score of 3 will receive credit for [CHE-111](#) and [CHE-141](#). Students

who present an AP Chemistry score of 4 or 5 will receive credit for [CHE-111](#), [CHE-112](#), [CHE-141](#) and [CHE-142](#).

CHE-111 : General Chemistry I

Fundamental concepts of chemistry, emphasizing stoichiometry, thermochemistry, atomic and molecular structure, and chemical bonding. Three class hours per week.

Credits 3

Instructional Method

LEC

Required Prerequisites

High school chemistry is strongly recommended as a prerequisite to this course.

Required Corequisites

[CHE-141](#)

If the student drops either component, they must drop both components.

Notes

Students must pass [CHE-111](#) with a C or better in order for it to fulfill the prerequisite requirement for [CHE-112](#).

Semester Offered

Fall

Spring

Summer

CHE-112 : General Chemistry II

A continuation of fundamental concepts with emphasis on kinetics, equilibria, electrochemistry, thermodynamics, and descriptive chemistry. Three class hours per week.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CHE-111](#) with a C or better, and [CHE-141](#)

Required Corequisites

[CHE-142](#)

If the student drops either component, they must drop both components.

Notes

Students must pass [CHE-112](#) with a C or better in order to fulfill the prerequisite requirement for other courses in the department.

Semester Offered

Fall

Spring

Summer

CHE-141 : General Chemistry I Laboratory

Laboratory experiments designed to supplement the work in [CHE-111](#). Three laboratory hours per week.

Credits 1

Instructional Method

LAB

Required Corequisites

[CHE-111](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Fall

Spring

Summer

CHE-142 : General Chemistry II Laboratory

Laboratory experiments designed to supplement the work in [CHE-112](#), including qualitative and quantitative analysis. Three laboratory hours per week.

Credits 1

Instructional Method

LAB

Required Prerequisites

[CHE-111](#) and [CHE-141](#)

Required Corequisites

[CHE-112](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Fall

Spring

Summer

CHE-188 : Special Topics in Chemistry

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

CHE-201 : Pathways to Careers in Life and Physical Sciences

This course will provide exposure to professions related to the life sciences, physical sciences and environmental sustainability. Using student identified Strengths from StrengthsQuest, students will develop the professional skill sets to start a career path in various science and sustainability fields. Employment opportunities at all levels (technician, field specialist, human resources, sales, marketing, education, writing, advocacy, management, coordinator, etc.) in nonprofit, government, academic, and private sector industries will be discussed.

Credits 1

Instructional Method

LEC

Notes

Also offered as [BIO-201](#).

Semester Offered

Fall

CHE-221 : Organic Chemistry I

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CHE-111](#) with a C or better, and [CHE-141](#)

Required Corequisites

[CHE-241](#)

If the student drops either component, they must drop both components.

Semester Offered

Fall

CHE-222 : Organic Chemistry II

A continuation of [CHE-221](#), emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CHE-221](#) and [CHE-241](#)

Required Corequisites

[CHE-242](#)

If the student drops either component, they must drop both components.

Semester Offered

Spring

CHE-230 : Environmental Chemistry

This course will study the sources, reactions, transport, and effects of chemical species in the atmosphere, soil, and water. The major 76 anthropogenic pollutants and their effects on the environment will also be studied.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CHE-111/CHE-141](#) with a minimum grade C

Semester Offered

Fall, Odd-Numbered Years Only

CHE-241 : Organic Chemistry I Laboratory

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week.

Credits 1

Instructional Method

LAB

Required Prerequisites

[CHE-111](#) with a C or better, and [CHE-141](#)

Required Corequisites

[CHE-221](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Fall

CHE-242 : Organic Chemistry II Laboratory

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week.

Credits 1

Instructional Method

LAB

Required Corequisites

[CHE-222](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Spring

CHE-288 : Special Topics in Chemistry

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

CHE-299 : Introduction to Research

A research development and seminar course in which students will be introduced to the processes and mechanisms for conducting original research. Students are required to present their findings orally and in written form. Students will be expected to spend an average of three hours per week on the course (combined in-class and outside of class) for each semester hour credit.

Credits 1

-2

Instructional Method

RES

Required Prerequisites

[CHE-111/CHE-141](#) with a C or better

Notes

Course may be repeated for credit for a maximum of three credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

CHE-350 : Quantitative Analytical Chemistry

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, chromatographic, and electroanalytic methods. Three class hours and three laboratory hours per week.

Credits 4

Instructional Method

LEC

LAB

Required Prerequisites

[CHE-112](#) and [CHE-142](#) with a C or better

Required Corequisite Courses

CHE-351

Notes

Course fee assessed.

Semester Offered

Fall, Odd-Numbered Years Only

**CHE-351 : Quantitative Analytical Chemistry
Recitation**

A recitation session that complements the Quantitative Analytical Chemistry lab activities by reinforcing problem-solving skills, data analysis, and scientific communication.

Credits 1

Instructional Method

LAB

Required Prerequisites

[CHE-112](#) and [CHE-142](#) with a grade of C or better

Required Corequisite Courses

CHE-350

CHE-360 : Instrumental Analysis

Instrumental analysis covers the theory and methods for the separation, identification and quantitation of chemical species known as analytes in chemical samples. Students will explore the basic tools and language of analytical chemistry and the current trends in analytical instrumentation. The theory and application of spectrophotometric, chromatographic and other instrumental techniques will be explored with an emphasis placed on sample preparation. Students taking the course will be challenged to identify and quantify unknown analytes present in a sample. The course includes three lecture and three laboratory hours per week.

Credits 4

Instructional Method

LEC

Required Prerequisites

[CHE-112/CHE-142](#) with a C or better, and [CHE-221/CHE-241](#)

Notes

Course fee assessed.

Semester Offered

Fall, Even-Numbered Years Only

CHE-388 : Special Topics in Chemistry

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

CHE-415 : Special Topics in Chemistry

Special topics in chemistry such as instrumental analysis, advanced organic chemistry, polymer chemistry, industrial chemistry, or chemometrics.

Credits 1

-3

Instructional Method

LEC

Required Prerequisites

Instructor's consent required

Semester Offered

Spring

CHE-420 : Chemical Thermodynamics & Kinetics

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CHE-112](#) and [MAT-191](#) with a minimum grade of C or better, and [PHY-207](#) or [PHY-211](#)

Required Corequisites

[CHE-441](#)

If the student drops either component, they must drop both components.

Semester Offered

Fall, Even-Numbered Years Only

CHE-430 : Atomic and Molecular Structure

A study of the modern theories of atomic and molecular structure, chemical bonding, and spectroscopy. Three lectures per week.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CHE-112](#) and [MAT-212](#) with a C or better, and [PHY-208](#) or [PHY-212](#)

Required Corequisites

[CHE-442](#)

If the student drops either component, they must drop both components.

Semester Offered

Spring, Odd-Numbered Years Only

CHE-436 : Biochemistry I

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. Three lectures per week.

Credits 4

Instructional Method

LEC

Required Prerequisites

[BIO-251](#), [CHE-111/CHE-141](#), [CHE-112/CHE-142](#), [CHE-221/CHE-241](#), and either [BIO-111/BIO-141](#) or [BIO-112/BIO-142](#)

Notes

Also offered as [BIO-436](#).

Semester Offered

Fall

Spring

CHE-438 : Biochemistry II

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-251](#), [CHE-111/CHE-141](#), [CHE-112/CHE-142](#), [CHE-221/CHE-241](#), [CHE-222/CHE-242](#), [BIO-436/CHE-436](#), and either [BIO-111/BIO-141](#) or [BIO-112/BIO-142](#)

Semester Offered

Spring

CHE-441 : Experimental Physical Chemistry I

Laboratory experiments in thermochemistry, equilibria, and kinetics with emphasis on mathematical treatment of data and technical report writing.

Credits 1

Instructional Method

LAB

Required Corequisites

[CHE-420](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Fall, Even-Numbered Years Only

CHE-442 : Experimental Physical Chemistry II

Laboratory experiments to accompany the theoretical studies of atomic and molecular structure and chemical bonding and spectroscopy in [CHE-430](#).

Credits 1

Instructional Method

LAB

Required Corequisites

[CHE-430](#)

If the student drops either component, they must drop both components.

Notes

Course fee assessed.

Semester Offered

Spring, Odd-Numbered Years Only

CHE-446 : Biochemistry I Laboratory

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. Three laboratory hours per week.

Credits 1

Instructional Method

LAB

Required Prerequisites

[BIO-251](#), [CHE-111/CHE-141](#), [CHE-112/CHE-142](#), [CHE-221/CHE-241](#), and either [BIO-111/BIO-141](#) or [BIO-112/BIO-142](#)

Required Corequisites

[CHE-436](#)

If the student drops either component, they must drop both components.

Notes

Also offered as [BIO-446](#).

Course fee assessed.

Semester Offered

Fall

Spring

CHE-474 : Inorganic & Bioinorganic Chemistry

A study of advanced concepts of theoretical and descriptive inorganic chemistry with relevant biochemical examples.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CHE-112/CHE-142](#) and [CHE-221/CHE-241](#) with a C or better

Semester Offered

Spring, Even-Numbered Years Only

CHE-488 : Special Topics in Chemistry

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

CHE-490 : Senior Seminar

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.

Credits 1

-2

Instructional Method

SEM

Notes

May be taken for credit more than one semester.

Semester Offered

Fall

CHE-498 : Honors Thesis in Chemistry

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

[CHE-299](#) or instructor approval.

Notes

Senior Standing

Chemistry majors who are members of the Honors and/or Teaching Fellows Programs.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

CHE-499 : Research

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[CHE-299](#) or instructor approval.

Junior and Senior standing.

Science or Chemistry majors, or others by permission.

Notes

May be repeated for credit for a total of three credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Child Development

Mission, Goals and Overview of Programs of Study in Child Development Program

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;
- demonstrate proficiency in the foundations of theoretical underpinnings of early childhood growth and development;
- design, adapt, and evaluate inclusive environments for young children;
- apply developmentally appropriate practices and strategies to support and facilitate children's play as the major context for development and learning;
- utilize developmentally appropriate guidelines and evidence-based practices that focus on guiding and supporting social-emotional development with young children;
- 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;
- demonstrate mastery of research methodology by searching, interpreting, evaluating, and synthesizing literature, while integrating APA style with professional writing;
- advocate for children and their families based on the basics of best practices and policy;

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](#).

Degrees and Certificates

- [Child Development, Bachelor of Science](#)
- [Child Development, Minor](#)

CD-188 : Special Topics in Child Development

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

CD-220 : Introduction to Child Development

An introduction to the study of behavior, growth, and development of young children for ages two through eight years, through a bio-ecological systems framework. Content includes a review of major developmental theories; examining developmental domains; an introduction to developmentally appropriate practices (DAP); exploration of career opportunities with young children and families; and applications of child development research.

Credits 3

Semester Offered

Fall

Spring

CD-224 : Infant Development

This course will provide the theoretical foundations of infant-toddler development as students examine the current research relevant to 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. Two hours of lecture and two hours of field experience each week required.

Credits 3

Required Prerequisites

[CD-220](#)

Semester Offered

Fall

Spring

CD-240 : Physical Environments for Young Children

This course examines how the structure and organization of indoor and outdoor environments influence the development and learning of children. Emphasis is placed on creating, adapting and using developmentally supportive indoor and outdoor environments with children and families with attention to the organization of space, time, and materials. Universal design for learning will be emphasized. Room arrangement, scheduling and space utilization will be addressed.

Credits 3

Required Prerequisites

[CD-220](#)

Semester Offered

Fall, Even-Numbered Years Only

CD-260 : Theoretical Foundations in Play

This course will examine theoretical foundations, materials, principles, and techniques of play to promote growth and development in young children. The primary role of play in all major domains of development will be analyzed. Strategies for applying research on playful learning, investigating the role of therapeutic interventions and relationships, and applying developmentally appropriate practices through play to a variety of early childhood settings will be explored. Weekly field experiences required. CD 260 and CD 265 lab must be taken simultaneously. Students must receive a passing grade in both the course and CD 265 lab in the same semester to satisfy CD major requirements. Fall only.

Prerequisite: CD 220

Credits 3

Instructional Method

LEC

Required Prerequisites

[CD-220](#)

Required Corequisite Courses

CD-224

Notes

Course fee assessed.

Semester Offered

Fall

CD-265 : Theoretical Foundations in Play Lab

A 30-hour co-requisite laboratory required for students taking CD-260. Students are placed at an off-campus early childhood program serving children ages three to five for three hours each week. Placement assignments integrate course content and theory and include child observations and positive interaction strategies to promote young children's play and learning. CD-265 Lab must be taken simultaneously with CD-260. Students must receive a passing grade in both the course and the lab in the same semester to qualify Child Development requirements.

Credits 1

Instructional Method

LAB

Required Prerequisites

[CD-220](#) and [CD-224](#)

Required Corequisites

[CD-260](#)

Notes

Course fee assessed.

Semester Offered

Fall

CD-288 : Special Topics in Child Development

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

CD-299 : Introduction to Research in Child Development

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. A research proposal form completed by the student and faculty mentor is required for registration.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

Freshmen and Sophomore Standing

Child Development majors, and others by permission of the instructor.

Instructor's consent required

Notes

May be repeated for a total of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

CD-310 : Children and Families in Healthcare Settings

Children undergoing hospitalizations and medical treatment have unique developmental, emotional, social, and educational needs. Child life specialists are trained members of healthcare teams who focus on addressing the needs of these children and the needs of their families. This course will introduce students to topics that are central to child life profession, such as helping children and families cope with acute and chronic illness, preparing children for medical procedures, standards and ethics, and coping with grief and loss. It will also focus on how the use of therapeutic play can reduce the stress of hospitalization, and examine how illness can impact children's development.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CD-220](#) and [CD-224](#), or by permission of instructor.

Semester Offered

Fall, Odd-Numbered Years Only

CD-335 : Families and Close Relationships

A functional course designed to help 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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

CD-337 : Observation of Young Children

The history, philosophy, and practice of observing, documenting and analyzing young children's learning and development within a developmentally and culturally appropriate framework will be introduced. Specific authentic assessment strategies utilizing observational techniques will be developed. Basic concepts related to formal assessment approaches will also be presented. Ethical considerations regarding observing, assessing, and planning for young children with and without disabilities are integrated. Weekly field experiences required.

Credits 3

Required Prerequisites

[CD-220](#) and [CD-224](#)

Required Corequisites

[CD-339](#) and [CD-347](#)

Notes

[CD-347](#) and [CD-339](#) must be taken simultaneously.

Students must receive a passing grade in both the course and CD-347 lab in the same semester to satisfy CD major requirements.

Semester Offered

Spring

CD-339 : Guiding Young Children's Social Emotional Development

This course emphasizes strong adult-child relationships as a foundation for child development in all domains. Students will examine developmentally appropriate strategies to support and guide children's social and emotional development. Guidance strategies that support self-regulation, peer relationships, pro-social interactions, resilience, coping strategies, and problem-solving will be emphasized. Students will implement class content during a weekly three-hour placement.

Credits 3

Required Prerequisites

[CD-220](#) and [CD-224](#)

Required Corequisites

[CD-337](#) and [CD-347](#)

Notes

[CD-347](#) and [CD-337](#) must be taken simultaneously. Students must receive a passing grade in both the course and CD-347 lab in the same semester to satisfy CD major requirements.

Semester Offered

Spring

CD-341 : Variations in Child Development

An in-depth 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, including trauma, 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. Students will be introduced to Individualized Family Service Plans & Individualized Education Programs, and will practice developing appropriate goals and objectives for young children. Students will participate concurrently in a field experience in an inclusive and/or self-contained early childhood setting.

Credits 3

Required Prerequisites

[CD-220](#) and [CD-224](#)

Semester Offered

Spring

CD-347 : Field Studies in Child Development

A 30-hour co-requisite laboratory is required for students taking [CD-337](#) and [CD-339](#). Students are placed at an off-campus early childhood program serving children ages three to five for three hours each week. Placement assignments integrate course content and theory and include child observations and positive interaction strategies to promote young children's social and emotional development and learning.

Credits 1

Instructional Method

LAB

Required Prerequisites

[CD-220](#) and [CD-224](#)

Required Corequisites

[CD-337](#) and [CD-339](#)

Notes

[CD-337](#) Lab must be taken simultaneously with [CD-339](#) and [CD-337](#).

Students must receive a passing grade in both the course and the lab in the same semester to satisfy Child Development requirements.

Course fee assessed.

Semester Offered

Spring

CD-388 : Special Topics in Child Development

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

CD-395 : Introduction to Research in Child Development

This child development course will explore scientific inquiry of social science research. Research methods and techniques, theory, research design, and methodology will be examined. Students will be guided in searching, reading, interpreting, and evaluating research reports on child development and family related topics. Research ethics will be discussed, along with CITI training and the IRB process. Students will create a literature review, and present findings using APA style. Spring every even year.

Credits 3

Required Prerequisites

[CD-220](#) and [CD-224](#)

Semester Offered

Spring, Even-Numbered Years Only

CD-404 : Families in a Global Context

This course will analyze the needs of families from a global perspective. Using an interdisciplinary approach, the family will be examined in various cultures, focusing on family structures, gender roles, socialization practices, health issues, and risk and resiliency factors. Major trends that affect families worldwide will be examined. Two hours of lecture and two hours of field experience each week required.

Credits 3

Instructional Method

LEC

Semester Offered

Spring, Odd-numbered Years Only

CD-410 : Death, Dying, and Bereavement in Pediatric Settings

An overview of current research related to issues and processes surrounding death and bereavement when working with families and children in healthcare environments. Students will examine concepts from cultural, psychosocial, and theoretical perspectives, while investigating the impact of death, dying, and bereavement on family, child, and community. Students will explore the states of grief, and apply them using family systems and developmental theory, with a focus on patient/family-centered-care. Students will examine memento creation, therapeutic and legacy building activities, while also identifying resources and tools for children and families that promote positive coping skills and strategies throughout the death and bereavement process. Aspects of life-threatening chronic illness will also be addressed. This course primarily focuses on death, dying, and bereavement in pediatric care, however, community aspects will also be considered.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CD-220](#) and [CD-224](#), or by permission of instructor.

Semester Offered

Fall, Even-Numbered Years Only

CD-438 : Families and Collaborative Relationships

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. Two hours of lecture and two hours of field experience each week required.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CD-220](#), [CD-224](#), [CD-260](#), CD 265, [CD-337](#), [CD-339](#), and [CD-347](#), or instructor permission.

Semester Offered

Spring

CD-450 : Advanced Practicum

A supervised early childhood professional field placement will provide an in-depth experience for students to learn, develop, lead, and implement appropriate concepts and practices related to young children, families, and colleagues within the given setting. Students are co-supervised by an on-site supervisor and a member of the Child Development faculty. In addition to completing a minimum of 300 contact hours within the field placement, students will meet by the discretion of the professor of course to analyze and evaluate their field experiences and career objectives. Students are expected to attend their placement for four-five consecutive days.

Credits 9

Instructional Method

PRA

SEM

Required Prerequisites

[CD-220](#), [CD-224](#), [CD-240](#), [CD-260](#), CD 265, [CD-337](#), [CD-339](#), and [CD-341](#)

Notes

Course fee assessed. Instructor's permission required.

Semester Offered

Spring

CD-488 : Special Topics in Child Development

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

CD-498 : Honors Thesis in Child Development

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

Senior Standing members of the Honors and/or Teaching Scholars Programs.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

CD-499 : Research in Child Development

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. A research proposal form completed by the student and faculty mentor is required for registration.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[CD-224](#) and [CD-337](#)

Junior and Senior Child Development majors, and others by permission of the instructor.

Instructor's consent required

Notes

May be repeated for a total of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Chinese

CHI-101 : Elementary Chinese I

In this course students learn the basics of Mandarin Chinese. The course emphasizes oral communication (speaking and listening), but also integrates the remaining language skills - reading and writing, as well as Chinese culture and society. The course employs a communicative approach by using real-life situations. The course is the first semester of the Elementary Chinese sequence as well as the first of a series of courses on Chinese language and culture. Weekly independent practice is required.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

CHI-102 : Elementary Chinese II

This course is the second semester of introductory-level modern Mandarin Chinese. The course emphasizes oral communication (speaking and listening), but also integrates the remaining language skills - reading and writing, as well as Chinese culture and society. The course employs a communicative approach by using real-life situations. This course is the second in a series of courses in practical Chinese language and culture. Weekly independent practice is required.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CHI-101](#)

Semester Offered

Spring

CHI-205 : Intermediate Chinese I

This course is the first semester of intermediate-level modern Mandarin Chinese. The course emphasized oral communication (speaking and listening), but also integrates the remaining language skills - reading and writing, as well as Chinese culture and society. By the end of the semester, students can expect to read simple texts using a limited range of vocabulary and structures, to describe themselves in Mandarin, and to engage in limited conversations with classmates, instructors and sympathetic native speakers. [CHI-205](#) is the third in a series of courses in practical Chinese language and culture. Weekly independent practice is required.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CHI-102](#)

Semester Offered

Fall

CHI-206 : Intermediate Chinese II

This course is the second semester of intermediate-level modern Mandarin Chinese. This course emphasizes oral communication (speaking and listening), but also integrates the remaining language skills - reading and writing, as well as Chinese culture and society. By the end of the semester, students can expect to read and respond to questions about texts of an appropriate level; make presentations about themselves and everyday topics; engage in short conversations with classmates, instructors and sympathetic native speakers. [CHI-206](#) is the fourth in a series of courses in practical Chinese language and culture. Weekly independent practice is required.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CHI-205](#)

Communication

Professor Holder; Associate Professor Owens; Associate Professor of Practice Professor Buck; Instructors, Cassell, Croasmun, Hamilton, Mayberry, Shields, Smedley, Sopher, Treadwell, Wahba and Yoo.

Mission Statement

The mission of the Communication Program is to *prepare strong women leaders.*

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.

As part of the program, the department offers a broad-based core curriculum that provides an overview of the field, along with three concentrations of study: 1) Communication Studies, 2) Mass Communication, and 3) Public Relations.

Student Learning Outcomes of the Communication Department

Students earning a degree in Communication are prepared to:

- Demonstrate knowledge of concepts, principles, and theories of the discipline.
- Demonstrate competency and application of written, verbal and nonverbal communication skills.
- Demonstrate emotional and social competency.

COM-100 : Introduction to Communication Studies

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

COM-188 : Special Topics in Communication

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

COM-210 : Meredith College Student News

This course will offer students the opportunity to learn how television journalism works. Students will learn how editorial decisions are made and will get hands-on experience weaving the elements of video, audio, and the written word into television stories that can inform and inspire. Under the direction of the COM faculty, students will write, shoot, edit and produce a biweekly newscast.

May be repeated for credit.

Credits 1

Instructional Method

LEC

Semester Offered

Fall Or Spring

COM-212 : Sports Communication

This introductory course introduces the role and function of communication through the lens of sports. It provides an overview of various types of communication common in sports, such as public relations, journalism, interpersonal, organizational, and digital media. While exploring the history of sports communication, students will also apply course principles to produce sports-related content, such as press releases, sports reporting, and/or social media campaigns.

Credits 3

Instructional Method

LEC

COM-215 : Introduction to Public Relations

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

COM-225 : Public Speaking

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

COM-235 : Applied Quantitative Research

In this course, students will learn to use quantitative data through participation in an applied research project. Students will identify appropriate quantitative data to answer a research question and then use technological tools to organize, analyze and present that data. By the conclusion of the course students will generate a tangible product showcasing their participation in this project.

Credits 3

Instructional Method

LEC

Notes

Also offered as [SOC-235](#) and [POL-235](#).

COM-260 : Interpersonal Communication

An introduction to relational communication. The student should increase their sensitivity of communication skills by questioning habits, traditions, and current ideas and behaviors related to person 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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

COM-288 : Special Topics in Communication

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

COM-290 : Introduction to Mass Communication

An introduction to the field of mass communication that deals with the examination of radio, newspapers, magazines, film, television and the internet. This 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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

COM-295 : Exploring Communication Careers

This course is designed to help new communication majors get established in the program by; 1) introducing students to industry professionals and their career responsibilities, 2) introducing the department's academic portfolio process, 3) developing students' academic course plans and 3) coaching students in their creation of personal and professional goals.

Credits 1

Instructional Method

LEC

Required Prerequisites

COM majors only

Semester Offered

Fall

Spring

COM-299 : Communication Research Project

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[COM-330](#)

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

COM-300 : Small Group Communication

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.

Credits 3

Instructional Method

LEC

COM-316 : PR Techniques

In this course, students will learn a range of tools PR practitioners use in their day-to-day activities in preparing materials for print, broadcast and online media. Students will also gain skills in managing media relations, crisis situations, and event planning.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

COM-320 : Media Law and Ethics

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

COM-330 : Communication Research Methods

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

COM-360 : Writing for the Media

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

COM-365 : Digital Storytelling

Convergence is the blending of text, sounds, still and motion images in the media environment to create integrated media. This course features units on visual literacy, photo editing, audio processing, video editing and web publishing. Students learn theories of audio and visual aesthetics and produce individual content for the web.

Credits 3

Instructional Method

LEC

LAB

Notes

Course fee assessed.

Semester Offered

Fall

Spring

COM-370 : Nonverbal Communication

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

COM-374 : Forgiveness and Communication

A 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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Junior or Senior Standing

Semester Offered

Fall

COM-375 : Gender Communication

Effects of gender on the interpersonal communication process. Explanations of gender differences, communication about women and men via language and media, and interpersonal communication.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

COM-380 : Interactive & Social Media

This course focuses on developing Social Media content for information sharing, branding, and marketing. Along with readings and discussion of research regarding interactive and social media, students will develop their own social media presence and writing.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

COM-388 : Special Topics in Communication

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

COM-390 : Intercultural Communication

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

COM-400 : Special Topics in Communication

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.

Credits 3

Instructional Method

SEM

Notes

May be taken on multiple occasions when topics vary.

COM-410 : Guided Senior Project

In conjunction with a faculty instructor, the student will formulate and execute an original research project that will culminate in a paper and presentation.

Credits 3

Instructional Method

THE

RES

Required Prerequisites

[COM-330](#)

Senior Standing

Communication Majors

Semester Offered

Fall

Spring

COM-415 : PR Cases and Campaigns

As a capstone experience, students engage in service learning to create a campaign client-based project in a nonprofit setting.

Credits 3

Instructional Method

LEC

Required Prerequisites

[COM-316](#)

Semester Offered

Fall

COM-425 : Media, Culture & Society

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 the media, and changes in FCC regulations.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

COM-450 : Relational Communication

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[COM-260](#)

Semester Offered

Spring

COM-475 : Interpersonal Capstone

This course will provide students with an in-depth study of the research conducted on relational conflict, forgiveness and reconciliation. Building on broad research skills, this course will offer students advanced skills to conduct research, synthesis results and present research findings. Students will then propose a research project as part of their course final project.

Credits 3

Instructional Method

LEC

Required Prerequisites

Interpersonal Concentration students only.

Semester Offered

Spring

COM-480 : Communication Internship

Supervised experience in business or governmental institutions where work is related to student interest in communication disciplines. Provides students with the opportunity to gain practical, professional experience in conjunction with their academic development. For 3 credit hours, the student must work 120 hours total over the course of the semester in a single location at an approved site.

Credits 3

-6

Instructional Method

INT

Required Prerequisites

Junior or Senior majors in the Communication department with a 2.000 or higher GPA.

Semester Offered

Fall

Spring

COM-488 : Special Topics in Communication

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

COM-495 : Senior Seminar

This course is the culminating senior experience for majors with the goal of helping students transition to career and graduate school. The course is designed to build critical understanding of the major theoretical traditions in communication and apply these theories to everyday life.

Credits 3

Instructional Method

LEC

Required Prerequisites

Senior standing

Semester Offered

Fall

Spring

COM-498 : Honors Thesis

An honors thesis involves a scholarly scientific project selected by the communications major in consultation with the student's advisor and subject to departmental approval, which will involve conducting a pilot study focusing on the student's area of specialization.

Research, observation, writing and interpreting results will all be conducted by the student. In addition, the student is required to present their thesis orally in an appropriate setting to an audience.

Credits 3

Instructional Method

RES

HTH

Required Prerequisites

[COM-495](#)

Communication Majors in the Honors Program

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

COM-499 : Communication Research Project

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

Junior and Senior Communication majors, and others by permission

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Computer Studies

Professors Hontz, and Manning; Professor of Practice Watkins; Associate Professor Andreae, Glotzer and Lada; Assistant Professors Reid and Starling; Assistant Professor of Practice Gass.

Mission Statement:

The Mathematics and Computer Science Department at Meredith College teaches courses with an emphasis on conceptual understanding, theory, and application. We engage our students intellectually and foster an appreciation for lifelong learning. We provide foundations for further studies and diverse careers that utilize logical reasoning and problem- solving abilities.

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 Computer Science Major

A student who completes a degree in Computer Science will be able to:

- demonstrate a broad knowledge of hardware, software, and computing fundamentals
- solve problems using current technologies
- integrate knowledge to create solutions to complex problems
- demonstrate professional and ethical behaviors and attitudes

Minors in [mathematics](#), [statistics](#), [web development](#), [applied mathematics](#), and [data science](#) 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 mathematics, 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.

Dual Degree Engineering Program

A Dual Degree Engineering 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 or Computer Science and a Bachelor of Science degree in Engineering from NC State University. For details of the program see the [Focus on Careers section](#). Other engineering dual degree combinations can be found in [Chemistry section](#). Interested students should contact the Engineering Program Director at Meredith through the School of Natural and Mathematical Sciences, before they register for their first semester at Meredith College.

Mathematics Placement

A student without credit and advanced placement from high AP scores may request placement in [MAT-212](#), with credit granted for [MAT-191](#) upon completion of [MAT-212](#) with a grade of C or higher. If a student requests placement in [MAT-213](#), credit is given for [MAT-212](#) and [MAT-191](#) upon completion of [MAT-213](#) with a grade of C or higher.

CS-110 : Ethics and Information Technology

Discussion of the ethical and legal issues created by the introduction of information technology into every day 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.

Credits 1

Instructional Method

LEC

Semester Offered

Fall

Spring

CS-120 : Spreadsheets

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.

Credits 1

Instructional Method

CMP

Semester Offered

Fall

Spring

Summer

CS-121 : Spreadsheets II

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.

Credits 1

Instructional Method

LEC

Required Prerequisites

[CS-120](#) or competency in spreadsheets.

Semester Offered

Summer

CS-140 : Databases

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.

Credits 1

Instructional Method

LEC

Semester Offered

Fall

Spring

Summer

CS-156 : Website Design & Management

This course requires extensive use of HTML and CSS to create web pages and web sites. Specific topics and techniques include: text, images, links, tables, forms, multi-media, layout, and responsive design.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

Summer

CS-180 : Introduction to Programming with Python

An introduction to programming using the Python programming language. Students will learn how to design, code, test, debug, and document programs to perform a variety of simple tasks. This course is intended for students who do not have any prior programming experience.

Credits 3

Semester Offered

Fall Or Spring

CS-188 : Special Topics in Computer Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

CS-190 : Programming Fundamentals

An introductory course in programming. Development of applications including design, coding, testing, debugging, and documentation. Topics include variables, data types, input and output, control structures, arrays, and functions.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

CS-210 : Introduction to MATLAB

This course provides an introduction to MATLAB. It is designed to give students basic fluency in MATLAB, including an introduction to basic built-in functions as well as writing scripts and functions. The course will consist of interactive lectures with students doing sample MATLAB problems in real time. Problem-based MATLAB assignments will be given.

Credits 1

Instructional Method

LEC

Required Prerequisites

[CS-190](#) and [MAT-212](#)

Semester Offered

Spring

CS-212 : Object-Oriented Programming

A continuation of programming concepts with an emphasis on object-oriented fundamentals (abstraction, encapsulation, inheritance, polymorphism) and more advanced programming projects. Industry best practices will be discussed.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CS-190](#) with a minimum grade of C or better.

Semester Offered

Fall

Spring

CS-230 : Web Programming with Databases

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 (programming language), SQL (Structured Query Language).

Credits 3

Instructional Method

LEC

Required Prerequisites

[CS-140](#), [CS-156](#) and [CS-190](#) with a minimum grade of C or better

Semester Offered

Fall

CS-240 : Visual Basic

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CS-190](#)

May be taken without prerequisite course with instructor's consent

Notes

This course is intended for those with programming experience.

CS-262 : Discrete Mathematics

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Recommended for middle grades and secondary mathematics licensure students.

Notes

Also offered as [MAT-262](#).

Semester Offered

Spring, Odd-numbered Years Only

CS-288 : Special Topics in Computer Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

CS-299 : Intro to Computer Studies Research

This course will provide opportunities for freshman and sophomores to participate in original research in computer science. Students will submit findings in a formal written report and/or will give a presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit.

Credits 1

-4

Instructional Method

RES

Notes

- May be repeated for a maximum of six credit hours.
- A maximum of 3 combined hours of [CS-299/CS-498/CS-499](#) can count towards the Computer Science major.
- Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

CS-301 : Data Structures & Algorithms

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CS-212](#) with a minimum grade of C or better

Semester Offered

Fall

CS-311 : Computer Organization

Key principles in the design of computer systems; structuring of the major hardware components; digital data representation and the hardware/software interface

Credits 3

Instructional Method

LEC

Required Prerequisites

[CS-190](#) with a minimum grade of C or better

Semester Offered

Every Third Semester

CS-312 : Information Systems Management

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Completion of the General Education fundamental computer skills competency requirement.

CS-326 : Networking and Operating Systems

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CS-212](#) with a minimum grade of C or better

Semester Offered

Spring

CS-360 : Numerical Analysis

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares and approximation, interpolating polynomials, numerical differentiation, and numerical quadrature.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CS-190](#) and [MAT-212](#)

Notes

Also offered as [MAT-360](#).

Semester Offered

Fall, Even-Numbered Years Only

CS-388 : Special Topics in Computer Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

CS-407 : Software Engineering

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CS-230](#) and [CS-301](#)

Semester Offered

Spring

CS-420 : Computer Science Seminar

A seminar course for computer science majors. Students will research and present current developments and topics in computer science. Post-graduation opportunities will be explored and preparation for these opportunities will be discussed.

Credits 1

Instructional Method

LEC

Required Prerequisites

12 credit hours of Computer Studies courses.

Juniors and Senior Standing

Semester Offered

Fall

CS-421 : Topics in Computer Science

Topics of current interest in computer science not covered in other courses.

Credits 3

Instructional Method

LEC

Required Prerequisites

Prerequisites vary with topic studied.

CS-480 : Computer Studies Internship

Supervised internship employment experience of 50 hours per 1 credit hour where student gains professional experience and skills directly related to computer science. Prior approval of internship position by instructor is required. Pass/fail grading only.

Credits 1

-3

Instructional Method

INT

Required Prerequisites

- 12 credit hours of Computer Studies courses.
- Computer Science majors with a minimum GPA of 2.00 in the major.
- Instructor consent required.

Notes

May be repeated for a total of 3 credit hours.

Semester Offered

Fall

Spring

Summer

CS-481 : Computer Studies Experiential Learning

Supervised experience of 50 hours per 1 credit hour where students gain professional experience and skills directly related to computer science. Prior approval of experience from instructor is required. Pass/fail grading only.

Credits 1

-3

Required Prerequisites

12 credit hours of Computer Studies courses.

Open to Computer Science majors with a minimum GPA of 2.0 in the major.

Instructor consent required.

Semester Offered

Fall

Spring

Summer

CS-488 : Special Topics in Computer Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

CS-498 : Honors Thesis in Comp Studies

With a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

Seniors or second semester Junior Computer Science majors in the Honors and/or Teaching Fellows Programs.

Notes

- A maximum of 3 combined hours of [CS-299/CS-498/CS-499](#) can count towards the Computer Science major.
- Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

CS-499 : Computer Studies Research

With a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and/or a presentation.

Credits 1

-4

Instructional Method

RES

Required Prerequisites

Juniors and Senior Standing majoring in Computer Studies, or others with permission of the department.

Notes

- May be repeated for credit for a maximum of six hours.
- A maximum of 3 combined hours of [CS-299/CS-498/CS-499](#) can count towards the Computer Science major.
- Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Cooperative Education

COE-302 : Cooperative Education

Supervised professional employment related to student career goals that alternates with or parallels to academic study. The number of credit hours is determined by the number of hours worked. Positions must be paid by the employer. Pass/Fail grading only.

Credits 1

-4

Instructional Method

COP

Required Prerequisites

Sophomore standing and a minimum GPA of 2.0. The signature of the Cooperative Education (Co-op) Coordinator in the Office of Career Planning is required before enrolling in this course.

Notes

[COE-302](#) and [COE-403](#) can each be taken once for a maximum of 4 credit hours each.

Semester Offered

Fall

Spring

Summer

COE-403 : Cooperative Education

Supervised professional employment related to student career goals that alternates with or parallels to academic study. The number of credit hours is determined by the number of hours worked. Positions must be paid by the employer. Pass/Fail grading only.

Credits 1

-4

Instructional Method

COP

Required Prerequisites

[COE-302](#)

Sophomore Standing and a minimum GPA of 2.0. The signature of the Cooperative Education (Co-op) Coordinator in the Office of Career Planning is required before enrolling in this course.

Notes

[COE-302](#) and [COE-403](#) can each be taken once for a maximum of 4 credit hours each.

Semester Offered

Fall

Spring

Summer

Dance

Professor Finley; Assistant Professor Smith, Assistant Professor White; Adjunct Parker; Emeritae Colwell-Waber and Shapiro

The Mission of the Dance Program

The Meredith College Dance Program provides opportunities for all students to engage with dance for artistic, community, cultural, intellectual, and physical growth.

Overview of the Dance Program

The Meredith College Dance Program believes that dance is a worthy human endeavor that should be accessible to all. We provide a collaborative laboratory that welcomes students from all backgrounds to engage with dance for artistic, community, cultural, intellectual, and physical growth. A Bachelor of Arts in Dance, concentrations in Private Studio Teaching and Dance Education, a minor in Dance, a NC K-12 Teaching Licensure, and a Professional Performance Certificate form the hub of our program, while a wide range of creative, performance, and service groups make the community complete. The Dance Program engages with the broader Meredith College community by supporting several components of general education and enriching the cultural and aesthetic life of the

campus. All that we do is grounded in the belief that dance holds the potential to transform individuals and society through personal empowerment, collaboration, and creative action.

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 secondary schools, own and operate private studios, are pursuing graduate degrees, and are actively producing their work.

Dance Major

The major in Dance focuses students' curriculum through a concentration in Private Studio Teaching, Dance Education, or Senior Portfolio. Students who pursue the 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 complete all dance activity courses which fulfill the requirements for the Dance major for a grade. All dance activity courses completed to fulfill requirements for the Dance major may count toward graduation.

Some activity classes are taken automatically pass/fail and some are taken automatically for a letter grade. A student may elect to change how a course is graded for them according to the following policy. Grade change requests of this nature must be received in the [Office of the Registrar](#) according to pass/fail election deadlines, as noted in the academic calendar.

All PED activity classes and DAN activity classes at the 100 level are taken pass/fail. Students who have fulfilled the Health and Physical Learning component of

General Education may elect to take them for a letter grade. Students who have fulfilled the Health and Physical Learning component of [General Education](#) and who need these courses to fulfill major requirements must take them for a grade.

DAN activity courses at the 200, 300, and 400 levels are taken for a grade. Students may take these courses as pass/fail to fulfill the Health and Physical Learning Component of [General Education](#).

DAN-148 : Hip-Hop Styles

This course offers an immersive exploration of hip hop dance from its origins to contemporary styles. Students will develop foundational skills in hip hop movement, grooves, and social dances, tracing the evolution of the form to its present-day expressions. Emphasis will be placed on physical movement, musicality, and cultural context, fostering an understanding of hip hop as both an artistic and social practice.

Credits 1

Instructional Method

ACT

Notes

Repeatable for credit

Semester Offered

Varies-Contact Prog. Director

DAN-149 : Tap I

A beginning level study of tap dance technique including traditional vocabulary, contemporary vocabulary, development of style, improvisation, fundamentals of music, polyrhythms and choreography.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for students with no previous tap experience.

Semester Offered

Spring

DAN-151 : Ballet I

A basic study of ballet including its vocabulary, technique, history and performance.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for beginning-level students.

Semester Offered

Varies-Contact Prog. Director

DAN-152 : Folk and Square Dance

An introduction to international folk dances, American square dances and contemporary Country-Western dances.

Credits 1

Instructional Method

ACT

Notes

Appropriate for all levels.

Also offered as [PED-152](#).

Semester Offered

Fall

DAN-153 : Modern I

A basic study of modern dance including warm-up, alignment, technique, history and performance.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for beginning-level students.

Semester Offered

Varies-Contact Prog. Director

DAN-154 : Jazz I

A basic study of jazz dance including warm-up, isolations, technique and history.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for beginning-level students.

Semester Offered

Varies-Contact Prog. Director

DAN-155 : African Dance

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.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for beginning-level students.

Semester Offered

Varies-Contact Prog. Director

DAN-159 : Movement Improvisation

An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

Credits 1

Instructional Method

ACT

Semester Offered

Spring

DAN-160 : Perspectives in Dance

This course introduces students to various styles of dance technique, professional practices, professional opportunities, dance composition, dance production, and writing about dance. Dance techniques will be explored at a low-intermediate level, therefore experience in one or more styles of modern, ballet, and/or jazz is recommended.

Credits 3

Instructional Method

LEC

Notes

Experience in one or more styles of modern, ballet, and/or jazz is recommended.

Semester Offered

Fall

DAN-188 : Special Topics in Dance

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

DAN-200 : Dance in Society

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

DAN-248 : Yoga for Dancers

This course provides a thorough foundation in the physical, breathing and mindfulness practices of yoga as a means to augment and enrich dance training. Utilizing yoga postures and vinyasa flow, dancers will train their bodies in a balanced way, thus gaining muscular strength and flexibility in areas of the body under-addressed in conventional dance training. This enables fully integrated movement, increases range of motion and helps prevent injury. Through breath awareness practices the dancer develops greater breath capacity and control. Through mindfulness practices, the dancer develops mental concentration needed for class, rehearsal, and stage performance.

Credits 1

-2

Instructional Method

LEC

Required Prerequisites

Dance experience required.

Semester Offered

Spring

DAN-249 : Tap II

A post-beginning level study of tap dance technique including traditional vocabulary, contemporary vocabulary, development of style, improvisation, fundamentals of music, polyrhythms and choreography.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for students with some training in tap.

Semester Offered

Spring

DAN-250 : Contemporary Dance II

A low-intermediate level study of contemporary dance technique. Appropriate for post-beginning contemporary dancers or intermediate/advanced dancers with or without contemporary dance experience. Dance majors and minors may repeat for credit.

Credits 1

Instructional Method

ACT

DAN-251 : Ballet II

A low-intermediate level study of ballet technique.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for post-beginning ballet dancers or intermediate/advanced dancers with or without ballet experience.

Dance majors and minors may repeat for credit.

Semester Offered

Fall

DAN-252 : Participation in Choreographic Project

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.

Credits 2

Instructional Method

ACT

Required Prerequisites

[DAN-159](#)

May be taken without prerequisite course with instructor's consent.

Semester Offered

Spring

DAN-253 : Modern II

A low-intermediate level study of modern dance technique.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for post-beginning modern dancers or intermediate/advanced dancers with or without modern dance experience.

Dance majors and minors may repeat for credit.

Semester Offered

Varies-Contact Prog. Director

DAN-254 : Jazz II

A low-intermediate level study of jazz dance technique.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for post-beginning jazz dancers or intermediate/advanced dancers with or without jazz dance experience.

Dance majors and minors may repeat for credit.

Semester Offered

Spring

DAN-256 : Dance Composition I

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.

Credits 3

Instructional Method

PRB

Required Prerequisites

[DAN-159](#)

May be taken without prerequisite course with instructor's consent.

Semester Offered

Every Third Semester

DAN-258 : Mind/Body Integration

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.

Credits 1

-2

Instructional Method

ACT

Notes

No prior movement experience needed.

Semester Offered

Varies-Contact Prog. Director

DAN-259 : Improvisation II

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.

Credits 1

-2

Instructional Method

ACT

Required Prerequisites

[DAN-159](#)

May be taken without prerequisite course with instructor's consent.

Semester Offered

Varies-Contact Prog. Director

DAN-260 : Movement Analysis

This class integrates the understanding of concepts within Lab analysis 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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Intermediate-level ability in dance technique as evidenced by completion of a 200-level dance technique course or through consultation with the instructor.

Semester Offered

Every Third Semester

DAN-261 : Music for Dance

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.

Credits 1

Instructional Method

LEC

Notes

Students enrolling in the course should have rudimentary experience with dance/movement.

Semester Offered

Spring

DAN-288 : Special Topics in Dance

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

DAN-290 : Production for Dance

An introduction to the process and practice of lighting design, sound design, costume design, state 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.

Credits 3

Instructional Method

LEC

Notes

Not recommended for Freshmen.

Semester Offered

Fall, Even-Numbered Years Only

DAN-299 : Dance Research

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.

Credits 1

-3

Instructional Method

LEC

Required Prerequisites

Dance majors and minors, and others with instructor approval.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

DAN-349 : Tap III

An intermediate level study of tap dance technique including traditional vocabulary, contemporary vocabulary, development of style, improvisation, fundamentals of music, polyrhythms and choreography.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for students with substantive tap experience.

Semester Offered

Varies-Contact Prog. Director

DAN-350 : Contemporary Dance III

An intermediate-advanced level study of contemporary dance technique with emphasis on dynamic phrasing, musicality, spatial awareness, and performance skills. Appropriate for advanced dancers with at least some contemporary dance experience. Dance majors and minors may repeat for credit.

Credits 1

Instructional Method

ACT

DAN-351 : Ballet III

An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for advanced dancers with at least some ballet experience.

Dance majors and minors may repeat for credit.

Semester Offered

Varies-Contact Prog. Director

DAN-352 : Dance Repertory

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.

Credits 1

Instructional Method

ACT

Notes

Appropriate for intermediate and advanced dancers.

Semester Offered

Fall

Spring

DAN-353 : Modern III

An advanced-intermediate level study of modern dance technique with focus on the use of dynamics, phrasing, strength and range.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for advanced dancers with at least some modern dance experience.

Dance majors and minors may repeat for credit.

Semester Offered

Varies-Contact Prog. Director

DAN-354 : Jazz III

An advanced-intermediate level study of jazz dance technique with focus on the fine tuning of physical and performing skills.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for advanced dancers with at least some jazz dance experience.

Dance majors and minors may repeat for credit.

Semester Offered

Varies-Contact Prog. Director

DAN-356 : Dance Composition II

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.

Credits 3

Instructional Method

PRB

Required Prerequisites

[DAN-256](#)

Semester Offered

Spring

DAN-358 : Movement Studio for Somatics

This techniques 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.

Credits 2

Instructional Method

LEC

Required Prerequisites

Intermediate-level ability in dance technique as evidenced by completion of a 200-level dance technique course or through consultations with the instructor.

Semester Offered

Offered As Needed

DAN-359 : Dance History: Western Theatrical Dance

A survey of the development of western theatrical dance from the 19th century to the present, with particular emphasis on 20th century ballet and modern dance in the United States. Through visual and verbal texts, lecture, discussion, and critical response writings, students will become familiar with major artists, their philosophies, and the social contexts in which they worked.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

DAN-360 : Movement Structure and Function

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[DAN-260](#)

Semester Offered

Spring

DAN-388 : Special Topics in Dance

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

DAN-449 : Tap IV

An advanced level study of tap dance technique including traditional vocabulary, contemporary vocabulary, development of style, improvisation, fundamentals of music, polyrhythms and choreography.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for students with extensive training in tap.

Semester Offered

Varies-Contact Prog. Director

DAN-450 : Contemporary Dance IV

An advanced-intermediate level study of contemporary dance technique with emphasis on dynamic phrasing, musicality, spatial awareness and performance skills.

Credits 1

Instructional Method

ACT

Notes

Repeatable for credit

Semester Offered

Varies-Contact Prog. Director

DAN-451 : Ballet IV

An advanced level study of ballet technique with focus on the refinement of physical and performing skill.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for advanced dancers with at least some ballet experience.

Dance majors and minors may repeat for credit.

Semester Offered

Fall

DAN-452 : Collaborative Process in Concert Dance

This course provides a pre-professional setting for students to practice collaborative processes through auditioning, casting, creation, rehearsal, performance, and technical production of dance choreography. Students will work as performers, choreographers, or both. Students committed to 1-4 hours of weekly rehearsals should register for one credit hour. Students committed to more than four hours of weekly rehearsals should register for two credit hours.

Credits 1

Notes

Repeatable for credit

DAN-453 : Modern IV

An advanced level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for advanced dancers with at least some modern dance experience.

Dance majors and minors may repeat for credit.

Semester Offered

Spring

DAN-454 : Jazz IV

An advanced level of study of jazz dance technique with emphasis on the rhythmic phrasing, range and performance.

Credits 1

-2

Instructional Method

ACT

Notes

Appropriate for advanced dancers with at least some jazz dance experience.

Dance majors and minors may repeat for credit.

Semester Offered

Spring

DAN-456 : Meredith Dance Theatre

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.

Credits 1

Instructional Method

ACT

Required Prerequisites

Instructor's consent required.

Notes

Auditions are held the first week of classes.

Semester Offered

Fall

Spring

DAN-457 : Pedagogy in Dance Technique

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.

Credits 2

Instructional Method

DIR

Required Prerequisites

[DAN-159](#) and [DAN-260](#)

Semester Offered

Fall

DAN-460 : Dance Practicum

An opportunity for students to gain practical experience in such areas as somatics, arts administration, video for dance, and others.

Credits 1

-2

Instructional Method

PRA

Required Prerequisites

All course specifications must be approved by the instructor prior to registration.

Notes

Course may be repeated for credit.

Semester Offered

Fall

Spring

DAN-461 : Dance Practicum in Performance

An opportunity for students to gain practical experiences in performance through rehearsing, contributing to the choreographic process, and reflecting on performance roles in a dance to be performed in a formal concert.

Credits 1

-2

Instructional Method

LEC

Required Prerequisites

All course specifications must be approved by the instructor prior to registration.

Notes

Course may be repeated for credit.

Semester Offered

Fall

Spring

DAN-462 : Dance Practicum—Choreography

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. Course may be repeated for credit.

Credits 1

-2

Instructional Method

PRA

Required Prerequisites

All course specifications must be approved by the instructor prior to registration.

Semester Offered

Fall

Spring

DAN-463 : Dance Practicum—Technical Theatre

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.

Credits 1

-2

Instructional Method

PRA

Required Prerequisites

All course specifications must be approved by the instructor prior to registration.

Notes

Course may be repeated for credit.

Semester Offered

Fall

Spring

DAN-464 : Dance Practicum—Private Studio Teaching

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. Pass/Fail grading only.

Credits 3

Instructional Method

PRA

Required Prerequisites

[DAN-761](#)

Notes

All course specifications must be approved by the instructor prior to registration.

[DAN-457](#) must be taken as a prerequisite or corequisite.

Semester Offered

Fall

DAN-465 : Professional Practice in Dance Technique

Students will take classes with regional professional guest artists to focus on fine-tuning the physical and performance skills needed to continue dance training post-graduation. Appropriate for advanced dancers. Repeatable for credit.

Credits 1

Instructional Method

ACT

Required Prerequisites

[DAN-450](#), [DAN-451](#) and [DAN-454](#)

DAN-480 : Internship in Performing Arts Administration

A supervised experience in arts administration with an approved arts organization, government agency, or arts event production team. Areas of focus can include, but are not limited to office management, event production, organization development and advancement, grant writing marketing and promotion, audience development, and advocacy, etc. Through this internship students will gain professional experience and will connect their applied experience with the knowledge and skills studied in their discipline. Students will fulfill 40 hours per credit hour as approved by the professor.

Credits 1

-6

Instructional Method

LEC

Required Prerequisites

Junior or Senior Standing

Majors in Dance or minors in Arts Management with a 2.00 or higher.

DAN-488 : Special Topics in Dance

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

DAN-498 : Honors Thesis in Dance

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. The project must meet Honors Program thesis requirements as well as the expectations of the dance faculty.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

Senior Standing Dance Majors who are members of the Honors and/or Teaching Fellows Programs.

Required Prerequisite Courses

DAN-299

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

DAN-499 : Dance Research

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.

Credits 3

Instructional Method

RES

THE

Required Prerequisites

Senior Standing Dance majors and minors and others with instructor approval.

Required Prerequisite Courses

DAN-299

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

DAN-580 : Internship in Professional Performance

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.

Credits 1

-3

Instructional Method

INT

Required Prerequisites

Admission to Certificate in Professional Performance Program in dance.

Semester Offered

Fall

Spring

DAN-590 : Advanced Practicum in Dance Performance

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 in rehearsal, rehearsal preparation, performance, and post performance reflection.

Credits 1

-2

Instructional Method

PRA

Required Prerequisites

Admission to Certificate in Professional Performance Program in dance.

Semester Offered

Fall

Spring

DAN-761 : Theory & Approaches to Dance Education

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 methods used as they relate to stated goals.

Credits 3

Instructional Method

LEC

Required Prerequisites

[DAN-159](#) and [DAN-260](#)

Semester Offered

Fall

DAN-762 : Methods of Teaching Dance, K-12

A study of dance in public school settings with a focus on teaching methods. Content includes writing and developing lesson plans, exploring and experiencing teaching approaches, guided and directed field experience in teaching dance and examining methods of evaluation, with emphasis placed on critical reflection about teaching and learning.

Credits 4

Instructional Method

LEC

Required Prerequisites

[DAN-761](#)

Semester Offered

Spring

Dance and Theatre

DAT-188 : Special Topics in Dance and Theatre

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

DAT-288 : Special Topics in Dance and Theatre

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

DAT-388 : Special Topics in Dance and Theatre

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

DAT-430 : Selected Topics in Dance and Theatre

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.

Credits 1

-3

Instructional Method

LEC

Required Prerequisites

[THE-114](#) and/or [DAN-160](#), and 6 credit hours in DAN or THE

Notes

Topics are on rotation and may be repeated for credit.

DAT-488 : Special Topics in Dance and Theatre

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

Data Science

DS-188 : Special Topics in Data Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

DS-200 : Introduction to Data Analysis

A general introduction to data analysis that covers a broad selection of methodologies for working with data. Topics will be chosen from sources of data, exploratory data analysis, data visualization, cleaning and preparing data, inference, and regression. Students will use statistical analysis technology. Particular topics related to analyzing data, such as ethics and communication of results, are highlighted.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MAT-175](#) or [MAT-248](#)

Semester Offered

Fall Or Spring

DS-288 : Special Topics in Data Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

DS-299 : Introduction to Data Science Research

This course will provide opportunities for freshmen and sophomores to participate in original research in data science. Students will submit findings in a written report and/or will give a presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit.

Credits 1

-3

Instructional Method

LEC

Notes

- May be repeated for a maximum of six credit hours.
- A maximum of 3 combined hours of [DS-299/DS-498/DS-499](#) can count towards the Statistical and Data Sciences major.
- Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

DS-310 : Foundations of Data Science

Implementation of principles and techniques of data science, including advanced programming projects. Topics will be chosen from data visualization, data wrangling and cleaning, regression, and classification. Industry best practices, such as ethical decision-making and communication of results, will be discussed.

Credits 3

Instructional Method

LEC

Required Prerequisites

- [CS-180](#) or [CS-190](#) (or corequisite with instructor permission).
- [DS-200](#)

Semester Offered

Fall Or Spring

DS-388 : Special Topics in Data Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

DS-410 : Machine Learning

A general introduction to machine learning that covers the theoretical foundations of various supervised and unsupervised learning techniques, as well as principled methods for assessing and comparing models. Emphasis is placed on practical applications via programming assignments in a high-level language.

Credits 3

Required Prerequisites

[DS-310](#);

[MAT-185](#) or [MAT-191](#)

Semester Offered

Spring, Odd-numbered Years Only

DS-450 : Topics in Data Science

Topics chosen from current topics in data science. May be repeated for credit.

Credits 3

Instructional Method

LEC

Required Prerequisites

Vary with the topics studies.

Semester Offered

Spring

DS-480 : Data Science Internship

Supervised experience in business, governmental, or non-profit institutions where work is related to student interest in data science. May be repeated for a total of 3 credit hours. Pass/fail grading only.

Credits 1

-3

Instructional Method

INT

Required Prerequisites

[DS-310](#)

Instructor Consent Required.

Notes

Limited to Data Science minors with a minimum GPA of 2.00 who have completed [DS-210](#).

Semester Offered

Fall

Spring

Summer

DS-488 : Topics in Data Science

Topics chosen from current topics in data science. Prerequisites vary with the topics studied. May be repeated for credit.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

DS-488 : Special Topics in Data Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

DS-498 : Honors Thesis in Data Science

With a faculty mentor, the student will formulate and execute an original research project in data science 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 faculty mentor.

Credits 3

Instructional Method

LEC

Required Prerequisites

[DS-310](#), and Senior or second semester Junior Standing in the Honors and/or Teaching Fellows Program.

Notes

- A maximum of 3 combined hours of [DS-299/DS-498/DS-499](#) can count towards the Statistical and Data Sciences major.
- Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

DS-499 : Data Science Research

With a faculty mentor, the student will formulate and execute an original data science research project that will culminate in a paper and/or a presentation.

Credits 1

-3

Instructional Method

LEC

Required Prerequisite Courses

DS-310

Notes

- May be repeated for credit for a maximum of six hours.
- A maximum of 3 combined hours of [DS-299/DS-498/DS-499](#) can count towards the Statistical and Data Sciences major.
- Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Economics

THE SCHOOL OF BUSINESS

*Professors Burke, Langenderfer, York and Yu;
Associate Professor Delise; Assistant Professors Choi,
Kolomeitsev, Masier, Routh and Wilder;
Instructors Altman and Johnson*

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% 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:

- Bachelor of Science (B.S.) with a major in Business Administration
- Bachelor of Science (B.S.) with a major in Business Administration, concentration in Accounting
- Bachelor of Science (B.S.) with a major in Business Administration, concentration in Human Resource Management
- Bachelor of Science (B.S.) with a major in Business Administration, concentration in Marketing
- Bachelor of Arts (B.A.) with a major in Economics
- Master of Business Administration (MBA)
- B.S./M.B.A. option for Business Administration

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 a required 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 School of Business 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 and Finance

Association, the Society for Human Resource Management, Phi Beta Lambda business society and Broyhill Scholars. 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 engaging learning experience for women at the undergraduate level and both women and men at the graduate level. Our programs develop confident leaders skilled in communication, teamwork, and ethical decision making. Students are challenged to utilize their strengths and to identify development opportunities that prepare them for successful careers. Excellent teaching is complemented by strong faculty-student relationships, active scholarship, and service to the College and North Carolina.

Student Learning Outcomes of the Economics Major

Upon completion of the Bachelor of Arts degree (Economics major), students will:

- apply critical thinking skills using economic analysis
- demonstrate effective communication in oral and written form
- apply quantitative reasoning skills to solve economic problems

Career Directions

Students who major in Economics may choose to complete minors in Accounting, Business Administration, Entrepreneurship and Family Business, Finance, Human Resource Management or Marketing. Students may also double major in Business Administration and Economics. The completion of a concentration or minor helps to further refine a student's career goals, as listed below:

- **Accounting**—for positions in public accounting, internal auditing, management accounting, financial analysis, cash management and tax planning;
- **Economics**—for positions involving policy analysis, research and analytical skills in a variety of industries;
- **Entrepreneurship and Family Business** – for positions in a family business or starting your own business;
- **Finance**—for positions in banking and other financial institutions, in wealth advising, 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;
- **Marketing**—for positions involving direct selling, social media marketing, marketing research, advertising or market planning and communications.

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](#).

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 MBA program are available on the [Business School website](#).

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

Majors in the School of Business All students majoring in Business Administration or Economics must complete at least 50% of the credit hours for that major at Meredith. Students may take more than one concentration within the Business Administration major

Degrees and Certificates

- [Economics, Bachelor of Arts](#)
- [Economics, Minor](#)

ECO-100 : Principles of Macroeconomics

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

ECO-101 : Principles of Microeconomics

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

ECO-188 : Special Topics in Economics

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ECO-288 : Special Topics in Economics

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ECO-301 : Intermediate Microeconomics

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ECO-101](#)

Semester Offered

Fall, Even-Numbered Years Only

ECO-302 : Intermediate Macroeconomics

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ECO-100](#)

Semester Offered

Fall, Odd-Numbered Years Only

ECO-311 : Environmental Economics

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 on "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, cap-and-trade policies, public ownership of resources best technology requirements, and input taxes.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ECO-101](#)

Semester Offered

Fall, Odd-Numbered Years Only

ECO-312 : Money and Banking

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ECO-100](#) and [ECO-101](#)

Semester Offered

Spring

ECO-320 : Gender and the Economy

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ECO-101](#)

Not open to Freshmen.

Semester Offered

Spring

ECO-323 : Health Economics and Policy

This course applies the tools of economic analysis to the health care services 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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ECO-101](#) or permission of instructor.

Semester Offered

Fall, Even-Numbered Years Only

ECO-388 : Special Topics in Economics

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ECO-480 : Economics Internship

Supervised experience in business, nonprofits, or governmental institutions where work is related to economic analysis. Pass/Fail grading only.

Credits 3

Instructional Method

INT

Required Prerequisites

12 credit hours in Economics and a minimum of 2.00 GPA.

Economics majors only.

Required Corequisites

May not be taken simultaneously with either [COE-302](#), [COE-403](#) or any other internship course in the School of Business curriculum.

Semester Offered

Fall

Spring

ECO-485 : Economics Experiential Learning

Work at least 120 hours in an organization where the student gains professional knowledge and skills related to economics. Students are advised to seek approval of employment plans before starting work. After the experiential learning is completed, students must submit documentation of the experience.

Credits 0

Required Prerequisites

Open only to Economics majors with 12 credit hours in Economics and a minimum of 2.00 GPA.

Notes

Course fee assessed.

ECO-488 : Special Topics in Economics

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ECO-498 : Honors Thesis in Economics

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

Senior Standing Economics majors in the Honors and/or Teaching Fellows Programs only.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

ECO-499 : Research in Economics

Joint participation by students and faculty in the discovery, examination and analysis of knowledge in economics. May be repeated for credit for a maximum of six credit hours.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

Juniors and Seniors with a declared Economics major, minor, or concentration.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Education

Professors McKinney, Schrock, and Toole; Associate Professor George; Assistant Professor Clark, Garbisch, and Morton-Rose.

Mission Statement

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

The Department provides undergraduate programs which lead to the North Carolina Professional Educator's Initial 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): Biology, Chemistry, English/language arts, mathematics, comprehensive science, and social studies

- Special subject area education (K–12): [art](#), [dance](#), [health and physical education](#), [music](#), [Spanish](#) and [theatre](#)
- Family and Consumer Sciences (7-12)
- Special Education, General Curriculum (K-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 (links below).

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, literacy, 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), academically/intellectually gifted (K-12) and curriculum instructional specialist.

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 four licensure areas offered, which lead to a North Carolina M-level license, are elementary education, special education (general curriculum), ESL, and Health and Physical Education. A graduate catalogue, which provides complete information about the program, can be obtained online from the [John E. Weems Graduate School website](#).

Early MAT (E-MAT) Program in Education

Qualified students who are interested in pursuing a career in elementary education, special education, health & physical education or English-as-a-second language may take up to two specified graduate courses in the Master of Arts in Teaching program during their final undergraduate year. Students who are interested in applying to this program should contact the Department of Education as soon as possible to allow sufficient time for completion of the application and selection processes prior to their final year. This program is also open to CRC students.

Department of Education Vision Statement

Students in schools need and deserve educators who teach, learn, and lead the way toward equitable schools and a just society. As teacher educators, we see the impact of racist and discriminatory policies, laws, and beliefs. We are responsible for confronting **racism**, **bias**, and **privilege**, including our own. We commit to change in ourselves and will advocate for change in schools. We must engage in on-going, critical conversations and listen to and learn from voices in marginalized communities to fight systemic racism and **injustice in all its forms**.

Therefore, a Meredith Teacher is prepared to work continuously toward...

- Learning and evaluating histories that have created inequitable policies and practices in schools and society.
- Critically examining their own identities, advantages, and biases.
- Developing an asset-based mindset to interrogate and change educational practices and systems that blame students, families, and communities.
- Building connections with students and their communities to center instruction on students' lived experience.
- Designing and implementing instruction that is challenging, connected to content knowledge, and ensures all students learn and thrive academically.
- Listening to, reflecting on, and acting in response to feedback from colleagues, students, and communities.
- Courageously leading and advocating for justice in the school, community, and profession.

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 accredited under the Association for Advancing Quality in Educator Preparation (AAQEP). 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 undergraduate teacher education is open to Meredith College students seeking an undergraduate degree and non-degree students who meet the standards established by the college.

Meredith Baccalaureate Students

(Students enrolled in a program of study that will lead to an undergraduate degree awarded by Meredith)

A student who plans to teach selects a major area of study and a licensure program, and confers with their advisor by the second semester of the sophomore year. This allows the student to pursue the content major that they love while achieving a teaching license. The majority of students in teacher education graduate in four years.

Students seeking licensure in middle grades (English/language arts, mathematics, science, or social studies), 7-12 (family and consumer sciences), secondary (English/language arts, mathematics, science or social studies), or K-12 areas (art, dance, health and physical education, music, Spanish, theatre) **major in the academic discipline** related to the teaching licensure and complete a sequence of pre-professional courses in education. A second concentration is recommended for middle grades candidates. Students seeking licensure in Special Education major in Psychology.

After selecting the major area of study and teacher licensure program, the student completes the Declaration of Major form, which is received by the [Office of the Registrar](#). The Office of the Registrar sends a copy of the student's complete Declaration of Major form to the Department of Education. Upon receipt of the form, the Department sends to the student the application materials for admission to teacher education and a letter of notification to the student's advisor.

Immediately after the student receives the application materials, they should complete the Application for Admission to Teacher Education with the Department of Education. Completion of the application is interpreted as an indication of the student's serious intent and strong commitment to a career in teaching.

The supporting materials of the application should be completed as soon as possible, i.e. recommendations; planned program that includes courses that fulfill general education, major content area, and teacher licensure requirements; and written essay. Specific testing requirements and an overall grade point average of a 2.75 or above must be satisfied before admission to the program.

Each completed application is reviewed in the Department of Education and the student is notified of the admission decision by the department chair. A student can appeal the admission decision to the Provost by letter.

Before a student enrolls in a methods class, formal admission to the teacher education program or permission of the instructor is required. All questions about this policy should be directed to the Department of Education.

Post-baccalaureate Teacher Licensure Only

Post-baccalaureate admission is open to qualified women and men who hold at least a baccalaureate degree and who wish to enroll in a program of study that does not lead to a degree awarded by Meredith College, but leads to an initial or additional N.C. teaching license.

Qualified students with a baccalaureate degree 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 complete a minimum of 30 credit hours of coursework at Meredith, which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. A lateral entry teacher seeking admission to fulfill the requirements of their planned program should consult the Director of Teacher Education.

Before a student enrolls in a methods class, formal admission to the teacher education program or permission of the instructor is required. All questions about this policy should be directed to the Department of Education.

Student Teaching Requirements

The following requirements must be met before a student is admitted to the student teaching semester: 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.

1. Earn an overall GPA of 2.75 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.
2. Observe or participate with children in the public schools.
3. 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.
4. 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.
5. Submit the completed Health Certificate for a physical exam to the Department of Education.
6. Submit to an up-to-date criminal background check and receive clearance by the appropriate school system.
7. 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 their plan of study should be adjusted. Students and advisors wanting to follow speech screening recommendations should do so prior to the student's internship.
8. 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 (NCSBE). 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 Core (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.

The NCSBE requires a standardized licensure test for most areas of licensure. Achieving a minimum score on the designated test is a requirement for program completion and licensure. For all licensure areas, the requirement for a test, the type(s) of tests and the minimum score requirements are determined by the NCSBE and are subject to change at any time.

Before or during the semester of student teaching:

- Students seeking licensure in elementary education candidates must take the NC Foundations of Reading Test and the PRAXIS Elementary Education Content Knowledge for Teaching Mathematics.
- Students seeking licensure in any subject area in grades 6-9 and 7-12 must pass PRAXIS II in the content area.
- Students seeking licensure in the K-12 areas of art education, health and physical education, music education, and Spanish must pass PRAXIS II in the content area.
- Students seeking 9-12 licensure in any subject area must pass PRAXIS II in the content area.
- Students seeking licensure in elementary education candidates must take the NC Foundations of Reading Test, the PRAXIS Elementary Education Content Knowledge for Teaching Mathematics, and the PRAXIS Special Education Foundational Knowledge Test.

In meeting the NCSBE requirements, all students seeking licensure will be required to complete the edTPA pedagogy assessment during student teaching.

The NCSBE sets all testing requirements and minimum scores. Minimum score requirements are available from the Department of Education. Test information is subject to change.

Recommendations

Most professional education courses, including 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 completed 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 School System.

Programs for Licensure

Teacher education programs are approved by the NCSBE. 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 Chair of the Department of Education.

EDU-081 : Teaching Scholars Seminar - Freshmen

Guide to freshmen teaching fellows for a successful first year in the college career. Includes strategies for making a successful transition to the academic and personal demands of life as a college student. Second semester includes focus on contemporary school issues and licensure areas preparing students for public school, community, campus and other activities.

Credits 0

Instructional Method

SEM

Semester Offered

Spring

EDU-082 : Teaching Seminar – Sophomores

This discussion-oriented course guides sophomore teaching fellows to the awareness of both societal and educational issues dealing with diversity. Also included is information about teaching in North Carolina public schools: admission to the teacher education program, the PRAXIS test and initial licensure programs for elementary and secondary programs.

Credits 0

Instructional Method

SEM

Semester Offered

Fall

Spring

EDU-083 : Teaching Scholars Seminar - Juniors

For junior teaching fellows, this course includes educational issues dealing with leadership styles and characteristics. Students will experience and discuss leadership characteristics in the school community as they interact with assigned mentor teachers and other school personnel in their licensure fields. Integrated into this course is information about teaching in the North Carolina public schools, including performance-based licensure.

Credits 0

Instructional Method

SEM

Semester Offered

Fall

Spring

EDU-084 : Teaching Scholars Seminar – Seniors

Senior teaching fellows will build on the junior year experiences of establishing a professional relationship with the assigned classroom teacher mentors.

Seminars involve a professional development series in which the student will gain a broader understanding of cultural concepts, tools of inquiry, and structure of the discipline taught through classroom activities and experiences.

Credits 0

Instructional Method

SEM

Semester Offered

Fall

Spring

EDU-100 : Teaching Scholars First Year Seminar

Guide to freshmen teaching fellows for a successful first year in the college career. Includes strategies for making a successful transition to the academic and personal demands of life as a college student. Students will also focus on contemporary school issues and licensure areas preparing students for public school, community, campus and other activities.

Credits 1

Instructional Method

LEC

Semester Offered

Fall

EDU-150 : Ethical Issues in Education

Using the tools of critical thinking and Nussbaum's capabilities approach (and others), students in this course will analyze professional educators' codes of ethics, their own autobiography of school experience, and current issues in education. Through observations in schools, students will get an introduction to some of the dilemmas of practice and policy in education.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

EDU-170 : Education in a Global Context

Students will study the education system in Italy as well as the larger culture of Italy that informs the educational context. Students will also discuss Montessori and vocational education as they relate to the more general approaches to schooling. This seminar will enable students to critically examine their assumptions regarding school and schooling, building upon previous coursework in [EDU-232](#), [EDU-234](#), and methods classes. Through course readings, special trips, guest speakers, and travel to Sansepolcro, Italy students will see a different perspective on education. We will have school visits, meetings with teachers and families, and experiences within the city of Sansepolcro to help us understand education from this perspective. Course meetings prior to departure will also focus on preparation for the trip and all that we will experience in country.

Credits 1

Instructional Method

LEC

Notes

Study abroad course.

Semester Offered

Spring

EDU-188 : Special Topics in Education

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

EDU-201 : Seminar: So You Want to be a Teacher?

This course provides undergraduates an introduction into the nature of the work of educators. A hybrid course, it focuses on the roles and responsibilities of educators in elementary, middle, and high school settings. Students will experience a series of informational and reflective activities related to teaching.

Credits 1

Instructional Method

LEC

Semester Offered

Spring

Summer

EDU-210 : Children's Literature for Elementary Teachers

This course allows future teachers to explore complex texts and analyze how to use them in the classroom. This course will also explore using these texts to develop critical thinking and writing skills in students. This course is for students completing a K-6 license.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-111](#), [ENG-200](#), and admission to the Teacher Education Program.

Semester Offered

Spring

EDU-232 : Schools and Social Change

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 tutoring assignment that require a considerable time commitment outside of class both during the day and the evening.

Credits 3

Instructional Method

LEC

Required Prerequisites

Sophomore Standing

Semester Offered

Fall

Spring

EDU-234 : Teaching and Learning

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Sophomore Standing

Semester Offered

Fall

Spring

EDU-244 : Fundamental Concepts of the Arts in Education

Foundations, vocabulary and concepts in dance, music, theatre and visual arts will be introduced to students through demonstration, practice and reflections. 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 the skills to the elementary school classroom.

Credits 4

Instructional Method

LEC

Required Prerequisites

[EDU-234](#)

Notes

Course fee assessed.

Semester Offered

Fall

Spring

EDU-288 : Special Topics in Education

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

EDU-299 : Introduction to Research in Education

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 and the faculty mentor is required for registration.

Credits 2

-3

Instructional Method

RES

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

EDU-304 : Learning and Teaching Mathematics I

This course will examine the “mathematical foundations and perspectives, including an understanding of how students learn, how to promote that learning by teaching through problem solving, and how to plan for and assess that learning daily” (p. vi, Van de Walle, KEP, & by-Williams, 2019). Experiences in this course will focus on helping children develop a sound, foundational understanding of number concepts, language and skills. Candidates will learn to assess children’s mathematical understanding and plan engaging, meaningful learning experiences that lead to success for all learners. Field experiences offer opportunities to apply concepts and skills learned in this course.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MAT-160](#) and Admission to the Teacher Education Program

Required Corequisites

[EDU-310](#)

Semester Offered

Spring

EDU-305 : Teaching with Technology

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 development in educational software, the Internet, and computers will provide students with an array of technologies for educational enrichment.

Credits 1

Instructional Method

LEC

Required Prerequisites

Admission to the Teacher Education Program

Semester Offered

Fall

Spring

EDU-310 : Literacy I - Integrated Literacy Methods for the Elementary Classroom

This course will address the research, theory and instructional practices related to teaching literacy. Specific attention will be paid to language acquisition (first and second language) and early literacy development. Candidates will engage in culturally responsive teaching through a comprehensive, balanced literacy program that includes integrating early literacy strategies, a wide variety of multicultural texts, work analysis, vocabulary development, fluency, and comprehension support. Candidates will learn how to conduct informal and formal literacy assessments in order to plan instruction. Approximately eight hours of daytime focused field experiences (observations, teaching, assessments and individual tutoring) at a partner school are required.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-320](#)

Required Corequisites

[EDU-304](#)

Semester Offered

Spring

EDU-345 : Multilingual Learners in Public Schools

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

EDU-349 : Second Language Acquisition & Linguistics for General and Special Educators

A look at language as a system and the linguistic context (sociolinguistics) with particular focus on teaching Multilingual Learners in K-12 public schools for general and special educators. Considers first and second language acquisition as well as assessment, teaching, and advocacy for MLs and individuals with special needs and from diverse social, cultural, and linguistic backgrounds. Implications of English grammar, phonetics, phonology, morphology, semantics, syntax, and pragmatics will be addressed in relation to other world languages. Field experiences required. 3 hours

Credits 3

Instructional Method

LEC

Semester Offered

Spring

EDU-350 : Teaching in the Middle School

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 their 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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[EDU-232](#) and [EDU-234](#) or by permission.

Semester Offered

Fall

EDU-351 : Program Development and Instructional Strategies for Special Educators

This course outlines the planning of educational programs for students with exceptionalities in grades K–12. Learners will examine educational research on instructional strategies for specially designed instruction (SDI), which is tailored to a particular student, and Data-Based Individualization (DBI), the systematic use of assessment data to monitor student progress and provide targeted interventions. Field experience required.

Credits 3

Instructional Method

LEC

EDU-356 : Social Studies Methods and Art Integration for Elementary School

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, technology, arts standards, key vocabulary and concepts in dance, music, theatre, and visual arts through demonstration, practice, and lesson planning in order to design 21st century learning experiences for students in primary and upper elementary classrooms.

Credits 3

Instructional Method

LEC

Required Prerequisites

Prerequisite or Co-requisite: [EDU 234](#)

Semester Offered

Spring

EDU-357 : Science Methods and Art Integration for Elementary School

Prospective elementary teachers will explore methods and materials used in teaching elementary school science, how constructivist teaching helps students develop science process skills, and how arts integration supports student learning. Students will use school, library, internet resources, and plan science activities/ demonstrations that encourage students to use guided inquiry to solve problems. Students will practice designing objectives, key questions, and assessments to measure student understanding and you will receive feedback on your practice so that your work will be “classroom ready”.

Credits 3

Instructional Method

LEC

Required Prerequisites

Prerequisite or Co-requisite: [EDU 234](#)

Semester Offered

Spring

EDU-388 : Special Topics in Education

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

EDU-404 : Learning and Teaching Mathematics II

This course will apply the “mathematical foundations and perspectives, including an understanding of how students learn, how to promote that learning by teaching through problem solving, and how to plan for and assess that learning daily” (p. vi, Van de Walle, KEP, & by-Williams, 2019). Experiences in this course will be based upon constructivist theories using strategies and tools to plan instruction that develops and extends students’ thinking and knowledge of the elementary mathematics curriculum. Field experiences offer opportunities to apply concepts and skills learned in this course.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MAT-160](#) and [MAT-260](#); [EDU-304](#) and Admission to the Teacher Education Program.

This course is for students completing a K-6 license.

Required Corequisites

[EDU-410](#)

Semester Offered

Fall

EDU-410 : Literacy II - Integrated Literacy Methods for the Elementary Classroom

The course will address the research, theory, and instructional practices related to learning, teaching, and assessing literacy in the elementary classroom.

Emphasis will be given to assessing students and classes and using assessment to inform instruction, using literacy with content material, and incorporating technology and literacy. Focus is on the teacher as decision-maker in the elementary classroom.

Candidates will learn specific strategies for helping students with diverse learning needs (ELL, learning disabilities, academically gifted) extend their understanding of literacy. Candidates will also learn how to collaborate with school specialists and families to meet the literacy learning needs of all students. Approximately eight hours of daytime focused field experiences (observations, student assessments, and lessons) at a partner school are required.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-320](#) and [EDU-310](#)

Required Corequisites

[EDU-404](#)

Semester Offered

Fall

EDU-413 : Collaboration for General and Special Educators

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

Credits 3

EDU-415 : Procedures, Policies, and Assessment for Special Educators

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

Credits 3

Instructional Method

LEC

EDU-425 : Inclusive Practices for Educators

Designed to provide the learner with the knowledge, skills, and dispositions needed for successful inclusive teaching, including an understanding of the nature and characteristics of the learning and behavior challenges that students with special needs face in the general education classroom, and the practical procedures, collaborative practices, and instructional strategies that lead to successful inclusion. Field Experience is required.

Credits 3

Required Prerequisite Courses

[EDU-234](#)

[PSY-312](#)

EDU-434 : Inclusion and the Adolescent Learner

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 professional and families to meet the needs of all students.

Credits 3

Instructional Method

LEC

Required Prerequisites

[EDU-234](#), [PSY-312](#), and Admission to the Teacher Education program.

Semester Offered

Spring

EDU-436 : Literacy and Learning in the Content Areas

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Admission to the Teacher Education Program.

Required Corequisites

Methods Course

Semester Offered

Fall

EDU-451 : K-6 Practicum

This course is designed for candidates who are student teaching in the fall (rather than the typical student teaching in the spring semester). It provides opportunity for candidates to apply/practice teaching knowledge and skills during a semester without any courses in Education. During the semester following completion of the literacy/mathematics methods sequence (first courses in the spring; second courses in the fall), candidates will take a one credit class which is field based. The practicum will provide candidates with experiences in the classroom in the areas of literacy and mathematics among others. Field experience in local public schools is required.

Credits 1

Instructional Method

LEC

Required Prerequisites

[EDU-310](#) and [EDU-410](#)

Semester Offered

Spring

EDU-460 : Colloquium in Education

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.

Credits 3

Instructional Method

SEM

Required Prerequisites

[EDU-490](#) and Admission to the Teacher Education Program and student teaching.

Notes

Course fee assessed.

Semester Offered

Fall

Spring

EDU-488 : Special Topics in Education

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

EDU-490 : Observation and Directed Teaching

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. Pass/Fail grading only.

Credits 9

Instructional Method

INT

Required Prerequisites

Admission to the Teacher Education Program

Required Corequisites

[EDU-460](#)

Notes

Internship fee assessed.

Semester Offered

Fall

Spring

EDU-498 : Honors Thesis in Education

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

Senior Standing Education majors in the Honors and/or Teaching Fellows Programs only.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

EDU-499 : Research in Education

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.

Credits 2

-3

Instructional Method

RES

Required Prerequisites

[EDU-232](#) or [EDU-234](#) (may be waived at the discretion of the faculty mentor for students not seeking licensure).

Junior or Senior Standing.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

EDU-500 : Learning in Cultural Contexts

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

Credits 3

Instructional Method

LEC

Semester Offered

Fall

EDU-502 : Teaching Diverse Learners in the Classroom

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

Credits 3

Instructional Method

LEC

Semester Offered

Spring

EDU-505 : Instructional Technology and Assessment

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

Credits 3

Instructional Method

LEC

Semester Offered

Spring

EDU-516 : Overview of Exceptionalities and Learning Strategies for Special Educators

This course provides an overview of various exceptionalities and the services offered in special education. The course is intended to give the student a foundation of knowledge about the nature and needs of children with special needs and introduce the student to causes and characteristics of specific disabilities, service delivery models, historical and current issues, legislation, research, trends, and controversies in special education. Building upon this foundation, students will examine models for teaching learning strategies—metacognitive strategies guiding the learning of content—for students with mild/moderate disabilities in grades K – 12. Students will examine educational research on content areas and will learn ways to assess students' understandings and to use the application of literacy and learning strategies in the assessment to plan for instruction.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

EDU-548 : Grammar and Linguistics for ESL Teachers

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

Credits 3

Instructional Method

LEC

Semester Offered

Summer

English

Professors Colby, Duncan, Fine, Jackson, and Roberts; Associate Professor Johnson; Associate Professor of Practice Hogan; Assistant Professors Burgess and Ringleb.

Mission Statement

The English major at Meredith prepares students to read attentively, think critically and creatively, and communicate effectively, orally and in writing. Through the close study of written texts and other media, students encounter multiple and diverse voices in language and literature, as they work to understand the complexity of human values and perspective. English graduates pursue challenging careers and enrich the lives of others through civic engagement and ethical leadership.

Student Learning Outcomes of the English Department

All Unit Outcomes

Students in English courses will demonstrate skill in the following:

- reading critically and accurately;
- interpreting and analyzing literature;
- shaping and refining a piece of writing for a specific audience and purpose;
- locating, evaluating, incorporating, and documenting research sources in support of oral or written communications;
- engaging critically with the literary and cultural dimensions of race, inequity and social justice.

English Major Outcomes

In addition, English majors will engage at an advanced level with literary texts, contexts, and conventions of the discipline and will demonstrate the following:

- superior reading, writing, and speaking skills;
- knowledge of the development of the English language and various literary traditions in English;
- competence in the use of scholarly terminology and application of critical approaches;
- writing/editing skills applicable to professional contexts
- plans and preparation for post-graduate pursuits;
- thoughtful reflection of the benefits of majoring 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. An English major can add on [Teacher Licensure](#) to teach in B–K, K–6, middle school, and secondary school settings. See licensure requirements in the [Department of Education](#) listing.

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 chair and arrange for it through the [special studies options](#). Students may elect to take 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 all literature courses in the department; except for [ENG-297](#) Topics in Literature.

ENG-090 : Review of Writing Fundamentals

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. Pass/Fail.

Credits 3

Instructional Method

LEC

Notes

Counts as 3 hours credit toward the semester course load and full-time student status, but does *not* count as college credit.

ENG-111 : Principles of Writing

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 assignments.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

ENG-188 : Special Topics in English

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ENG-200 : Critical Reading and Writing

Continued instruction and practice in reading, writing, and critical thinking with particular emphasis on analysis and interpretation. Further emphasis on information literacy through required library assignments.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-111](#) with a minimum grade of C or better.

Semester Offered

Fall

Spring

ENG-204 : Colonial/Postcolonial Literature

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Fall

ENG-207 : Career Prep for English Majors

This collaborative workshop involves English majors in career exploration and preparation, development of interpersonal and leadership skills, and practice with relevant technologies.

Credits 1

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Notes

1 credit hour course with the option to be taken twice.

Semester Offered

Fall

ENG-211 : Survey of British Literature I

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Fall

ENG-212 : Survey of British Literature II

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Spring

ENG-215 : Survey of American Literature I

A study of selected major American writers from the colonial period to 1865, including poetry, fiction, essay, history, and autobiography.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Fall

ENG-216 : Survey of American Literature II

A study of selected major American writers from 1865 to the present, including poetry, fiction, drama, essay, history, and biography.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Spring

ENG-217 : Supernatural Literature

An entry-level study of supernatural fiction in American literature from its beginnings in the early nineteenth century to the present. This course will explore supernatural literature--in the form of stories, poems, and critical essays--as well as cinematic and television adaptations of classic literature. Using a number of critical and theoretical frameworks, the course will examine traditional and contemporary supernatural themes and conventions and explore the reasons for the popularity of the form and its ability to contain and facilitate serious discussion and debate.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

ENG-220 : Writing Creative Nonfiction

A course in writing creative nonfiction, including personal essays and creative journalism in various forms. Students will learn to read examples of creative nonfiction critically, use language skillfully, shape ideas into well-crafted essays, provide thoughtful critique of peer writing, and participate in a creative writing workshop.

Credits 3

Instructional Method

LEC

ENG-230 : Writing for Campus Publications

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.

Credits 1

-2

Instructional Method

LEC

Required Prerequisites

[ENG-111](#)

Semester Offered

Fall

Spring

ENG-231 : Introduction to Creative Writing

This course is intended to help the beginning writer learn and practice the craft of writing in several different genres. Critical and expressive skills are sharpened through the practice of writing creative essays, short fiction, and poetry, and also through written and oral critiques of student work and analysis of the techniques of established essayists, fiction writers, and poets. Each unit of the course will begin with readings and exercises designed to practice the elements of writing in that unit, building up to the writing of our own essays, stories, and poems. These works will be critiqued in class, and students will revise and submit them, along with other exercises, to determine their final grade.

Credits 3

Instructional Method

LEC

ENG-234 : Short Fiction

A study of the short story as a literary genre. Readings include American and international authors, with attention to historical development, cultural contexts, and contemporary innovations and experimentation.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#) or equivalent.

Semester Offered

Offered As Needed

ENG-235 : Writing Poetry

A course in the writing of poetry. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and critique.

Credits 3

Instructional Method

LEC

ENG-236 : Writing Fiction

A course in writing fiction. Students will read and study classic and contemporary works of fiction from a writer's perspective and practice skills of the craft, including characterization, setting, point of view, dialogue, scene, and structure. Course includes workshop and critique of peer writing.

Credits 3

Instructional Method

LEC

ENG-240 : Introduction to Film

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.

Credits 3

Instructional Method

LEC

LAB

Semester Offered

Fall

ENG-242 : Romantic Comedy

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

ENG-245 : Introduction to Journalism

An introductory course in contemporary journalism, including practice in ethical and accurate journalistic reporting and writing. Topics to be examined include news, editorial, and features writing and the role, history, and production of various forms of journalism.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-111](#)

ENG-247 : Publishing and Editing

A course in editorial skills for working with a wide range of publications. Instruction in stylistic editing, substantive editing, and production editing.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-111](#)

ENG-250 : Text and Image

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 writing minors to contribute to communication projects and teams in the workplace.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-111](#)

Requisite Type

Prerequisite

Required or Recommended

Required

ENG-270 : Literary Research/Critical Theory

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Spring

ENG-275 : Advanced Grammar

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. Attention given to students' right to their own language, diverse language learners, and the impact of cultural, economic, political, and social environments upon language. This course explores usage problems and focuses on fundamental issues underlying all errors of grammatical usage.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-111](#)

Required for 6-9 Communication Skills and 9-12 English Licensure students.

Semester Offered

Spring

ENG-281 : Banned Books & the People Who Love Them

An examination of diverse and censored books in literature, with a focus on inclusivity and socially constructed ideas of censorship throughout history. Emphasis will be placed on social justice frames and theories, on diverse and intersectional authors whose texts have been censored, and on developing critical consciousness through close reading.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

ENG-288 : Special Topics in English

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ENG-297 : Topics in Literature

An entry-level study of a literature focused on a particular author or theme. This course invites active readers to build on their interests and explore new texts and ideas that arise from the close study of literature.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-111](#)

ENG-299 : Introduction to Research in English

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.

Credits 1

-3

Instructional Method

LEC

Required Prerequisites

[ENG-111](#)

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

ENG-300 : Special Topics in English

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Offered As Needed

ENG-320 : Young Adult Literature

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. This course likewise incorporates trends and issues in young adult literacy and pertinent critical stances.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Fall

Spring

ENG-321 : The Novels of Jane Austen

A study of five representative Austen novels spanning her writing career. We will discuss these works in historical and cultural context and consider some movie treatments of Austen.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

ENG-322 : BIPOC Women Activists in Literature

A literature course focusing on activism, agency, belonging, and becoming through contemporary and classic texts, texts by BIPOC women activists, and texts that emphasize the importance of literature and of intersectionality. We will frame, read, and respond as our study directs.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

ENG-323 : Queer Literature

An introduction to queer literary theories, queer analysis, queer histories, and numerous pieces of literature that engage queer themes. Students will examine how literary texts reproduce and resist social normativities, power structures, and representations of LGBTQIA+ individuals.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Offered As Needed

ENG-324 : Prose Workshop

This course is organized around a series of workshops in which students will present their own prose (either fiction or creative nonfiction) and discuss the prose of their classmates. Prose Workshop supports an open and exploratory approach in terms of the craft considerations, themes, and voices students present in their work. Students are also encouraged to experiment with different types of workshops and consider what styles do and do not work best for them and their work. The course supports students' understanding of prose and prose craft through readings in contemporary prose, but the primary text and focus of our discussion will be student writing. Students participate actively in workshops and submit a final portfolio of revised prose. The course also features discussions of the professionalization of creative writing, graduate and editorial opportunities, and the publication of creative work.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-231](#)

Semester Offered

Fall Or Spring

ENG-325 : Poetry Workshop

This course is organized around a series of workshops in which students will present their own poetry and discuss the poetry of their classmates. Poetry Workshop supports an open and exploratory approach in terms of the craft considerations, themes, and voices students present in their work. Students are also encouraged to experiment with different types of workshops and consider what styles do and do not work best for them and their work. The course supports students' understanding of poetry and poetic craft through readings in contemporary poetry, but the primary text and focus of our discussion will be student writing. Students participate actively in workshops and submit a final portfolio or revised poems. The course also features discussions of the professionalization of creative writing, graduate and editorial opportunities, and the publication of creative work.

Credits 3**Instructional Method**

LEC

Semester Offered

Fall Or Spring

ENG-330 : African-American Writers

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama.

Credits 3**Instructional Method**

LEC

Required Prerequisites[ENG-200](#)**Semester Offered**

Fall

Spring

ENG-335 : Contemporary World Literature in Translation

A study of 20th and 21st-century literature from Africa, Asia, Europe, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes.

Credits 3**Instructional Method**

LEC

Required Prerequisites[ENG-200](#)**Semester Offered**

Spring, Even-Numbered Years Only

ENG-340 : Development of the British Novel

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.

Credits 3**Instructional Method**

LEC

Required Prerequisites[ENG-200](#)**ENG-349 : Shakespeare in Context**

Students will study several (five to eight) Shakespeare plays within their historical context and alongside modern criticism and responses. Special attention will be given to understanding the social, cultural, and political context of the early modern period and the ways Shakespeare has been used to create and reinforce modern cultural norms. Supplementary reading in diverse responses to the Shakespeare canon, both critical and literary, will be required. The particular context such as gender, sexuality, race, or, class, may change from year to year with special attention to current cultural climate.

Credits 3**Instructional Method**

LEC

Required Prerequisites[ENG-200](#)**Semester Offered**

Offered As Needed

ENG-350 : Modern Drama

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.

Credits 3**Instructional Method**

LEC

Required Prerequisites[ENG-200](#)**Notes**Also offered as [THE-350](#)**Semester Offered**

Spring

ENG-351 : Old English

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.

Credits 3**Instructional Method**

LEC

Required Prerequisites[ENG-200](#)

ENG-352 : Chaucer

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Offered As Needed

ENG-353 : History of the English Language

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Offered As Needed

ENG-358 : Professional Writing

An audience-focused writing course offering practice with professional documents, including proposals, evaluations, process pieces, and argument. Editing, collaborative writing, and style topics prepare students to work on creative and project-based teams.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-111](#)

Semester Offered

Fall

Spring

ENG-359 : Seminar in American Women Writers

A study of important American women writers that focuses on a variety of genres.

Credits 3

Instructional Method

SEM

Required Prerequisites

[ENG-200](#) and [ENG-270](#)

Semester Offered

Spring, Odd-numbered Years Only

ENG-360 : Seminar in Southern Writers

A study of fiction, poetry, drama, essays, and autobiographies by Southern American writers. Topics include issues of family and social institutions, race, religion, and the importance of the land and place. The seminar format offers opportunity for personal expression and independent research.

Credits 3

Instructional Method

SEM

Required Prerequisites

[ENG-200](#) and [ENG-270](#)

Semester Offered

Spring, Even-Numbered Years Only

ENG-361 : Topics in Professional Writing

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-111](#)

ENG-362 : Contemporary American Fiction

A study of important American short fiction and novels from 1970 to the present, including significant literary movements such as postmodernism.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Fall

ENG-363 : Topics in Creative Writing

This course draws upon the specialized expertise of the instructor and focuses on one type of writing prominent in current publishing, including autofiction, flash writing, screenwriting, young adult literature, and the graphic novel. Students study strategies and contexts for the selected topic and generate original writing projects in the selected form.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-111](#)

Notes

This course may be taken more than once under rotating topics.

ENG-364 : 20th Century Poetry in English

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

ENG-365 : English Poetry of the Romantic Period

A study of Wordsworth, Shelley, and Keats with selections from other poets of the Romantic period.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Offered As Needed

ENG-367 : English Literature of the Victorian Period

A study of selected British works from the Victorian period. This course introduces students to a variety of genres and helps place these works in their historical and cultural contexts.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Semester Offered

Offered As Needed

ENG-368 : English Literature of the 18th Century

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

ENG-388 : Special Topics in English

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ENG-480 : Internship

Interns work with an employer to observe a professional setting, learn and practice new skills related to the major and chosen field, and use the experience as an opportunity to reflect upon career goals and expectations. Approved placements involve a significant amount of writing. Each hour of credit involves 40 hours of work.

Credits 0

-3

Instructional Method

INT

Required Prerequisites

[ENG-200](#)

Notes

May be repeated for credit.

Semester Offered

Fall

Spring

Summer

ENG-488 : Special Topics in English

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ENG-495 : Seminar in European Literature

Representative epics, dramas, and novels of continental literature studied in relation to English literature.

Credits 3

Instructional Method

SEM

Required Prerequisites

[ENG-200](#) and [ENG-270](#)

Semester Offered

Fall

ENG-496 : Honors Manuscript Project

Under the direction of a faculty member, a student will complete the assembly of their final creative writing thesis, making revision choices through directed conference sessions with [ENG-496/ENG-497](#) or [ENG-410](#) peers and through one-on-one discussions with a faculty director, focusing on the effectiveness of the manuscript as a whole. Projects will be presented orally as well.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-231](#) and [ENG-410](#)

Semester Offered

Fall

Spring

ENG-497 : Advanced Manuscript Project

Under the direction of a faculty member, a student will complete the assembly of their final creative writing thesis, making revision choices through directed conference sessions with [ENG-496/ENG-497](#) or [ENG-410](#) peers and through one-on-one discussions with a faculty director, focusing on the effectiveness of the manuscript as a whole. Projects will be presented orally as well.

Credits 1

-3

Instructional Method

LEC

Required Prerequisites

[ENG-231](#) and [ENG-410](#)

Semester Offered

Fall

Spring

ENG-498 : Honors Research Project

Under the direction of a faculty member, a student will conduct an original close reading of a literary work informed by a substantial body of, critical works on their topic. Generally, students are advised to limit themselves to one to three works and/or authors. All projects will culminate in a research paper. Projects will be presented orally as well.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

[ENG-200](#) and [ENG-270](#)

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

ENG-499 : Research Project

Under the direction of a faculty member, a student will conduct an original close reading of a literary work informed by a substantial body of critical works on their topic. Generally, students are advised to limit themselves to one to three works and/or authors. All projects will culminate in a research paper.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[ENG-200](#) and [ENG-270](#)

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

ENG-764 : The Teaching of English

A pre-professional course aimed at identifying the goals of English teachers and exploring different methods of reaching these goals. Students will build a growing knowledge of content pedagogy, culturally-relevant praxis, and current research and best practices. They will begin a file of teaching materials, including lesson plans, unit plans, and a plan for a year.

Credits 3

Instructional Method

LEC

Required Corequisites

[EDU-436](#) and Admission to the Teacher Education Program

Notes

This course is taken the semester before student teaching and should be taken after most if not all of the ENG requirements for a 9-12 license in English have been successfully completed.

Semester Offered

Fall

Environmental Sustainability

EVS-188 : Special Topics in Environmental Sustainability

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

EVS-288 : Special Topics in Environmental Sustainability

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

EVS-299 : Research Development

A research development for freshmen and sophomore students majoring in Environmental Sustainability. This course will expose students to research methodologies and opportunities to conduct original research in their area of concentration for the major using laboratory, library or other discipline specific methodologies. Students will be required to produce written and oral reports on their research.

Credits 1

-2

Instructional Method

LEC

Required Prerequisites

Freshmen or Sophomore Standing

Declared Environmental Sustainability Major

Notes

May be repeated for a maximum of 4 credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

EVS-388 : Special Topics in Environmental Sustainability

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

EVS-488 : Special Topics in Environmental Sustainability

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

EVS-498 : Honors Thesis in Environmental Sustainability

This is a research course in which junior and senior level students who are members of the Honors and/or Teaching Fellows programs conduct original research. Students are required to present their work in written and oral form. The project must meet Honor Program thesis requirements as well as expectations of the sponsoring faculty.

Credits 3

Instructional Method

LEC

Required Prerequisites

Junior or Senior standing, member of the Honors and/or Teaching Fellows programs.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

EVS-499 : Senior Research

Senior research is a research course in which junior and senior level students conduct original research in their area of concentration for the major. Students will employ the methodologies of the area of concentration, either laboratory, field, literature or other methodologies. Students are required to present their research in written and oral form.

Credits 1

-3

Instructional Method

LEC

Required Prerequisites

Recommended Prerequisite: [EVS-299](#)

Notes

Course may be repeated for up to 6 credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Family and Consumer Science

Mission, Goals and Overview of Family and Consumer Sciences

The **mission** of the **Family and Consumer Sciences program** is to develop the knowledge, skills, and practice of professionals whose work will be 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:

- Analyze the mission and Body of Knowledge of Family and Consumer Sciences.
- Explain how their strengths will support the mission and Body of Knowledge in Family and Consumer Sciences.
- Create an academic plan based on their strengths and goals for their career, graduate school, community service, and/or lifelong learning.
- Demonstrate high standards of professional practice through an internship.
- Integrate the knowledge from various disciplines within Family and Consumer Sciences to promote individual wellbeing and stronger families and communities.
- Apply major core concepts in Family and Consumer Sciences in professional situations.

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 they combine the family and consumer sciences major requirements with those for secondary licensure, the student is qualified to teach 6–12 family and consumer sciences in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When they combine 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.

Degrees and Certificates

- [Family and Consumer Sciences, Bachelor of Science](#)
- [Family and Consumer Sciences, Minor](#)
- [Family and Consumer Sciences, 6-12 Licensure, Career and Technical Education](#)

- [Family and Consumer Sciences, 6-12 Licensure, Professional Education Requirements](#)

FCS-188 : Special Topics in Family and Consumer Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FCS-274 : Personal Finance

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.

Credits 3

Instructional Method

LEC

Notes

No credit given in major for business, or economics.

Semester Offered

Spring

FCS-288 : Special Topics in Family and Consumer Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FCS-290 : Foundations in Family and Consumer Sciences

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.

Credits 1

Instructional Method

LEC

Semester Offered

Fall

FCS-299 : Introduction to Research in Family & Consumer Sciences

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. 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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

Freshmen and Sophomore Family and Consumer Sciences majors, and others by permission of the instructor.

Instructor's consent required.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

FCS-355 : Family Resource Management

The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

FCS-388 : Special Topics in Family and Consumer Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FCS-424 : Professional Perspectives in FCS

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

FCS-425 : FCS Practicum

Provides a culminating experience for Family and 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.

Credits 3

Instructional Method

PRA

Required Prerequisites

[FCS-424](#)

Semester Offered

Spring

FCS-488 : Special Topics in Family and Consumer Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FCS-498 : Honors Thesis in Family & Consumer Science

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

Senior Standing Family and Consumer Science majors, who are members of the Honors and/or Teaching Scholars Programs.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

FCS-499 : Research in Family & Consumer Science

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. A research proposal form completed by the student and faculty mentor is required for registration.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[FCS-355](#)

Junior and Senior Standing Family and Consumer Science major, and others by permission of the instructor.

Instructor's consent required.

Notes

May be repeated for credit for a total of six credit hours. Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

FCS-764 : Methods of Teaching Family & Consumer Sciences

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Admission to the Teacher Education program, Nutrition majors, or with permission of the instructor.

Notes

Required for secondary family and consumer sciences licensure students and food and nutrition majors.

Semester Offered

Spring

FCS-765 : Family & Consumer Science Education

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.

Credits 3

Instructional Method

SEM

Notes

Required of secondary Family and Consumer Sciences education majors.

Semester Offered

Fall

Fashion Merchandising and Design

Mission, Goals and Overview of Fashion Merchandising and Design Program

The **mission** of the **Fashion Merchandising and Design program** is to prepare women to succeed in the fashion industry. The program is interdisciplinary, incorporating aspects of art, psychology, sociology, business, history, and science. It is founded in the liberal arts which values freedom and openness in the pursuit of truth and knowledge. The goal of the Fashion Merchandising and Design program is to provide both a structured, research- based and experiential learning process to help students discover the concepts and challenges of today's fashion industry and prepare them academically and professionally to become successful in this field.

Student Learning Outcomes of the Fashion Merchandising and Design Program

Upon completion of the program, students will be able to:

- Identify different aspects of the fashion industry;
- Synthesize knowledge gained from other disciplines and apply that to the field of fashion merchandising and/or design;
- Demonstrate necessary skills in retail buying and management for the merchandising concentration or skills in apparel design and pattern making for the design concentration; Demonstrate necessary skills in visual merchandising, brand development, wholesaling, and product development;
- Solve problems creatively by using experiential learning both in the classroom and within the industry as well as through education travel programs and internships;
- Utilize current technology available within the fashion industry; and
- Demonstrate effective communication, research, and critical thinking skills.

Degrees and Certificates

- [Fashion Design, Minor](#)

- [Fashion Merchandising, Minor](#)
- [Fashion Merchandising and Design, Bachelor of Science](#)

FMD-114 : Apparel Merchandising

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

FMD-115 : Principles of Clothing Construction

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.

Credits 3

Instructional Method

LEC

LAB

Semester Offered

Fall

Spring

FMD-188 : Special Topics in Fashion Merchandising and Design

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FMD-212 : Visual Merchandising

A study of merchandising and product display practices in retail spaces. This course delves into diverse principles and techniques of visual presentations for highlighting product features, engaging customers, and promoting sales.

Credits 3

Instructional Method

LEC

Notes

Studio fee assessed.

Semester Offered

Fall

FMD-213 : Clothing and Society

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

FMD-218 : Textiles

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

FMD-227 : Flat Pattern

Basic principles and methods used in garment structure and design with emphasis on flat pattern.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FMD-115](#) with a C or better

Notes

Studio fee assessed.

Semester Offered

Fall

FMD-288 : Special Topics in Fashion Merchandising and Design

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FMD-299 : Introduction to Research in FMD

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating issues 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. A research proposal form completed by the student and faculty mentor is required for registration.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[FMD-114](#)

Freshmen and Sophomore Fashion Merchandising and Design majors and others by permission of the instructor.

Notes

May be repeated for a total of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

FMD-314 : Retail Merchandising

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

FMD-315 : History of Costume

This course offers a comprehensive exploration of the history of costume, from ancient Egypt to the dynamics of the 20th century. This course explores Western and Eastern fashion traditions beyond traditional narratives. Students will delve into the intricate interplay of clothing with religion, politics, technology, and artistry, gaining a deeper understanding of its role as a mirror to societal values and individual identities. Through engaging lectures, discussions, and projects, students will uncover the diverse traditions of Eastern and Western cultures and the evolution of dress. By examining fashion from a global perspective, students will appreciate and understand its profound impact and interconnectedness throughout history.

Credits 3

Instructional Method

LEC

Notes

Also offered as [ART-315](#).

Semester Offered

Fall

FMD-318 : Apparel Design Development

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FMD-114](#) and [FMD-115](#)

Semester Offered

Spring

FMD-319 : Fashion Forecasting

The study of gathering, analyzing, interpreting and diffusing information for the purpose of increasing the competitive advantage for the textile and apparel branches of the fashion industry.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

FMD-325 : Draping

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FMD-115](#) with a C or better

Notes

Studio fee assessed.

Semester Offered

Spring

FMD-327 : Fashion Sketching and Portfolio Development

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ART-101](#) and [FMD-115](#) with a C or better, and [FMD-227](#) or [FMD-325](#)

Semester Offered

Spring, Odd-Numbered Years Only

FMD-388 : Special Topics in Fashion Merchandising and Design

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FMD-419 : Professional Practices

This course will be a culminating experience for fashion majors. It will examine career opportunities in the fashion industry with specific emphasis on qualifications for each different job. It will examine professional etiquette, professional behavior, and best practices in the field. It will provide instruction for and the opportunity to compile a portfolio for the design or merchandising student.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

FMD-426 : Tailoring

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FMD-115](#) with a C or better, [FMD-227](#), and [FMD-325](#)

Notes

Studio fee assessed.

Semester Offered

Fall

FMD-428 : CAD Apparel Design

Applications of apparel design techniques utilizing the computer to facilitate the design process. Emphasis will be placed on original garment and textile designs.

Credits 3

Instructional Method

LAB

Required Prerequisites

[ART-180](#), [FMD-115](#) with a C or better, and [FMD-227](#) or [FMD-325](#)

Notes

Students must have computer experience.

Studio fee assessed.

Semester Offered

Spring

FMD-442 : Retail Buying

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FMD-314](#)

Semester Offered

Fall

FMD-443 : Retail Case Studies

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FMD-314](#)

Semester Offered

Spring

FMD-446 : Multi-Channel Retailing

A study of retailing as it embraces multichannel distribution. Course content includes the evolution, components, and strategies used in multichannel retailing, as well as legal, technological, and ethical issues. Customer services, consumer behavior, social media strategies, business intelligence, and supply chain issues will also be studied as they relate to alternative channels of distribution.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FMD-314](#)

Semester Offered

Spring

FMD-488 : Special Topics in Fashion Merchandising and Design

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FMD-495 : Senior Exhibition

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.

Credits 3

Instructional Method

STU

Required Prerequisites

A grade of C or better in [FMD-227](#), [FMD-325](#), [FMD-327](#), [FMD-426](#), [ART-101](#), and [ART-110](#).

Notes

Studio fee assessed.

Semester Offered

Spring

FMD-498 : Honors Thesis in FMD

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

Senior Standing, Fashion Merchandising and Design majors who are members of the Honors and/or Teaching Scholars Programs.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

FMD-499 : Research in Fashion Merchandising & Design

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. A research proposal form completed by the student and faculty mentor is required for registration.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[FMD-114](#) and [FMD-314](#)

Junior and Senior Standing, Fashion Merchandising and Design majors, and others by permission of the instructor.

Notes

May be repeated for credit for a total of six credit hours. Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

First Year Experience

FYE-100 : First Year Experience

The First Year Experience class facilitates a successful transition for women entering higher education.

Emphasis will be placed on academic success, personal growth and self-management, experiential learning, financial literacy, campus/community resources and involvement, and ethical citizenship and diversity through interaction between faculty, staff, students, and the community.

Credits 1

Instructional Method

LEC

Semester Offered

Fall

Food and Nutrition

Food and Nutrition Mission Statement

The mission of food and nutrition is to provide the foundational knowledge and understanding to prepare and inspire graduates to utilize their critical thinking and problem-solving skills with diverse individuals, various

life stages, and a changing environment so they are prepared for a didactic program in dietetics, graduate school, or becoming leaders in their community.

Student Learning Outcomes of the Food and Nutrition Undergraduate Program

Upon completion of the program students will be able to:

- Graduates will progress to a didactic program in dietetics, graduate school, or a nutrition or health-related profession.
- Program curriculum will provide opportunities for students to develop awareness about the determinants of health and the resulting disparities.
- Program curriculum will provide opportunities for students to engage with diverse populations in community food systems.

The **Food and Nutrition major** is designed for students with interests in community nutrition, food security, or for those that wish to progress into an ACEND accredited didactic program in dietetics to become a registered dietitian nutritionist. Students applying to the Master of Science in Nutrition, Didactic Program in Dietetics (M.S. DPD) program, will add 23 additional credit hours of coursework.

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 Nutrition, Health and Human Performance, 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 has three tracks, Didactic Program in Dietetics (36 credit hours), Accelerated Dietitian Nutritionist (47 credit hours) and Advanced Career Track (30 credit hours).

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

FN-124 : Principles of Food

The scientific principles of food selection and preparation. Three hours of lectures and three hours of laboratory (FN 126) each week.

Credits 3

Instructional Method

LEC

Required Corequisites

[FN-126](#)

Notes

Lab fee assessed.

Semester Offered

Fall

Spring

FN-126 : Principles of Food Laboratory

An introductory laboratory designed for students with interest in pursuing a major in food 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.

Credits 1

Instructional Method

LAB

Required Corequisites

[FN-124](#)

Notes

Lab fee assessed.

Semester Offered

Fall

Spring

FN-188 : Special Topics in Food and Nutrition

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FN-227 : Introductory Nutrition

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

FN-251 : Lifecycle Nutrition

Principles of human nutrition applied to meet the health and nutrition needs at different stages of the life cycle. This course will cover cognitive and physiologic changes that impact nutrient needs throughout the human lifespan. Students will begin exploring nutrition for preconception, pregnancy, and lactation, then go on to examine nutrition during infancy, toddler/preschool ages, school-age childhood, preadolescence, and adolescence. Students will end the course looking at nutrition during aging adulthood and considering nutrition during end of life care.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FN-227](#)

Semester Offered

Fall

FN-261 : Food and Culture

This course explores traditional cultural foods from around the world for the purpose of increasing cultural competency and effective communication with others. Foodways include but are not limited to how food is selected, prepared, and consumed. Flavor profiles and commonly used ingredients and dishes will be studied. Students will examine their own food culture, biases, and how these impact personal and professional interactions with others. Sensory experiences including tastings will expose students to a variety of flavor profiles allowing students to compare and contrast flavors.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FN-227](#)

Semester Offered

Spring

FN-288 : Special Topics in Food and Nutrition

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FN-299 : Introduction to Research-Food & Nutrition

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Food 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. A research proposal form completed by the student and faculty mentor is required for registration.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[FN-227](#)

Freshmen and Sophomore Standing, Food and Nutrition majors in the Department of Human Environmental Sciences, and others by permission of the instructor.

Instructor's consent required.

Notes

May be repeated for up to a total of six credit hours. Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

FN-310 : Food Service Management Systems I

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

Credits 3

Instructional Method

LEC

Required Prerequisites

[FN-124](#) and [FN-126](#)

Required Corequisites

[FN-311](#) or [FN-312](#)

FN-311 : Food Service Management Systems Lab for FN

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.

Credits 1

Instructional Method

LAB

Required Prerequisites

[FN-124](#) and [FN-126](#)

Required Corequisites

[FN-310](#)

Notes

Lab fee assessed.

FN-312 : Food Service Management Systems Lab for FCS

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.

Credits 1

Instructional Method

LAB

Required Prerequisites

[FN-124](#)

Required Corequisites

[FN-310](#)

Notes

Lab fee assessed.

FN-340 : Nutritional Biochemistry & Metabolism

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.

Credits 4

Instructional Method

LEC

Required Prerequisites

[FN-227](#), [CHE-111/CHE-141](#), [CHE-112/CHE-142](#), [CHE-221/CHE-241](#), and [BIO-251](#)

FN-350 : Culinary Medicine

Introduction to dietary interventions focused on the treatment of common diet- and food- related health ailments. Course topics and learning objectives will correspond to applied menu planning and hands-on food preparation complementary to the management of these health conditions. Dietary approaches and interventions based on scientific research will be examined.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FN-124](#) and [FN-126](#)

Notes

Lab fee assessed.

Semester Offered

Spring

FN-388 : Special Topics in Food and Nutrition

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FN-451 : Community Food Security

A critical exploration of food systems and health disparities from local, regional, and international perspectives. A special emphasis on determinants of health for underserved populations as well as nutrition services provided to the public through various agencies and organizations. Concepts on community food security, food sovereignty, food justice, and agricultural sustainability are presented and discussed, as well as frameworks and community-based strategies to improve food security and address health outcomes.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FN-227](#) and [FN-251](#)

Semester Offered

Fall

FN-488 : Special Topics in Food and Nutrition

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FN-498 : Honors Thesis in Food & Nutrition

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 food and nutrition faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

Senior Standing, Food and Nutrition majors who are members of the Honors and/or Teaching Fellows Programs.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

FN-499 : Research in Food & Nutrition

In conjunction with a faculty mentor, the student will develop and conduct a research project exploring topics and problems in Food and Nutrition. 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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[FN-227](#), and 8 credit hours from CHE, and 7 credit hours from BIO

Junior and Senior Standing, Food and Nutrition majors, and others by permission of the instructor. Instructor's consent required.

Notes

May be repeated for up to a total of six credit hours. Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

French

FRE-101 : Elementary French I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

FRE-102 : Elementary French II

A review and continuation of [FRE-101](#). English will be used in the classroom for orientation purposes only.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-101](#) or placement

Semester Offered

Fall

Spring

FRE-103 : Structural French

A thorough and accelerated review of first-year French. Independent language laboratory work required each week.

Credits 3

Instructional Method

LEC

Notes

May not be taken following [FRE-101](#) or [FRE-102](#).

FRE-188 : Special Topics in French

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FRE-205 : Intermediate French I

A review and continuation of [FRE-102](#) and gradual introduction of graded reading and writing assignments

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-102](#) or placement

Semester Offered

Fall

Spring

FRE-206 : Introduction to Francophone Cultures

A continuation of [FRE-205](#) and exploration of the rich cultures of French-speaking countries, especially those outside of France. [FRE-206](#) aims to enhance the student's linguistic proficiency through practice of the four skills (speaking, writing, listening, and reading). Oral presentations on the Francophone world.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-205](#) or placement

Notes

Course conducted in French.

FRE-207 : Intermediate Conversation in French

An intermediate-level course designed for students who have completed [FRE-205](#) (or equivalent.) [FRE-207](#) 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 both in print and on-line. Viewing of feature films outside of class. Occasional short essays and informal writing.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-205](#) or placement

Notes

May be repeated for credit if one of the instances occurs through an approved program of study abroad. Conducted in French.

FRE-208 : French Cuisine, Culture, and Hospitality

This is a transitional French course for students who have completed [FRE-205](#) and are not ready to move on to the 300 level. Through a variety of readings and other resources—including poems, songs, advertisements, guidebooks, cookbooks, and films—students expand their vocabulary, learn grammar structures, and explore subject-specific content that prepares them for the advanced level while equipping them with specific professional knowledge (hospitality). Field trips, guest speaker lectures, and in-class demos are included.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-205](#) or placement

Semester Offered

Spring

FRE-288 : Special Topics in French

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FRE-299 : Introduction to Research in French

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In the 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 the student also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration.

Credits 3

Instructional Method

RES

Required Prerequisites

3 credit hours from FRE at the 200 level or above

Notes

Research performed in connection with study abroad is strongly encouraged.

May be repeated for credit for a total of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

FRE-300 : Life and Study Abroad

Intensive study and homestay in France or a Francophone country. Credit awarded according to departmental guidelines. Pass/Fail grading only.

Credits 1

-3

Instructional Method

PRA

Required Prerequisites

Permission of department required for enrollment.

FRE-302 : Topics in Language and Culture

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.

Credits 1

-3

Instructional Method

IND

Required Prerequisites

[FRE-205](#), and [FRE-206](#) or [FRE-208](#) or placement at the 300 level

Instructor's consent required.

FRE-304 : French Civilization

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-205](#), and [FRE-206](#) or [FRE-208](#), or placement at the 300 level

FRE-305 : French Theatre and Phonetics Practicum

This course focuses on improving students' pronunciation, intonation, listening, and oral proficiency through phonetics and the reading, comprehension, and performance of theatrical works in French. The culminating project in this course is the group staging and performance of a short authentic play in French.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-205](#) or placement at the 300 level

FRE-306 : Advanced French Communication and the Media

Study of complex grammar structures designed to improve accuracy of writing and speaking skills, while exploring French and Francophone media.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-206](#), [FRE-208](#), or placement at the 300 level

Notes

Conducted in French.

FRE-307 : Advanced Conversation

Focuses on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-305](#) or [FRE-306](#)

Juniors and Senior Standing, and other students with permission from the professor.

May be taken without prerequisite courses with permission from the instructor.

FRE-308 : Literatures in French

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).

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-206](#), [FRE-208](#), or placement at the 300 level

Notes

Recommended as an introductory literature course.

FRE-309 : French Women Writers

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-205](#), and [FRE-206](#) or [FRE-208](#), or placement at the 300 level

Notes

Recommended as an introductory literature course.

FRE-335 : Paris in Literature and the Visual Arts

This is a cultural studies course focusing on Paris, its history, and its many representations in literary, cinematic, and visual texts from the late 18th through the 20th centuries. This course seeks to understand how the present-day appearance of the City of Lights is shaped by different forces throughout history, art movements, and cultural representation.

Interdisciplinary approaches are an integral part of the course inquiry and discussion. The course is organized around thematic topics, such as Paris, capital of the revolutions; Paris and Romanticism; Paris and modernity; Paris and Impressionism; the people de Paris and the bourgeoisie; the creation of the department store; Montmartre and the Belle Epoque; American expatriates in Paris; Paris and German occupation (WWII). May include guest lectures.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-205](#), and [FRE-206](#) or [FRE-208](#), or placement at the 300 level

Notes

Course conducted in French.

FRE-350 : French Seminar

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.

Credits 1

Instructional Method

SEM

Required Prerequisites

[FRE-205](#) and [FRE-206](#), or [FRE-208](#); or [FRE-305](#) and [FRE-306](#) or equivalent.

May be taken without the prerequisites with permission of the instructor.

Notes

Course may be taken for credit as many as 3 times.

FRE-385 : Basic Concepts of French Translation

This course aims to increase the student's reading proficiency in French and writing skills in both French and English through grammar review, practice, vocabulary expansion, and translation from and sometimes into the foreign language. Content includes basic principles of translation, translation skills, and techniques. A variety of general and semi-technical texts in French will be studied. Course includes guest speakers, weekly independent assignments in translation, and a final translation research project.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-205](#), and [FRE-206](#) or [FRE-208](#), or placement at the 300 level

Notes

Class will be conducted in English and French.

FRE-386 : Advanced Translation Practice

This course aims to apply advanced proficiency in into the target language. Content applies and expands upon principles from [FRE-385](#), including translation theory, skills and techniques, language levels, lexicography, transposition and equivalence. A variety of semi-technical and technical texts in the target language will be read in depth. Course includes guest speakers, weekly independent assignments in translation, and a final translation research project.

Credits 3

Instructional Method

LEC

Required Prerequisites

[FRE-385](#) or permission from the professor

Notes

Conducted in English and French.

FRE-388 : Special Topics in French

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FRE-488 : Special Topics in French

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

FRE-498 : Honors Thesis in French

Working with a faculty mentor from the department, the honors student investigates an aspect of language, literature, culture, or civilization from the Francophone world of personal interest and prepares a paper or other research product whose conclusions or outcomes the student 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 their thesis. Fulfills honors thesis requirement.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

15 credit hours of FRE at the 300 level or above

Notes

Research performed in connection with study abroad is strongly encouraged.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

FRE-499 : Junior & Senior Research in French

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In the project, the student will investigate an aspect of language, literature, culture, or civilization from the Francophone world of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions the student also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration.

Credits 3

Instructional Method

RES

Required Prerequisites

12 credit hours of FRE at the 300 level or above

Notes

Research performed in connection with study abroad is strongly encouraged.

May be repeated for credit for a total of six credit hours. Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Geoscience

GEO-188 : Special Topics in Geoscience

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

GEO-200 : Earth Science

An introduction to the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed.

Credits 3

Instructional Method

LEC

Required Corequisites

[GEO-240](#)

Semester Offered

Fall

Spring

Summer

GEO-202 : Introduction to Oceanography

Students will understand how the oceans influence the earth. The origins and effects of important biological, chemical, physical, and geological processes in the ocean are emphasized. Specific global problems are addressed including but not limited to global climate change, marine pollution, coastal erosion and sea level change, and depletion of the world's fisheries. The course includes a field trip to the North Carolina coast.

Credits 3

Instructional Method

LEC

Notes

Field trip fee assessed.

Semester Offered

Spring, Odd-Numbered Years Only

GEO-203 : Geographic Information System (GIS)

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 every day life. This process will include spatial reasoning, problem definition, and appropriate applications for planning and decision making.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

GEO-205 : World Regional Geography

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

GEO-206 : Weather, Climate, and Global Change

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall, Odd-Numbered Years Only

GEO-240 : Earth Science Laboratory

Field and laboratory exercises involving the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. One full-day field trip is required.

Credits 1

Instructional Method

LAB

Required Corequisites

[GEO-200](#)

Notes

A lab fee covers the field trip cost.

Semester Offered

Fall

Spring

Summer

GEO-288 : Special Topics in Geoscience

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

GEO-299 : Introduction to Research

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.

Credits 1

-2

Instructional Method

RES

Notes

[GEO-200](#) is strongly recommended as a prerequisite to this course.

May be repeated for a total of three credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

GEO-326 : Environmental Resources

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CHE-111](#) and [CHE-141](#), or [GEO-200](#) and [GEO-240](#)

Semester Offered

Fall

GEO-388 : Special Topics in Geoscience

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

GEO-488 : Special Topics in Geoscience

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

GEO-498 : Honors Thesis in Geoscience

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 are required to complete registration. The project must meet the Honors Program thesis requirements as well as the expectations of the departmental faculty.

Credits 3

Instructional Method

LEC

Required Prerequisites

[GEO-200](#) and [GEO-240](#), or [GEO-203](#)

Majors in the department of Chemistry, Geoscience and Physics who are members of the Honors and/or Teaching Fellows Programs.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

GEO-499 : Research

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[GEO-200](#)

Junior and Senior Standing, Geoscience minors, or others by permission.

Notes

May be repeated for credit for a total of three credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

German

GER-101 : Elementary German I

Introduction to the German language including grammar, graded readings, and speaking. Independent language laboratory work required each week.

Credits 3

Instructional Method

LEC

GER-102 : Elementary German II

Review and continuation of [GER-101](#). Independent language laboratory work required each week.

Credits 3

Instructional Method

LEC

Required Prerequisites

[GER-101](#)

GER-205 : Intermediate German I

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[GER-102](#)

GER-206 : Intermediate German II

A continuation of [GER-205](#). More advanced grammar and readings and further emphasis on speaking. Independent language laboratory work required each week.

Credits 3

Instructional Method

LEC

Required Prerequisites

[GER-205](#)

GER-300 : Life and Study Abroad

Intensive study and homestay in a German-speaking country. Credit awarded according to departmental guidelines. Pass/Fail grading only.

Credits 1

-3

Instructional Method

PRA

Required Prerequisites

Permission of department required for enrollment.

GER-302 : Topics in Language and Culture

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.

Credits 1

-3

Instructional Method

IND

Required Prerequisites

[GER-205](#) and [GER-206](#)

Instructor's consent required.

GER-306 : Advanced German Grammar

Study of complex grammar structures designed to improve students' speaking and writing skills.

Credits 3

Instructional Method

LEC

Required Prerequisites

[GER-205](#) and [GER-206](#)

Required of all German majors and minors.

GER-307 : Advanced Conversation

Focuses on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language.

Credits 3

Instructional Method

LEC

Required Prerequisites

[GER-205](#) and [GER-206](#)

GER-366 : Advanced German Reading

Readings and discussions of selected authors.

Credits 3

Instructional Method

LEC

Required Prerequisites

[GER-205](#) and [GER-206](#)

Notes

May be repeated for credit.

Health

HED-188 : Special Topics in Health Education

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

HED-200 : Responding to Emergencies

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.

Credits 2

Instructional Method

LEC

Notes

Course fee assessed.

Semester Offered

Fall

Spring

HED-288 : Special Topics in Health Education

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

HED-332 : Human Sexuality

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.

Credits 3

Instructional Method

LEC

Notes

Also offered as [SOC-332](#).

Semester Offered

Spring

HED-388 : Special Topics in Health Education

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

HED-400 : Influences and Evolution of Global Health

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

75 credit hours completed upon course enrollment

Semester Offered

Fall

HED-420 : Health Education Methods

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[HED-150](#)

Semester Offered

Spring

HED-488 : Special Topics in Health Education

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

Health, Exercise, and Sport Sciences

Health, Exercise, and Sport Sciences Mission Statement

The Health, Exercise, and Sport Sciences major prepares individuals for careers in the field of kinesiology. Specialized studies are related to clinical health and wellness, movement and performance training, education, or management. Individuals in our program gain knowledge and skills through evidence-based learning, serving diverse populations, researching relevant topics and engaging in leadership while maintaining high ethical standards.

The **Health, Exercise, and Sport Sciences major** is designed for students who wish to pursue careers in the health and kinesiological sciences, or who wish to seek further specialization through a health sciences graduate program. Graduates may seek entry-level positions in hospitals and clinical rehabilitation centers, wellness centers, health informatics, medical technology, community recreation programs, strength and conditioning performance centers. With additional education students may seek careers in cardiac rehabilitation, exercise physiology, exercise or sports psychology, occupational therapy, physician assistant, physical therapy, sports medicine or 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 promote quality of life through prescribing and promoting healthy lifestyles and pursue careers in areas of clinical based rehabilitation, fitness and wellness, health and medical research or who wish to seek further specialization through graduate study. In addition to the Health, Exercise, and Sport Sciences core curriculum of 36 credit hours, the student will complete 27-36 credit hours including clinical laboratory and professional practicum experience.

The **Health and Physical Education Concentration** program of study prepares students as health and physical educators in school settings. 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 36 credit hours, the student will complete 22-29 credit hours, including skill acquisition, physical education methods, and professional education classes. Additional coursework is required to obtain licensure.

Student Learning Outcomes of the Health, Exercise, and Sport Sciences Program

Upon completion of the Health, Exercise, and Sport Sciences major, students will be able to:

- Demonstrate understanding of foundational knowledge, theoretical perspectives and empirical findings;
- Apply conceptual knowledge that reflects best practice in a variety of settings;
- Apply leadership skills (reflection, management, critical thinking, ethics & collaboration) to career preparation in practical settings;
- Utilize technology effectively;
- Exhibit professional dispositions as future leaders in the field of health, exercise, and sport science;
- Engage in research-informed practice and practice-informed research;
- Acquire the broad base of knowledge and critical thinking skills necessary to pursue lifelong learning.

ESS-100 : Foundations of Kinesiology

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 sub-disciplines in the field, career opportunities and future directions. Issues and ethical concerns are introduced.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

ESS-110 : Introduction to Anatomical Kinesiology

An introduction to the study of functional human movement with emphasis on the musculoskeletal system to include muscle and skeletal structure identification and function, joint structure and actions, planes of motions, axes and levers and analysis of movement patterns. Provides an orientation to the scientific basis of the health and motor-related components of physical fitness and medical terminology.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

ESS-188 : Special Topics in Exercise and Sports Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ESS-221 : Exercise Prescription for Healthy Populations

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

ESS-225 : Leadership in Lifetime Physical Activity

This course examines various leadership considerations related to conducting lifetime physical activities. Emphasis will be on appropriate development and implementation of community and school-based activity programs, effective use of communication, collaboration, and problem-solving skills, understanding needs and characteristics of varied participant groups, and demonstration of specialized activity content knowledge.

Credits 2

Instructional Method

LEC

Semester Offered

Fall

ESS-260 : Exercise Leadership

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

ESS-283 : Prevention and Care of Movement Injuries

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Open to Health, Exercise & Sport Sciences, and Dance Majors only.

Semester Offered

Spring

ESS-288 : Special Topics in Exercise and Sports Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ESS-299 : Introduction to Research in ESS

In conjunction with a faculty mentor, 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.

Credits 1

-3

Instructional Method

RES

Notes

Course may be repeated for a total of 6 credit hours with permission of Department Chair.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

ESS-307 : Global Sport & Culture

This course takes an interdisciplinary approach to exploring how sport influences human lives across the world and over time, with a particular focus on intersectionality and how sport shapes and is shaped by global diversity. Core themes that will be discussed include the body, language, history, citizenship, globalization, race, and gender. With the primary framework of this course being intersectionality, the content will be structured in units that explore ways that various identities are manipulated within systems of power, oppression, and marginalization within the global arena of sport.

Credits 3

ESS-325 : Assessment and Evaluation in Kinesiology

The purpose of this course is to provide students with information about exercise testing and prescription. Students will develop the skills and technical procedures necessary to conduct exercise and sport fitness testing using a variety of technologies. Hands on experience will be available for a variety of different fitness and health related tests.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

ESS-375 : Motor Learning and Development

This course is designed to provide an examination of principles and practices that affect the learning and development of motor skills; theories of motor learning, motor control, and development; lifespan motor development perspective related to performing motor and sport skills; and professional applications of the motor learning and development in exercise science-related fields. Laboratory and field-based experiences will be included.

Credits 4

Instructional Method

LEC

Semester Offered

Fall

ESS-383 : Exercise Physiology and Lab

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. Laboratory experiences will enable students to explore and integrate this knowledge through practical application of exercise for health and human performance.

Credits 4

Instructional Method

LEC

Required Prerequisites

For H&W concentration: [BIO-338/BIO-348](#) and [BIO-339/BIO-349](#).

For H&PE concentration: [BIO-106/BIO-136](#)

Semester Offered

Fall

ESS-387 : Biomechanics

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[BIO-106/BIO-136](#); or [BIO-338/BIO-348](#) and [BIO-339/BIO-349](#)

Semester Offered

Spring

ESS-388 : Special Topics in Exercise and Sports Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ESS-395 : Clinical Exercise Prescription

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.

Credits 3

Instructional Method

LAB

Required Prerequisites

Either [BIO-106/BIO-136](#), [BIO-338/BIO-348](#), or [BIO-339/BIO-349](#).

[ESS-221](#) and [ESS-325](#).

Semester Offered

Spring

ESS-399 : Research Design and Analysis

This course is designed to provide students with information about the analysis, and interpretation of research in the fields of exercise and sport science. Emphasis will be placed on comparing different research methods, statistical analysis techniques and interpretation as they relate to course topics in exercise and sport science.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

ESS-440 : Health and Sport Management

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

ESS-451 : Practicum: Exercise/Sports Science

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.

Credits 3

-12

Instructional Method

PRA

Required Prerequisites

This course is limited to Health, Exercise & Sport Sciences majors who have completed their junior year.

Notes

Students should make arrangements with the practicum coordinator and their advisor the semester prior to taking the practicum.

Course fee assessed.

Semester Offered

Fall

Spring

Summer

ESS-460 : Senior Seminar

This course provides a culminating experience for students. 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.

Credits 2

Instructional Method

SEM

Required Prerequisites

Senior Standing only.

Semester Offered

Fall

ESS-488 : Special Topics in Exercise and Sports Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ESS-498 : Honors Thesis in HESS

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.

Credits 3

Instructional Method

RES

Required Prerequisites

Senior Standing, Health, Exercise & Sport Sciences majors and minors, and others with instructor permission.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

ESS-499 : Research in HESS

In conjunction with a faculty mentor, the student will formulate an original research project that will culminate in a research paper and presentation.

Credits 1

-3

Instructional Method

THE

RES

Required Prerequisites

[MAT-175](#) or [MAT-181](#) or [MAT-191](#)

Senior Standing, Health, Exercise & Sport Sciences majors and minors; others with instructor approval.

Notes

Course may be repeated for a total of 6 credit hours with permission from the department chair.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

ESS-742 : Methods of Healthful Living Education

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

ESS-743 : Teaching Physical Education in the Elementary School for PE Majors

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

ESS-746 : Teaching Physical Education Special Needs K-12

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

ESS-747 : Teaching Physical Education in the Middle and Secondary Schools

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

HED-150 : Contemporary Health and Wellness

This introductory health and wellness course provides students with information on personal, community and national health issues. Students will learn the theoretical foundations of health behavior and the principles essential to developing health literacy. Special emphasis will be placed on students exploring health issues at the local, state, and national levels, providing means to investigate population health and health disparities among people living in the U.S.

Credits 3

Instructional Method

LEC

Semester Offered

Fall Or Spring

History, International Studies, Political Science, and Religious Studies

Professors Fountain, Grimes, Manzo, and Vitarbo; Associate Professor Martinson; Assistant Professor Cutright.

The department offers majors in History, International Studies, Political Science, and Religious Studies as well as a program in Public History.

Student Learning Outcomes of the History, International Studies, Political Science, and Religious Studies Department

Upon completion of their **History, International Studies, Political Science, and Religious Studies** majors, all graduates will be able to:

- apply critical thinking and relevant, disciplinary-specific skills to analyze complex questions or problems related to history, international studies, political science, or religion;
- demonstrate the knowledge base appropriate to the discipline;
- demonstrate effective oral and written communication skills.

Career Directions

History, International Studies, Political Science, and Religious Studies majors may go into business, law, state and federal government, graduate study, foreign

service, journalism or editing, non-profit organizations and many other occupations supported by a wide knowledge of history, politics, international relations, and religion. 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. All majors in this department are well-suited for the [Accelerated Law Degree Program](#), as they require a moderate number of credit hours and teach the essential skills necessary for law school.

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 numerous sites in the immediate area, it prepares students for entry-level positions in the field or for graduate study. Our placement record remains noteworthy, 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, International Studies, Political Science, and Religious Studies. Our proximity to state and city government affords our students wonderful on-site experience and personal connections: one alumna became Assistant to the N.C. 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 may take the Wolfline one mile down the road to N.C. State University, which offers an array of specialized upper-level courses to supplement our department's offerings.

Internships

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify their 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. General Assembly, N.C. Division of Archives and History, N.C. Governor's Office, 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 [HIS-214](#), [HIS-215](#); Modern Western Civilization [HIS-102](#); World in the 20th Century [HIS-103](#); American Political Systems [POL-100](#); and Comparative Politics [POL-204](#).

HIS-102 : Modern Western Civilization

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

Summer

HIS-103 : The World in the 20th Century

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

HIS-188 : Special Topics in History

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

HIS-200 : Introduction to Latin American History

This course will begin with a study of colonial independence, ending with the study of contemporary characteristics of modern Latin American states.

Credits 3

Instructional Method

LEC

HIS-214 : American History to 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Summer

HIS-215 : American History Since 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the growth of federal power.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

HIS-219 : U.S. Women's History

This course places women at the center of a study of the history of the United States from the colonial period to the mid-20th century in order to explore the often hidden role of women in shaping our nation's history.

Topics include slavery, the domestic ideal, the American Revolution, wage labor, childbirth and midwifery, coverture and patriarchy, woman suffrage, the Civil Rights Movement and feminism.

Credits 3

Instructional Method

LEC

HIS-224 : Introduction to Asian History

This course examines the intellectual, cultural, and political foundations of traditional Asian societies, following their transformation from ancient times to twenty-first century modernity.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

HIS-230 : Women, Religion, and Power

This course examines religious representations of women and various types of female empowerment at key moments in Western religious history. We will study ancient goddesses and priestesses, female figures from the Bible, female mystics and saints, the European witch hunts, and modern controversies over women's roles in religion.

Credits 3

Instructional Method

LEC

Notes

Also offered as [RES-230](#)

Semester Offered

Fall Or Spring

HIS-235 : Applied Quantitative Research

In this course, students will learn to use quantitative data through participation in an applied research project. Students will identify appropriate quantitative data to answer a research question and then use technological tools to organize, analyze and present that data. By the conclusion of the course students will generate a tangible product showcasing their participation in this project.

Credits 3

Instructional Method

LEC

HIS-255 : Native American Religions

An introduction to the diverse religious and cultural traditions indigenous to the United States, including but not limited to: Cherokee, Lakota, Dine, and Inuit. Through examining multiple Native American perspectives and their historical relations with the United States government and its agencies, we will gain insight into the development of present day Native American communities. In addition to looking at these historical influences, this course will address contemporary issues and examine challenges to religious and traditional continuity.

Credits 3

Instructional Method

LEC

Notes

Also offered as [RES-255](#)

Semester Offered

Fall Or Spring

HIS-262 : Africa is Not a Country

This course uses interdisciplinary inquiry, including anthropology, politics, and history, to explore the enormous ethnic, cultural, regional, social, and political diversity that define the African continent. Students examine the precolonial historical roots and colonial political legacies that have shaped contemporary Africa. This course will explicitly challenge stereotypes about how Africa is broadly depicted through engagement with diverse identities and experiences from different African countries. Key topics that may be considered include indigeneity, colonialism, democracy, the environment, race, gender, conflict, development, globalization, youth, and cultural preservation. This course will integrate creative expression, such as literature and music.

Credits 3

Instructional Method

LEC

HIS-262 : Africa is Not a Country

This course uses interdisciplinary inquiry, including anthropology, politics, and history, to explore the enormous ethnic, cultural, regional, social, and political diversity that define the African continent. Students examine the precolonial historical roots and colonial political legacies that have shaped contemporary Africa. This course will explicitly challenge stereotypes about how Africa is broadly depicted through engagement with diverse identities and experiences from different African countries. Key topics that may be considered include indigeneity, colonialism, democracy, the environment, race, gender, conflict, development, globalization, youth, and cultural preservation. This course will integrate creative expression, such as literature and music.

Credits 3

Instructional Method

LEC

HIS-285 : Women in Global Perspective

This course will introduce students to some of the major themes in the study of women in a global context. We will gain knowledge of how women's experiences changed over time and varied according to location through an examination of the construction of womanhood in the political, cultural, institutional, and intellectual frame-works of different societies and in different historical periods. Students will develop an appreciation of how a focus on gender transforms the traditional historical narrative and also enhances our understanding of contemporary global politics and culture.

Credits 3

Instructional Method

LEC

HIS-288 : Special Topics in History

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

HIS-290 : Magic, Science, and Religion

This course explores the fuzzy boundaries between magic, science, and religion, and how these shift in different historical and cultural contexts. Topics include astrology/astronomy, alchemy/chemistry, approaches to healing and medicine, among others.

Credits 3

Instructional Method

LEC

Notes

Also offered as [RES-290](#)

Semester Offered

Fall Or Spring

HIS-300 : Introduction to Public History

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

HIS-302 : Modern British History

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.

Credits 3

Instructional Method

LEC

HIS-305 : Holocaust Experiences

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.

Credits 3

Instructional Method

LEC

HIS-306 : Russia in the Twentieth Century

This course will examine the significant events, themes, and personalities that have shaped the turbulent history of Russian 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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

HIS-308 : 20th Century Europe

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

HIS-310 : Modern China

This course gives an historical overview of modern China that begins in the 19th century. It will be organized chronologically and discussed thematically. It will cover significant historical movements that marked great turning points of China. The course will also explore social and cultural transformations as a result of "revolutionary China." In addition to covering historical accounts of modern China, this course will examine various sources through which we can understand China in a more vivid and substantial way.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

HIS-312 : India Past and Present

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.

Credits 3**Instructional Method**

LEC

HIS-314 : Colonial American History

The colonial origins of American society and ethnic diversity to the emergence of the American nation in the Revolutionary period.

Credits 3**Instructional Method**

LEC

Semester Offered

Spring

HIS-315 : Civil War and Reconstruction

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.

Credits 3**Instructional Method**

LEC

Semester Offered

Fall

HIS-319 : U.S. History Since 1945

An in-depth study of the United States since 1945. Major emphasis on domestic politics, foreign relations, economic policy, urban crisis, civil rights, youth movement and women's rights.

Credits 3**Instructional Method**

LEC

Semester Offered

Spring

HIS-323 : Civil Rights Movement

This course examines activism aimed at achieving equity and justice for Black Americans in the twentieth century, with particular emphasis on the 1950's and 1960's. Focusing on lesser-known individuals and groups who drove the movement and shaped its direction, the course provides new perspectives on the timeframe, location, leadership, philosophies, strategies and goals of the movement for racial justice in the United States.

Credits 3**Instructional Method**

LEC

Semester Offered

Fall

Spring

HIS-330 : Modern US Foreign Policy

A study of global issues involving the United States vis-a-vis Europe, the former Soviet Union, Latin America, Africa, Middle East, and Asia.

Credits 3**Instructional Method**

LEC

Notes

May be taken for credit in Political Science or History.

Also offered as [POL-330](#).

Semester Offered

Spring

HIS-333 : History of the South

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.

Credits 3**Instructional Method**

LEC

HIS-334 : Methods of Historical Research

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.

Credits 3**Instructional Method**

LEC

Notes

Each student should plan to take this course before undertaking [HIS-499](#) Senior Research, or [HIS-498](#) Senior Thesis.

Semester Offered

Spring

HIS-343 : History of North Carolina

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

HIS-375 : Warfare, Culture, and Social Change in European History

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

HIS-377 : Technology and Social Change in World History

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

HIS-380 : History of Human Trafficking and Slavery

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."

Credits 3

Instructional Method

LEC

HIS-382 : The Modern Middle East

This course will address cultural, social and political issues in the Middle East in 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.

Credits 3

Instructional Method

LEC

Notes

Also offered as [POL-382](#).

Semester Offered

Spring

HIS-385 : Europe in the Middle Ages

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.

Credits 3

Instructional Method

LEC

Notes

Also offered as [RES-385](#).

Semester Offered

Fall

HIS-387 : Age of Renaissance/Reformation

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.

Credits 3

Instructional Method

LEC

Notes

Also offered as [RES-387](#).

Semester Offered

Fall

HIS-388 : Special Topics in History

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

HIS-390 : Selected Topics in History

This course will offer a study of selected topics in history as determined by faculty expertise and student interest. Topics may take a thematic, comparative, or regional approach within the fields of U.S., European, and/or non-Western history.

Credits 3

Instructional Method

LEC

Notes

The course may be repeated for credit.

HIS-488 : Special Topics in History

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

HIS-498 : Honors Thesis in History

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.

Credits 3

Instructional Method

HTH

RES

SEM

Required Prerequisites

[HIS-334](#) or permission of instructor.

Notes

The course substitutes for the [HIS-499](#) requirement. A student who completes the [HIS-498](#) Seminar as a prerequisite may undertake a second, elective [HIS-498](#) or [HIS-499](#) research project on their own with an individual faculty director without attending the seminar a second time.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

HIS-499 : Senior Research

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 post-graduate 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.

Credits 3**Instructional Method**

RES

THE

Required Prerequisites[HIS-334](#)**Notes**

A student who completes the [HIS-499](#) Seminar as a prerequisite may undertake a second elective [HIS-499](#) research project on their own with an individual faculty director without attending the seminar a second time. Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

HIS-764 : The Teaching of Social Studies

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies.

Credits 3**Instructional Method**

LEC

Notes

May not count toward a major.

Semester Offered

Fall

HIS-930 : Community Internship**Credits 1**

-3

Notes

Completed and signed [Special Studies Form](#) and syllabus must be submitted to the Office of the Registrar.

INT-188 : Special Topics in International Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Instructional Method

LEC

INT-260 : Cultural Anthropology

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.

Credits 3**Instructional Method**

LEC

Semester Offered

Varies-Contact Prog. Director

INT-262 : Africa is Not a Country

This course uses interdisciplinary inquiry, including anthropology, politics, and history, to explore the enormous ethnic, cultural, regional, social, and political diversity that define the African continent. Students examine the precolonial historical roots and colonial political legacies that have shaped contemporary Africa. This course will explicitly challenge stereotypes about how Africa is broadly depicted through engagement with diverse identities and experiences from different African countries. Key topics that may be considered include indigeneity, colonialism, democracy, the environment, race, gender, conflict, development, globalization, youth, and cultural preservation. This course will integrate creative expression, such as literature and music.

Credits 3**Instructional Method**

LEC

INT-288 : Special Topics in International Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Instructional Method

LEC

INT-388 : Special Topics in International Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Instructional Method

LEC

POL-225 : Global Gender In/Equity

Looking at the political, international, economic, social, and cultural human dimensions of gender, this course will help you develop an understanding of the multifaceted experiences and influences of gender around the world through the interdisciplinary field of International Studies. We will explore how gender matters within global topics such as conflict, environment, health, and justice.

Credits 3

Instructional Method

LEC

POL-225 : Global Gender In/Equity

Looking at the political, international, economic, social, and cultural human dimensions of gender, this course will help you develop an understanding of the multifaceted experiences and influences of gender around the world through the interdisciplinary field of International Studies. We will explore how gender matters within global topics such as conflict, environment, health, and justice.

Credits 3

Instructional Method

LEC

SOC-260 : Cultural Anthropology

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.

Credits 3

Instructional Method

LEC

Semester Offered

Varies-Contact Prog. Director

Hospitality

The Bachelor of Science (B.S.) with a major in Hospitality and Tourism Management is an interdisciplinary major that prepares students for management positions within the hospitality and tourism industries.

Graduates can become entrepreneurs and managers in hotels, restaurants, event planning organizations, airlines, theme parks and attractions, resort clubs, cruise lines, casinos, professional athletics and destination marketing organizations.

The major in Hospitality and Tourism Management is a collaboration between Meredith's School of Business

and the Food and Nutrition program. Managers in the Hospitality and Tourism industries use their skills in business, human resources and customer service to coordinate staff members and give guests an excellent experience.

Students will complete a core curriculum of specialized business courses (Accounting, Management and Organizational Behavior, Business Statistics, Management Information Systems), along with principles of food management and the basics of hospitality management. An expansive slate of elective options allows students to choose a focus for their program that aligns with their career goals after graduation. Alternatively, students in other majors may choose to minor in Hospitality and Tourism Management.

Meredith's location in Raleigh, North Carolina's capital, provides plenty of opportunities for required internships and employment.

Student Learning Outcomes of the Major in Hospitality and Tourism Management

Majors in Hospitality and Tourism Management will:

- Possess critical thinking skills to solve hospitality and tourism management issues.
- Analyze trends and evaluate organizational data to develop effective and sustainable strategies for the hospitality and tourism industries.
- Demonstrate effective communication in oral and written form.

Degrees and Certificates

- [Hospitality and Tourism Management, Bachelor of Science](#)
- [Hospitality and Tourism Management, Minor](#)

HOS-188 : Special Topics in Hospitality and Tourism Management

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

HOS-288 : Special Topics in Hospitality and Tourism Management

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

HOS-300 : Principles of Hospitality and Tourism Management

The purpose of this course is to provide students with the skills necessary to lead and manage hospitality and tourism organizations, with a key focus on best practices in aspects of social responsibility within the hospitality and tourism industries. It will include food service, lodging, travel and tourism, and highlight various management and career opportunities in the hospitality and tourism industries.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

HOS-315 : International Hospitality and Tourism – Study Abroad Program

A study of the economic, community and environmental impact of hospitality and tourism to another country's culture and economy; how tourists engage with an international destination's culture; how that destination develops, markets and delivers cultural tourism products, services and experiences to the global tourism market; and the collective responsibility of the private sector and government in ensuring that local tourism benefits contribute to the world's sustainable development goals.

Credits 3

Instructional Method

LEC

Required Prerequisites

[HOS-300](#)

Notes

This course involves international travel as part of an approved study abroad program.

Semester Offered

Summer

HOS-320 : Introduction to Event Planning

This course is designed to provide an introduction to the principles of event management, in the context of the various functions involved in the critical aspects of event planning. Key management issues will be covered. Recent trends and the future of event planning will be discussed.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

HOS-330 : Lodging Management

This course is an overview of the growth, trends, organizational structure, and economics of the hospitality accommodation industry, including hotels, resorts, and home sharing platforms. The course will examine the technical operations integral to hotel, resort, and home sharing management. Areas of study will include: traditional hotel and resort operations, front office operations, housekeeping, marketing, human resources, and guest services, as well as home sharing-specific topics such as property management, host relations, platform operations, and regulatory compliance. The different models and structures of accommodations will be explored including franchise agreements, management contracts, vacation rental agreements, and home sharing arrangements.

Credits 3

Instructional Method

LEC

Semester Offered

Fall, Odd-Numbered Years Only

HOS-345 : Food & Beverage Management in Hospitality

This course serves as an introduction to the use of food quality management skills in food service systems, specifically quality and quantity of food production, menu planning, food service equipment use, and facility design. The course also addresses key concepts of running and managing a successful restaurant through experiential learning. Topics include analyzing potential location and markets, menu design and layout, and launching, marketing, and successfully running a restaurant.

Credits 3

Instructional Method

LEC

HOS-360 : Hospitality and Tourism Marketing and Sales

This course introduces the principles, concepts and systems for understanding the hospitality and tourism marketing process. Areas of study will include SWOT analysis and managing marketing strategies through a value driven process.

Credits 3

Instructional Method

LEC

Required Prerequisites

[HOS-300](#)

Semester Offered

Fall

HOS-385 : Special Topics in Hospitality and Tourism Management

A course focused on special topics in hospitality and tourism. Topics will be chosen in accordance with faculty expertise. The course may include domestic travel in which enrolled students will be required to participate. A description of the topic, travel requirements and costs will be included in the registration schedule of the upcoming semester.

Credits 1

-3

Instructional Method

LEC

Required Prerequisites

[HOS-300](#)

Notes

May be repeated for credit with different topics. Only 3 credit hours can count as elective credit in the Hospitality and Tourism Management or Business Administration major.

HOS-388 : Special Topics in Hospitality and Tourism Management

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

HOS-480 : Hospitality and Tourism Internship

Supervised experience in business, nonprofits or governmental institutions where work is related to hospitality and tourism. Pass/Fail grading only.

Credits 3

Instructional Method

LEC

Required Prerequisites

Declared major in Hospitality and Tourism Management

Required Prerequisite Courses

HOS-300

Notes

Not open to Freshmen.

May not be taken simultaneously with either [COE-302](#), [COE-403](#) or any other internship course in the School of Business curriculum.

Semester Offered

Fall

Spring

HOS-485 : Hospitality & Tourism Experiential Learning

Work at least 120 hours in an organization where the student gains professional knowledge and skills related to hospitality and tourism management. Students are advised to seek approval of employment plans before starting work. After the experiential learning is completed, students must submit documentation of the experience.

Credits 0

Required Prerequisites

Open only to Hospitality and Tourism majors.

Required Prerequisite Courses

HOS-300

Notes

Course fee assessed.

HOS-488 : Special Topics in Hospitality and Tourism Management

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

Interdisciplinary Studies

IDS-100 : Appreciation of Fine Arts

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.

Credits 3

Instructional Method

LEC

IDS-111 : Engineering Challenges and Ethics

This course is designed for first year students pursuing dual-degree engineering. The course includes hands-on experiments to develop and enhance problem-solving skills in fundamental areas of engineering. Emphasis is placed on the synthesis of knowledge, skills and methodologies essential to all types of engineering professions. The course will integrate core scientific foundations into an engineering perspective. Ethical issues in engineering will be examined through case studies and role play. The course is designed to help facilitate success in the engineering program.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MAT-170](#), [MAT-180](#), or [MAT-190](#)

Notes

Not open to students who have credit for MAT-180, MAT-190, or MAT-191

IDS-112 : STEMinar

STEMinar facilitates a successful transition for women entering higher education and interested in STEM majors. Emphasis will be placed on academic success in STEM majors, personal growth and self-management, experiential learning, financial literacy, campus/community resources and involvement, and ethical citizenship and diversity through interaction between faculty, staff, students and the community. Additionally, this course will introduce the specific expectations and goals of specialized STEM experiences at Meredith.

Credits 1

Semester Offered

Fall

IDS-155 : Tutor Training

This course is designed to prepare prospective tutors for their work in the Learning Center.

Credits 1

Instructional Method

LEC

Required Prerequisites

Instructor's consent required.

Notes

Enrollment by invitation only.

Prospective tutors must be recommended by members of the faculty.

Semester Offered

Fall

Spring

IDS-157 : Learn to Travel/Travel to Learn

This course will teach students to evaluate and use electronic and print sources available to help travelers plan their own educational excursions. Students will make thoughtful observations and reflections, recording what they are learning. The Sansepolcro area is where students will begin to learn this process. Classes will provide students with an opportunity to work with faculty on their assignments as well as on their independent travel plans.

Credits 1

Instructional Method

LEC

Semester Offered

Meredith Abroad

IDS-188 : Special Topics in Interdisciplinary Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

IDS-202 : Italy Today

An introduction to Italy from a social, cultural, political viewpoint, in order to gain an overview of the country with its considerable disparities and the social and cultural changes that Italy has undergone since the end of WWII. Topics include, but are not limited to, Italy's major institutions, including government (national and European), education, religion and family. Italy's economy, its growing immigrant population, its north/south divide, crime and the tradition of food and drink will also be examined. Students will participate in a service-learning project during the second half of the semester.

Credits 3

Instructional Method

LEC

Semester Offered

Meredith Abroad

IDS-280 : China Today

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

IDS-288 : Special Topics in Interdisciplinary Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

IDS-295 : Community Service Research Development

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.

Credits 3

Instructional Method

LEC

Semester Offered

Summer

IDS-300 : Arts, Artifacts & Culture-Europe

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.

Credits 3

Instructional Method

LEC

Semester Offered

Meredith Abroad

IDS-301 : Arts, Artifacts & Culture-UK

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.

Credits 3

Instructional Method

LEC

Semester Offered

Meredith Abroad

IDS-355 : Arts Administration

A survey of areas in arts management and administration such as non-profit status and governance, mission, budgeting, promotion, event production, grant writing and arts advocacy.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

IDS-388 : Special Topics in Interdisciplinary Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

IDS-398 : Honors Colloquium

An Honors Colloquium at Meredith College is a highly interactive and discussion-based course, usually interdisciplinary, 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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Enrollment is restricted to Honors students and Teaching Fellows.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

IDS-403 : Digital Communication Portfolio

In this course, students will compile a professional portfolio of work that showcases the skills they have developed in the Digital Communication post-baccalaureate certificate program.

Credits 1

Instructional Method

LEC

Required Prerequisites

Completion of at least 12 credit hours in the Digital Communication Post-Baccalaureate certificate program or permission of program director.

Semester Offered

Summer

IDS-488 : Special Topics in Interdisciplinary Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

IDS-498 : Honors Research Project

Credits 3

Instructional Method

LEC

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

INT-101 : Exploring Global Issues

This course introduces students to interdisciplinary inquiry as an approach to addressing complex global challenges, such as climate change, conflict, migration, social inequalities, sustainable development, and/or health. Students apply different disciplinary lenses, like history, politics, economics, religion, and culture, as perspectives that compete, interact, and intersect in the context of global challenges. Students critically engage with the intersection of race and gender with these global challenges and explore how to address global issues locally.

Credits 3

INT-225 : Global Gender In/Equity

Looking at the political, international, economic, social, and cultural human dimensions of gender, this course will help you develop an understanding of the multifaceted experiences and influences of gender around the world through the interdisciplinary field of International Studies. We will explore how gender matters within global topics such as conflict, environment, health, and justice.

Credits 3

Instructional Method

LEC

INT-262 : Africa is Not a Country

This course uses interdisciplinary inquiry, including anthropology, politics, and history, to explore the enormous ethnic, cultural, regional, social, and political diversity that define the African continent. Students examine the precolonial historical roots and colonial political legacies that have shaped contemporary Africa. This course will explicitly challenge stereotypes about how Africa is broadly depicted through engagement with diverse identities and experiences from different African countries. Key topics that may be considered include indigeneity, colonialism, democracy, the environment, race, gender, conflict, development, globalization, youth, and cultural preservation. This course will integrate creative expression, such as literature and music.

Credits 3

Instructional Method

LEC

INT-307 : Global Sport & Culture

This course takes an interdisciplinary approach to exploring how sport influences human lives across the world and over time, with a particular focus on intersectionality and how sport shapes and is shaped by global diversity. Core themes that will be discussed include the body, language, history, citizenship, globalization, race, and gender. With the primary framework of this course being intersectionality, the content will be structured in units that explore ways that various identities are manipulated within systems of power, oppression, and marginalization within the global arena of sport.

Credits 3

Instructional Method

LEC

Interior Design

Mission, Goals and Overview of Interior Design

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 Student Chapter 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.

Degrees and Certificates

- [Interior Design, Bachelor Science](#)
- [Interior Design, Minor](#)

ID-142 : History of Architectural Interiors & Furnishings

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.

Credits 3

Instructional Method

LEC

Notes

Also offered as [ART-142](#).

Semester Offered

Fall

ID-144 : Interior Design I

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.

Credits 3

Instructional Method

STU

Notes

Also offered as [ART-144](#).

Semester Offered

Fall

Spring

ID-188 : Special Topics in Interior Design

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ID-243 : Interior Design Digital Presentation

Continued exploration of the design process and utilizing graphic communication techniques to visually communicate design solutions. Exploration of presentation methods and techniques.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ID-144](#) and [ART-110](#)

Notes

Fee assessed.

Semester Offered

Fall

Spring

ID-244 : Interior Design II: Residential

Residential interior design studio. Included will be the 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.

Credits 3

Instructional Method

STU

Required Prerequisites

Prerequisites: [ID-144](#), [ID-243](#) and [ART-110](#)

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ID-245 : Housing Issues

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

ID-246 : Interior Design Products

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

ID-248 : Technology Applications I

Exploration of technology techniques and tools for Interior Design. Design software and internet exploration. Introduction of computer aided drafting and design.

Credits 3

Instructional Method

LAB

Required Prerequisites

[ID-144](#) and [ART-110](#)

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ID-288 : Special Topics in Interior Design

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ID-299 : Introduction to Research in Interior Design

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. A research proposal form completed by the student and faculty mentor is required for registration.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[ID-144](#)

Instructor's consent required.

Freshmen and Sophomore Interior Design majors, and others by permission of the instructor.

Notes

May be repeated for a total of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

ID-342 : Technology Applications II

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages.

Credits 3

Instructional Method

LAB

Required Prerequisites

[ID-243](#), [ID-244](#), and [ID-248](#)

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ID-343 : Construction Technology

Survey of residential and non-residential systems, building materials, traditional and sustainable construction methods, and custom millwork design.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ID-243](#), [ID-244](#), and [ID-248](#).

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ID-344 : Interior Design III: Commercial I

Application of design solutions for commercial and residential interiors. Included will be exploration of sustainable materials, solving design problems for diverse populations, and the study of building codes. Six studio hours per week.

Credits 3

Instructional Method

STU

Required Prerequisites

[ID-243](#), [ID-244](#), and [ID-248](#)

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ID-348 : Interior Lighting Design

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ID-243](#), [ID-244](#), and [ID-248](#)

Semester Offered

Spring

ID-388 : Special Topics in Interior Design

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ID-443 : Professional Practices in Interior Design

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ID-246](#), [ID-342](#), [ID-343](#), [ID-344](#), and [ID-348](#)

Senior Standing

Semester Offered

Fall

ID-447 : Interior Design IV: Commercial II

Execution of creative and functional solutions for commercial interior design problems. Included will be study of space planning and specification of traditional and sustainable materials and furnishings for non-residential interiors. Lecture and six studio hours each week.

Credits 3

Instructional Method

LEC

STU

Required Prerequisites

[ID-246](#), [ID-342](#), [ID-343](#), [ID-344](#), and [ID-348](#)

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ID-448 : Interior Design V: Capstone

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.

Credits 3

Instructional Method

STU

Required Prerequisites

[ID-443](#), and [ID-447](#)

Notes

Studio fee assessed.

Semester Offered

Fall

Spring

ID-488 : Special Topics in Interior Design

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ID-498 : Honors Thesis in Interior Design

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

Senior Standing, Interior Design Majors who are members of the Honors and/or Teaching Scholars Programs

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

ID-499 : Research in Interior Design

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. A research proposal form completed by the student and faculty mentor is required for registration.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[ID-244](#)

Junior and Senior Standing, Interior Design majors, and others by permission of the instructor. Instructor's consent required.

Notes

May be repeated for credit for a total of six credit hours. Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Italian

ITA-101 : Elementary Italian I

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings, and speaking.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

ITA-102 : Elementary Italian II

A review and continuation of Elementary Italian I.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ITA-101](#)

Notes

English will be used in the classroom for orientation purposes only.

Semester Offered

Spring

ITA-188 : Special Topics in Italian

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ITA-200 : Conversation Essentials in Italian

This course is designed to help students develop intermediate speaking and listening skills in Italian during their semester in Sansepolcro. Among other activities, students will engage in regular conversations with native speakers on a variety of topics.

Credits 1

Instructional Method

LEC

Required Prerequisites

[ITA-101](#)

Semester Offered

Fall

Spring

ITA-205 : Intermediate Italian I

This course aims to build the students' proficiency in listening, speaking, reading, and writing at the intermediate level, 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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ITA-102](#)

Notes

Conducted in Italian.

Semester Offered

Fall

ITA-206 : Intermediate Italian II

This course aims to build the students' proficiency in listening, speaking, reading, and writing at the intermediate level, 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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ITA-205](#)

Notes

Conducted in Italian.

ITA-288 : Special Topics in Italian

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ITA-299 : Introduction to Research in Italian

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In the 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 the student also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration.

Credits 3

Instructional Method

RES

Required Prerequisites

3 credit hours from ITA at the 200 level or above.

Notes

Research performed in connection with study abroad is strongly encouraged.

May be repeated for credit for a total of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

ITA-388 : Special Topics in Italian

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ITA-488 : Special Topics in Italian

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

ITA-498 : Honors Thesis in Italian

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 the student 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 their thesis. Fulfills honors thesis requirement.

Credits 3**Instructional Method**

HTH

RES

Required Prerequisites

6 credit hours from ITA from Level 300 or above.

Notes

Research performed in connection with study abroad is strongly encouraged.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

ITA-499 : Junior & Senior Research in Italian

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In the 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 the student also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration.

Credits 3**Instructional Method**

RES

Required Prerequisites

3 credit hours from ITA from Level 300 or above.

Notes

Research performed in connection with study abroad is strongly encouraged.

May be repeated for credit for a total of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Latin

LAT-101 : Elementary Latin I

A course for beginners in the fundamentals of Latin grammar. Independent computer work required each week.

Credits 3**Instructional Method**

LEC

LAT-102 : Elementary Latin II

A review and continuation of [LAT-101](#). Increased emphasis on reading. Independent computer work required each week.

Credits 3**Instructional Method**

LEC

Required Prerequisites[LAT-101](#)**LAT-205 : Intermediate Latin I**

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.

Credits 3**Instructional Method**

LEC

Required Prerequisites[LAT-102](#)**LAT-206 : Intermediate Latin II**

A continuation of [LAT-205](#) with further emphasis on advanced readings. Independent computer work required each week.

Credits 3**Instructional Method**

LEC

Required Prerequisites[LAT-205](#)

Legal Studies

LEG-400 : Legal Survey

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.

Credits 3**Instructional Method**

LEC

Required Prerequisites

Juniors or Senior Standing

Permission from the Director of the Paralegal Program is required to enroll.

Semester Offered

Fall

Spring

LEG-401 : Legal Research

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

- Prerequisite or Corequisite: [LEG-400](#)
- Junior or Senior Standing.
- Permission of the Director of the Paralegal Program is required to enroll.

Semester Offered

Fall

Spring

LEG-402 : Law Office Management

Students will gain an understanding of the role of the paralegal in the law office. Students will gain a thorough knowledge of the N.C. Rules of Professional Conduct and their applicability to attorneys and paralegals. Students will be able to identify ethical issues a paralegal may encounter and determine the appropriate response. Students will become familiar with a variety of law office procedures and management techniques. Topics include the definition, role and responsibilities of the paralegal; confidentiality; conflicts of interest; unauthorized practice of law; professional negligence; developing forms and systems; time keeping and billing; tickler systems; communication skills.

Credits 3

Instructional Method

LEC

Required Prerequisites

- Prerequisite or Corequisite: [LEG-400](#)
- Junior or Senior Standing.
- Permission of the Director of the Paralegal Program is required to enroll.

Notes

Students are expected to be proficient in Microsoft Word, Excel, PowerPoint, and Outlook.

Semester Offered

Fall

Mathematics

Professors Hontz and Manning; Associate Professors Andreae, Glotzer and Lada; Assistant Professors Reid and Starling; Assistant Professor of Practice Gass.

Mission Statement:

The Mathematics and Computer Science Department at Meredith College teaches courses with an emphasis on conceptual understanding, theory, and application. We engage our students intellectually and foster an

appreciation for lifelong learning. We provide foundations for further studies and diverse careers that utilize logical reasoning and problem- solving abilities.

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

Students will be able to:

- demonstrate understanding of the most important concepts in calculus, statistics, theoretical mathematics, and applied mathematics,
- solve a variety of problems using appropriate strategies,
- reason mathematically to construct logical arguments,
- use appropriate technological tools to support learning and research,
- work collaboratively and independently to learn mathematics, and
- communicate knowledge of mathematics in written and oral form.

Student Learning Outcomes of the Computer Science Major

A student who completes a degree in Computer Science will be able to:

- demonstrate a broad knowledge of hardware, software, and computing fundamentals,
- solve problems using current technologies,
- integrate knowledge to create solutions to complex problems, and
- demonstrate professional and ethical behaviors and attitudes.

Student Learning Outcomes of the Statistical and Data Sciences Major

A student who completes a degree in Statistical and Data Sciences will be able to:

- Implement techniques for data cleaning and exploratory data analysis,
- Exhibit a broad base of knowledge in mathematics, statistics, and computer science techniques,
- Interpret results, form conclusions, and communicate findings, and
- Demonstrate professional and ethical behaviors and attitudes.

Student Learning Outcomes of the Data Analytics Major

A student who completes a degree in Data Analytics will be able to:

- Complete data-driven projects by establishing clear goals, interpreting results, and forming conclusions,
- Effectively communicate data analysis insights to different audiences,
- Make meaningful contributions while collaborating with a data analysis team, and
- Integrate data analytics techniques with disciplinary knowledge in a particular field.

Minors in [mathematics](#), [statistics](#), [web development](#), [applied mathematics](#), and [data science](#) 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 mathematics, 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.

Dual Degree Engineering Program

A Dual Degree Engineering 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 or Computer Science and a Bachelor of Science degree in Engineering from NC State University. For details of the program see [Focus On Careers](#). Other engineering dual degree combinations can be found in [Chemistry](#). Interested students should contact the Engineering Program Director at Meredith through the School of Natural and Mathematical Sciences, before they register for their first semester at Meredith College.

Mathematics Placement

A student without credit and advanced placement from high AP scores may request placement in [MAT-212](#), with credit granted for [MAT-191](#) upon completion of [MAT-212](#) with a grade of C or higher. If a student requests placement in [MAT-213](#), credit is given for [MAT-212](#) and [MAT-191](#) upon completion of [MAT-213](#) with a grade of C or higher.

MAT-130 : Exploring With Mathematics

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, financial mathematics, visual representation of information, geometry, and graph theory.

Credits 3

Instructional Method

PRB

Semester Offered

Varies-Contact Prog. Director

MAT-160 : Fundamental Concepts of Mathematics I: Problem Solving, Number, Operation and Measurement

For prospective elementary teachers. Introduction to mathematics 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.

Credits 3

Instructional Method

LEC

Notes

Does *not* apply towards the math/science general education requirement for graduation.

Semester Offered

Spring

MAT-170 : Trigonometry

This class is intended for students who are preparing to take calculus. Trigonometry will be defined using the unit circle approach, with emphasis on the geometry of the circle. Classical right triangle trigonometry will be studied, along with trigonometric identities and equations, the laws of sines and cosines, and graphs and properties of the trigonometric functions and their inverses. Additional topics from algebra will include logarithmic and exponential functions. A graphical approach will be utilized throughout, with an emphasis on solving application problems. Students will develop skills in basic trigonometry and its applications, with an emphasis on modeling with functions and other algebraic skills necessary for the study of calculus.

Credits 3

Instructional Method

LEC

Notes

Not open to students who have credit for [MAT-180](#) or [MAT-191](#)

Semester Offered

Varies-Contact Prog. Director

MAT-175 : Statistics I

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.

Credits 3

Instructional Method

LEC

Notes

This course is not recommended for mathematics majors.

Semester Offered

Fall

Spring

Summer

MAT-180 : Integrated Precalculus/Calculus A

This course is the first of a two-semester sequence that integrates Precalculus and Calculus I topics. The course includes the study of the geometric and analytic properties of algebraic and transcendental functions. The course will examine limits, continuity, and derivatives of algebraic and transcendental functions. Applications of differentiation include motion and related rates.

Credits 4

Instructional Method

LEC

Required Prerequisites

[MAT-170](#), [MAT-190](#), or placement

Notes

Credit not given for both [MAT-180](#) and [MAT-191](#).

Semester Offered

Varies-Contact Prog. Director

MAT-181 : Integrated Precalculus/Calculus B

This course is the second of a two-semester sequence that integrates Precalculus and Calculus I topics. The course continues the study of the geometric and analytic properties of algebraic and transcendental functions. The course will explore applications for differentiation including optimization and graphical analysis of functions, as well as the theory of integration and basic integration techniques. Applications of integration include area.

Credits 4

Instructional Method

LEC

Required Prerequisites

[MAT-180](#)

Notes

Credit not given for both [MAT-181](#) and [MAT-191](#).

Semester Offered

Varies-Contact Prog. Director

MAT-185 : Mathematical Foundations for Analytics

This course is designed to introduce mathematical and statistical content through data-driven techniques. Students will utilize spreadsheets and numerical methods to solve problems drawn from business, economics, and natural, social, and behavioral science applications. Content topics include: functions, regression, differentiation, integration, and probability.

Credits 3**Instructional Method**

LEC

Required Prerequisites[MAT-175](#);[CS-120](#) or Instructor Permission**Notes**

Credit for this course is not given to students who already have credit for MAT 191.

Semester Offered

Spring

MAT-188 : Special Topics in Mathematics

Special topics course offered in response to student and faculty interest.

Credits 1

-4

Required Prerequisites*Prerequisites vary with topic studied.***Notes**

May be repeated for credit.

MAT-190 : Precalculus

This course is designed to prepare students for calculus, and is the culmination of the study of functions. Students will study different types of functions, including polynomial, power, exponential, logarithmic, rational, and trigonometric functions. Students will use these different types of functions to represent real world phenomena and will learn techniques to solve equations involving these functions.

Notes: Credit not given for both MAT 170 and MAT 190.

Credits 4**Instructional Method**

LEC

Required Prerequisites[MAT-170](#) or placement**Semester Offered**

Fall

MAT-191 : Calculus I

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.

Credits 4**Instructional Method**

PRB

Required Prerequisites[MAT-170](#), [MAT-190](#), or placement.

May be taken without prerequisite courses with department's permission.

Notes

Credit not given for both [MAT-180](#) and [MAT-191](#), or for both [MAT-181](#) and [MAT-191](#).

Semester Offered

Fall

Spring

MAT-212 : Calculus II

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.

Credits 4**Instructional Method**

PRB

Required Prerequisites[MAT-181](#) or [MAT-191](#)

May be taken without prerequisite with department's permission.

Semester Offered

Fall

Spring

MAT-213 : Calculus III

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' Theorem and applications. Students will use technology for exploration and problem solving.

Credits 4**Instructional Method**

PRB

Required Prerequisites[MAT-212](#)

May be taken without prerequisite with department's permission.

Semester Offered

Fall

Spring

MAT-220 : Linear Algebra

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use technology for exploration and problem solving.

Credits 3

Instructional Method

PRB

Required Prerequisites

[MAT-181](#) or [MAT-191](#)

Semester Offered

Spring

MAT-248 : Statistical Concepts and Methods for Mathematicians

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MAT-181](#) or [MAT-191](#)

Notes

Credit in this course is not given to students who already have credit for [MAT-175](#).

Semester Offered

Spring

MAT-250 : Introduction to Mathematical Reasoning

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.

Credits 3

Instructional Method

PRB

Required Prerequisites

Prerequisite: [MAT-212](#), or Corequisite: [MAT-212](#) with permission of the instructor.

Semester Offered

Fall

MAT-260 : Fundamental Concepts of Mathematics II: Geometry Algebra, Functions, Data Analysis, and Probability

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MAT-160](#), and either [MAT-175](#), [MAT-181](#) or [MAT-191](#)

Notes

Does *not* apply toward the math/science general education requirement for graduation.

Does *not* count or apply toward the mathematics major or mathematics minor.

Semester Offered

Fall

MAT-262 : Discrete Mathematics

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.

Credits 3

Instructional Method

PRB

Notes

Recommended for middle grades and secondary mathematics licensure students.

Also offered as [CS-262](#).

Semester Offered

Spring

MAT-288 : Special Topics in Mathematics

Special topics course offered in response to student and faculty interest.

Credits 1

-4

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MAT-295 : Mathematics Seminar

This course is a seminar intended for students interested in a major in mathematics. Students will be exposed to various areas of mathematics as well as a brief history of mathematics; students will give short presentations about these topics. Co-curricular opportunities as well as career and graduate school opportunities will be discussed. Students will create materials such as cover letters and resumes.

Credits 1

Instructional Method

LEC

Required Prerequisites

[MAT-212](#) and Sophomore Standing

Semester Offered

Spring

MAT-299 : Introduction to Mathematics Research

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.

Credits 1

-3

Instructional Method

RES

Notes

- May be repeated for a maximum of six credit hours.
- A maximum of 3 combined hours of [MAT-299](#)/[MAT-498](#)/[MAT-499](#) can count towards, at most, one of the following: Mathematics major, Mathematics minor, Applied Mathematics minor, or Statistics minor.
- Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

MAT-334 : Modern College Geometry

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.

Credits 3

Instructional Method

PRB

Required Prerequisites

[MAT-250](#)

Semester Offered

Fall, Even-Numbered Years Only

MAT-340 : Probability and Mathematical Statistics

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.

Credits 3

Instructional Method

PRB

Required Prerequisites

[MAT-212](#), and either [MAT-175](#) or [MAT-248](#)

Semester Offered

Every Third Semester

MAT-345 : Statistics II

A continuation of MAT-175 or MAT-248 which includes one- and two-sample inference, two-way tables, simple and multiple regression, and analysis of variance. Application of these topics will be drawn from business, economics, and natural, social, and behavioral science applications. Students will use statistical analysis technology.

Credits 3

Instructional Method

PRB

LAB

Required Prerequisites

[MAT-185](#) or [MAT-191](#); and

[MAT-175](#) or [MAT-248](#)

Semester Offered

Every Third Semester

MAT-348 : Nonparametric Statistics

A study of distribution-free statistical methods. Estimation and hypothesis testing that make relatively mild assumptions about the form of 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.

Credits 3

Instructional Method

PRB

Required Prerequisites

[MAT-175](#) or [MAT-248](#)

Semester Offered

Varies-Contact Prog. Director

MAT-354 : Differential Equations

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package.

Credits 3

Instructional Method

PRB

Required Prerequisites

[MAT-212](#)

Semester Offered

Fall

MAT-360 : Numerical Analysis

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.

Credits 3

Instructional Method

PRB

Required Prerequisites

[CS-190](#) and [MAT-212](#)

Notes

Also offered as [CS-360](#).

Semester Offered

Spring, Odd-Numbered Years Only

MAT-371 : Mathematical Modeling

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MAT-212](#) and ([CS-180](#) or [CS-190](#))

Required Corequisites

Taken prior to MAT 371 or concurrently: [MAT-175](#) or [MAT-248](#)

Semester Offered

Spring, Even-Numbered Years Only

MAT-388 : Special Topics in Mathematics

Special topics course offered in response to student and faculty interest.

Credits 1

-4

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MAT-405 : Regression and Linear Models

A course on linear models, including single and multiple linear regression models, analysis of variance (ANOVA) and analysis of covariance (ANCOVA), as well as generalized linear models, such as logistic regression. Further focus is on model assumptions, variable selection, and model diagnostics. This course emphasizes theory along with application through programming coursework in a high-level language suited for statistics.

Credits 3

Instructional Method

PRB

Required Prerequisites

[MAT-175](#) or [MAT 248](#)

[MAT-185](#) or [MAT-191](#)

Semester Offered

Every Third Semester

MAT-410 : Advanced Calculus

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.

Credits 3

Instructional Method

PRB

Required Prerequisites

[MAT-250](#) and [MAT-213](#)

Semester Offered

Spring

MAT-420 : Modern Abstract Algebra

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized.

Credits 3

Instructional Method

PRB

Required Prerequisites

[MAT-250](#)

Semester Offered

Fall

MAT-450 : Topics in Mathematics

Topics chosen from mathematics, applied mathematics, and statistics. Prerequisites vary with the topics studied. May be repeated for credit.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

MAT-488 : Special Topics in Mathematics

Special topics course offered in response to student and faculty interest.

Credits 1

-4

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MAT-498 : Honors Thesis in Mathematics

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

Senior Standing in the Honors and/or Teaching Fellows Programs only.

Or, second semester Junior Standing may enroll with permission of the faculty mentor.

Notes

A maximum of 3 combined hours of [MAT-299/MAT-498/MAT-499](#) can count towards, at most, one of the following: Mathematics major, Mathematics minor, Applied Mathematics minor, or Statistics minor.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

MAT-499 : Research in Mathematics

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and/or a presentation.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

Junior or Senior Standing, majoring in Mathematics, and to others by permission of the department.

Notes

- May be repeated for credit for a maximum of six credit hours.
- A maximum of 3 combined hours of [MAT-299/MAT-498/MAT-499](#) can count towards, at most, one of the following: Mathematics major, Mathematics minor, Applied Mathematics minor, or Statistics minor.
- Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

MAT-760 : Mathematical Knowledge for Teaching

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.

Credits 2

Instructional Method

LEC

Required Prerequisites

[MAT-250](#)

This class is open to students applying to or accepted in the teacher licensure program: others by permission of the instructor.

Semester Offered

Spring, Even-Numbered Years Only

MAT-764 : Methods of Teaching Middle and Secondary Mathematics

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Instructor's consent required.

Semester Offered

Fall

Mathematics Education

MTE-299 : Introduction to Mathematics Education Research

This course will provide opportunities for freshmen and sophomores to participate in research in mathematics education. Students will submit findings in a formal written report and will give, if appropriate, a presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit.

Credits 1

-3

Instructional Method

RES

Notes

May be repeated for a maximum of six credit hours. Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

MTE-498 : Honors Thesis in Mathematics Education

In conjunction with a faculty mentor, the student will formulate and execute a 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.

Credits 3

Instructional Method

HTH

Required Prerequisites

Senior Standing in the Honors and Teaching Fellows Programs only.

Students must also be completing the licensure program.

Second semester Junior Standing may enroll with permission of the faculty mentor.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

MTE-499 : Research in Mathematics Education

In conjunction with a faculty mentor, the student will formulate and execute a research project that will culminate in a paper and/or a presentation.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

Junior or Senior Standing, majoring in Mathematics who are also completing the licensure program, and to others by permission of the department.

Notes

May be repeated for credit for a maximum of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Music

Professor Kent Lyman; Associate Professor Jim Waddelow

Assistant Professors Lindsey Bruner Woodcock, Sabrina Clarke

Music Department Mission statement:

Whether intending a career in music performance, music education, or another musically oriented business, the [Department of Music](#) has a degree plan for you. If you are simply interested in improving your musical knowledge and skills, our department offers a

breadth of academic and performance opportunities for you. All students learn from faculty who are active artists and leaders: composers and musicians who have performed, directed, taught, and recorded nationally and internationally.

Vision Statement:

The **Department of Music** embraces the ever-changing nature of the world of music, and respects and celebrates the historic role of music as one of humanity's most powerful forces for good. We provide skills, training and experiences that educate musicians who are inspired by the global nature of music, and who utilize that inspiration and their musical skills to contribute to the communities in which they live. They will do so as consummate professionals in the studio or classroom, as directors and conductors of ensembles, as performers, as composers, as practitioners in music related fields, or as enthusiastic supporters of music.

Music Department Goals and Objectives

For the **general college student, as an integral component of the liberal arts**, courses in music will

- enable students to become active listeners of music; that are appropriate to the discipline of music;
- relate musical works to global, historical and cultural contexts
- require projects that demonstrate understanding and synthesis of the content of the course.
- introduce students to a varied and substantive body of musical work;
- Provide students with the tools to listen critically to music in all genres, using analytical approaches

As a result of their work in music courses, students will be able to:

- recognize distinctive traits of particular musical genres;
- discuss important issues surrounding the performance of a musical work;
- look beyond the surface appearance of a musical work for deeper levels of meaning;
- discuss musical works in terms of their global, historical and cultural contexts.

The [department](#) offers the **Bachelor of Music in Performance**, the **Bachelor of Music in Music Education**, and the **Bachelor of Arts in Music**.

The **Bachelor of Music in Performance** (piano/ keyboard, instrumental or vocal studies) is designed for the student who may wish to pursue a professional performance career, who may wish to pursue graduate studies in music performance, and may wish to teach applied music at the college or university level.

Goals of the Bachelor of Music in Performance are to provide training which will empower the music major student to:

- Perform
- Conduct
- Teach
- Enter graduate school or pre-professional training programs or careers relevant to their area of specialty
- 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 they may choose.

Student Learning Outcomes of the Bachelor of Music in Performance

As a result of their studies:

- Students will demonstrate comprehensive capabilities in the major performing medium;
- Students will work independently to prepare performances at the highest possible level;
- Students will demonstrate knowledge of applicable solo and ensemble literature;
- Students will demonstrate orientation to and experience with the fundamentals of pedagogy;
- Students will apply aural, improvisational, and language skills, knowledge of styles and performance practices, and general historical and cultural knowledge as required by the focus of the major;
- Students will demonstrate proficiency in the use of foreign languages and diction (for performance majors in voice);
- Students will perform solo and ensemble music performance in a variety of formal and informal settings;
- Students will form and defend value judgments about music, and communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field;
- Students will exhibit a basic understanding of the nature of professional work in their major field, including but not restricted to organizational structures and working patterns; artistic, intellectual, economic, technological, and political contexts; and development potential;
- Students will assist in the development and advancement of their careers, demonstrate teaching skills, particularly as related to their major area of study;
- Students will practice synthesis of a broad range of musical knowledge and skills

The **Bachelor of Music in Music Education** (focus on choral/general or instrumental/general 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.

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 they may choose.

Student Learning Outcomes of the Bachelor of Music in Music Education

As a result of their studies:

- Students will demonstrate understanding of historical styles and the theory of music;
- Students will demonstrate knowledge of the repertoire of music that is written for their specific instrument or voice;
- Students will demonstrate knowledge of pedagogical practices for their specific instrument or voice;
- Students will engage in research that leads to speaking, writing about the art of music with clarity and precision;
- Students will present artistic performances achieved by the synchronization of technical, musical and artistic skills;
- Students will gain an experience of the diversity of music that will foster a lifelong appreciation of music and allow them to become an interactive member of the arts community;
- Students will demonstrate pedagogical background and teaching experience to function effectively as K-12 music educators.

The **Bachelor of Arts in Music** is intended for the student who is interested in music as a part of a total liberal arts program, or for the student who may plan graduate study in the instrument of their choice or musicology, music history or composition. Some B.A. students also earn elementary licensure; some include a minor or a second major (such as psychology, biology or business) to prepare for careers which combine a variety of disciplines.

The study of music in any program, including the **Bachelor of Arts in Music**, may also prepare the student for specialized study leading to work in the music industry such as music business, music therapy, music technology, vocology or church music.

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 they may choose.
- Enter graduate programs in music, and other fields seeking the skills developed in music study
- Utilize and apply skills learned in the discipline of music to any other field which they may choose

Student Learning Outcomes of the Bachelor of Arts in Music

As a result of their studies:

- Students will demonstrate understanding of historical styles and theory of music; develop and demonstrate creativity through performance, composition, and improvisation;
- Students will demonstrate knowledge of the repertoire of music that is written for their specific instrument or voice;
- Students will demonstrate knowledge of pedagogical practices for their specific instrument or voice;
- Students will engage in research that leads to speaking, writing about the art of music with clarity and precision;
- Students will present artistic performances achieved by the synchronization of technical, musical and artistic skills;
- Students will gain an experience of the diversity of music that will foster a lifelong appreciation of music and allow them to become an interactive member of the arts community

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 medicine, law, computer programming, personnel management, counseling, 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 the field.

Accreditation

Meredith College is an accredited institutional member of the [National Association of Schools of Music](#). (11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248. Phone number: (703) 437-0700)

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 audition with members of the faculty. An interview at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is a prerequisite for admission into a music major program and for scholarship consideration. If entry-level work is not exhibited at the entrance audition, a student may be conditionally admitted and 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 recording/link may be submitted in lieu of a personal audition.

Non-Credit Program

The [Community School of Music](#) provides instruction in applied music to non-credit students of all ages within the Raleigh area. Registration is on a semester-to-semester basis. No 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, 30 faculty offices and studios, and 28 practice rooms.

Equipment

A large inventory of state-of-the-art equipment is available for effective teaching and learning. Carswell Recital Hall houses a 2006 Steinway Concert Grand and Steinway Studio Grand, and studios and classrooms house approximately 20 grand pianos and 45 upright pianos. There are two concert organs (a 1970 3-manual Austin in Jones Auditorium, and a 1983 2-manual mechanical action Andover in Jones Chapel) and three studio and practice organs. The Piano/Music Theory Lab was updated in 2017 with all new Clavinova Keyboards and Mac computers with multiple music software products. Carswell Concert Hall has been updated with new video and audio recording hardware, as well as live streaming capabilities, sound reinforcement from ambient as well as cordless and lavalier microphones. There is a new sound board and lighting is receiving upgrades in the coming year. Jones Auditorium possesses excellent lighting, sound, and stage machine systems.

Library

The Carlyle Campbell Library houses an extensive collection of scores, musical recordings, books, 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 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 selection 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

Grades

Students pursuing the **Bachelor of Music in Performance (BM)** and the **Bachelor of Music in Music Education (BME)** degrees must achieve a minimum grade of 'C' in all music courses (MUS, MUE, MUA) and, in the case of the **Bachelor of Music in Music Education (BME)** degree, a minimum grade of 'C' in all Professional (EDU) Education Courses.

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 they put into action the student's 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 graduation recital. **Bachelor of Music in Music Education** students perform at least twice each year (except in freshman year, when they perform once), in student recitals and present a graduation recital. **Bachelor of Music in Performance** students perform in student recitals twice each semester and present junior and graduation recitals. 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 two 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 Wings 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 chair. Each transfer student or [Wings](#) student must participate in Meredith ensembles for at least four semesters.

Sophomore Assessment Conference

The Sophomore Assessment Conference ([MUS-295](#)) is designed as an advising tool at the time the music student has had basic foundation courses. 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 their 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.

Senior 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 recordings/links 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 in Music Education (BME) & Bachelor of Music in Performance (BM)** degree programs 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 sight-reading.

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 (8 semesters for Bachelor of Arts and Bachelor of Music in Performance, 7 semesters for Bachelor of Music in Music Education). 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 Chair, 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 1 hour of recital credit, in addition to their hours of applied music, during the semester in which they give the recital. An additional fee is charged.

Applied Music

Strings Voice and Keyboard Woodwinds and Brass

Violin	Piano	Clarinet
Viola	Organ	Flute
Cello	Harpsichord	French Horn
Bass	Voice	Oboe, Bassoon
Harp		Saxophone
Guitar	Percussion	Trumpet
		Trombone, Euphonium/Tuba

Teacher assignments in applied music are made by the department chair, 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 an average of 5 hours per week of practice for each semester hour's credit. (Specific practice requirements are included in applied studio syllabi) The following formula is a guideline:

Semester Credit Hour	Weekly/ Half- Weekly Lessons	Practice Hours
1	0.5 hour	5
2	1 hour	10
3	1.5 hours	15
4	2 hours	20

Because of the individualized nature of private and group lessons, fees are assessed for all applied music courses. Singers and instrumentalists who utilize staff

collaborative pianists are also responsible for collaborative pianist fees. These fees are available on the [department website](#).

Piano

Professor Kent 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.

MUS-010 : Recital Seminar/ Repertoire Class

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.

Credits 0

Instructional Method

REC

Semester Offered

Fall

Spring

MUS-080 : Fundamentals of Music I

The study of rudiments of music including notation, the structure of scales, intervals, keys, triads, and aural identification of intervals and scales. Students successfully completing Fundamentals of Music I and II will be prepared to enter MUS 100 Elementary Music Theory and MUS 150 Elementary Ear Training.

Credits 2

MUS-081 : Fundamentals of Music II

Continuations of the study of rudiments of music including notation, the structure of scales, intervals, keys, triads, seventh chords, and aural identification of intervals and scales.

Credits 1

MUS-100 : Elementary Theory & Composition

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.

Credits 3

Instructional Method

LEC

LAB

Semester Offered

Fall

MUS-101 : Elementary Theory & Composition

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.

Credits 3

Instructional Method

LEC

LAB

Required Prerequisites

[MUS-100](#) with a minimum grade of C.

Semester Offered

Spring

MUS-140 : Elementary Keyboard Harmony I

This is the first in a sequence of courses that helps the student develop functional skills at the keyboard. Skills include sight reading, harmonizing melodies, simple chord progressions, reading from multiple-part open scores, playing ensemble music, developing technique through the practice of scales and other finger patterns, and learning and performing simple piano pieces.

Music majors who have the requisite remedial training in piano are required to take this course at the beginning of their keyboard training and thus have priority in registering for this course. Students who are not music majors but have the requisite background in piano can enroll on a space available basis.

Credits 1

Instructional Method

STU

Semester Offered

Fall

MUS-141 : Elementary Keyboard Harmony II

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transportation of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced.

Credits 1

Instructional Method

STU

Required Prerequisites

[MUS-140](#) with a minimum grade of C.

Semester Offered

Spring

MUS-150 : Elementary Ear-Training

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.

Credits 1

Instructional Method

STU

Required Prerequisites

Students must be able to read music and to match pitch.

Semester Offered

Fall

MUS-151 : Elementary Ear-Training

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.

Credits 1

Instructional Method

STU

Required Prerequisites

[MUS-150](#) with a minimum grade of C

Students must be able to read music and to match pitch.

Semester Offered

Spring

MUS-188 : Special Topics in Music

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MUS-202 : Advanced Theory & Composition

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.

Credits 3

Instructional Method

LEC

LAB

Required Prerequisites

[MUS-101](#) with a minimum grade of C

Semester Offered

Fall

MUS-203 : Advanced Theory & Composition

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.

Credits 3

Instructional Method

LEC

LAB

Required Prerequisites

[MUS-202](#) with a minimum grade of C

Semester Offered

Spring

MUS-213 : Seminar in Global Music

This course explores musics outside of the Western European classical tradition, and their connection to historical, social, and cultural backgrounds. This course also explores different approaches to musical organization, musical practice, and significant aspects of style within a world music setting.

Credits 2

Instructional Method

LEC

Required Prerequisites

[MUS-101](#) or permission of instructor

Semester Offered

Fall

Spring

MUS-214 : Music Appreciation

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.

Credits 3

Instructional Method

LEC

Notes

No technical knowledge is required.

Semester Offered

Fall

Spring

MUS-215 : Music Literature

An introduction to music from a global perspective, to musical resources such as reference materials, to aural analysis of music, and to score analysis. Students learn to listen actively to music from folk, popular and art traditions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background.

Credits 3

Instructional Method

LEC

Required Prerequisites

Required of Freshman Music majors.

Prerequisite to music history and literature courses.

Semester Offered

Spring

MUS-242 : Intermediate Keyboard Harmony I

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.

Credits 1

Instructional Method

STU

Required Prerequisites

[MUS-141](#) with a minimum grade of C

Semester Offered

Fall

MUS-243 : Intermediate Keyboard Harmony II

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.

Credits 1

Instructional Method

STU

Required Prerequisites

[MUS-242](#) with a minimum grade of C.

Semester Offered

Spring

MUS-252 : Intermediate Ear-Training

Continued development of ear-training, sight-singing, and conducting skills begun in [MUS-150](#) and [MUS-151](#).

Credits 1

Instructional Method

STU

Required Prerequisites

[MUS-151](#) with a minimum grade of C

Semester Offered

Fall

MUS-253 : Intermediate Ear-Training

Continued development of ear-training, sight-singing, and conducting skills begun in [MUS-150](#) and [MUS-151](#).

Credits 1

Instructional Method

STU

Required Prerequisites

[MUS-252](#) with a minimum grade of C

Semester Offered

Spring

MUS-254 : Language and Diction I

The primary objective of this course is to offer the student the tools necessary to identify, pronounce, and sing in Italian, Spanish, and English, using the International Phonetic Alphabet. Skills will be enhanced through written and spoken exercises, and through the memorization and performance of sung repertoire.

Credits 2

Instructional Method

LEC

Semester Offered

Spring

MUS-288 : Special Topics in Music

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MUS-295 : Sophomore Assessment Conference

Normally scheduled in the fourth semester of full-time study, the conference includes a jury performance and a conference with a faculty committee. Upon successful completion of the Sophomore Assessment Conference, the student will be authorized to register for upper-level applied studies, and for junior and graduation recitals. Pass/Fail only.

Credits 0

Instructional Method

LEC

Semester Offered

Fall

Spring

MUS-299 : Introduction to Research in Music

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[MUS-100](#)

Freshman or Sophomore standing.

Notes

May be repeated for credit for a total of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

MUS-300 : Conducting

A study of basic conducting patterns, techniques, and beginning rehearsal procedures. Both instrumental and choral techniques will be presented.

Credits 2

Instructional Method

LAB

Semester Offered

Spring

MUS-301 : Conducting Workshop

Advanced conducting techniques, score study and rehearsal pedagogy culminate in laboratory setting with live musicians of diverse musical backgrounds and skill sets.

Credits 1

Instructional Method

LEC

Semester Offered

Fall

MUS-305 : Arranging for Instruments and Voices

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MUS-203](#), [MUS-253](#), or permission of instructor.

Semester Offered

Fall

MUS-315 : History of Western Musical Styles and Structure: Antiquity to 1750

A historical and stylistic study of music from ancient Greece through the Baroque period, including analysis, composition in specific styles, performance and listening.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MUS-101](#) and [MUS-214](#)

Semester Offered

Fall

MUS-316 : History of Western Musical Styles and Structure: 1750 to 1900

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MUS-101](#) and [MUS-213](#)

Semester Offered

Spring

MUS-317 : Form and Analysis

This course is designed to give a student thorough experience in observing harmonic, melodic and formal structure of music of the Common Practice Period with attention given to their use in Modern music and exceptions to these formal practices in that era. Special emphasis will be placed upon studying both the harmonic language of this period and the typical formal designs known as: sonata, theme and variation, rondo, A B A, and sonata-rondo. The course will cover these techniques in the works of representative composers. Additionally, the course will examine the multi-movement designs of sonatas, symphonies and chamber music.

Credits 2

Instructional Method

LEC

Required Prerequisites

[MUS-203](#) with a minimum grade of C.

Semester Offered

Spring

MUS-318 : History of Musical Styles and Structure: 1900 to Present

A historical and stylistic study of music of the 20th and 21st centuries, focusing on masterworks composed after 1900 balanced with an equal emphasis of the music of modern minority and women composers. Students will explore lesser known women composers, the influence of world musical styles and their integration with classical musical styles, the reception history of the musicians and selected works, and the performance practice of the time the works were written.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MUS-316](#)

Semester Offered

Fall

MUS-333 : Seminar in Music Technology

An introduction to music technology software and hardware, acoustics, digital audio, keyboard-based sequencing, and notation software. Lab activities will place an emphasis on the operation and components of the typical MIDI and digital audio. Students will gain a working knowledge of electronic sound systems, instrument and vocal amplification systems, recording and streaming systems, and individual and classroom music education instructional tools. Students will complete independent projects in areas such as digital audio, music notation, sequencing, and incorporating music education technology pedagogy tools in a classroom setting.

Credits 1

Instructional Method

LEC

Required Prerequisites

[MUS-202](#) and [MUS-203](#)

Semester Offered

Fall

MUS-351 : Elements of Music Therapy

This course is designed to offer students an experiential survey of introductory topics in music therapy, including the definition, scope, and history of the discipline, and populations served and corresponding interventions. Students will observe professionals in the field in a variety of settings and with different patient populations, as well as participate in mock music therapy interventions to gain a personal understanding of the client's experience of therapy. Additionally, students will explore the relationship between artistic expression and personal development, self-awareness, and health.

Credits 3

Semester Offered

Fall, Odd-Numbered Years Only

MUS-354 : Language Diction II

In this course students will apply the International Alphabet to German, French, and other languages in poetry and song. Skills will be enhanced through written and spoken exercises, and through the memorization and performance of sung repertoire.

Credits 2

Instructional Method

LEC

Semester Offered

Fall

MUS-388 : Special Topics in Music

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MUS-400 : Special Topics in Music

This course is designed to acquaint the student with the literature, materials and pedagogy of their applied area. It will rotate through voice, keyboard and instrumental areas. Structure of the course will vary according to the applied area.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MUS-101](#)

MUS-450 : Practicum in Pedagogy

Development of skills necessary for teaching in the applied studio through instruction of applied students, providing hands-on teaching experience under the close supervision of the instruction.

Credits 1

Instructional Method

LEC

Required Prerequisites

Prerequisite or Corequisite: [MUS-493](#)

Notes

May be repeated for credit.

Semester Offered

Fall

Spring

MUS-455 : Opera Workshop

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.

Credits 1

-2

Instructional Method

STU

Notes

May be repeated for credit.

Semester Offered

Fall

MUS-480 : Professional Practices in Music

This course will explore effective business models and practices of the private studio, community music organization, public performance, and various academic environments, according to each student's area of interest. Students will hone skills for positions appropriate to their concentration, including but not limited to writing a cover letter, resume, and/or curriculum vitae; creating a portfolio specific to their area of expertise and desired career path; negotiating contracts and pay rates for private lessons and public performances; and establishing an online social media presence. Students will meet with representatives of numerous music businesses and will have the opportunity to visit music businesses to observe successful administrative and entrepreneurial elements.

Credits 2

Instructional Method

LEC

Required Prerequisites

[MUS-295](#)

Semester Offered

Spring

MUS-488 : Special Topics in Music

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MUS-492 : Music Senior Portfolio

In their final semester, Music majors will submit a "senior portfolio." The portfolio is a capstone that recognizes your work and expertise in the academic and performance elements of four years of study. The portfolio will include a website which introduces the student as a professional in their chosen career field. It will aid the graduate in their search for a job and/or application for jobs and graduate programs. The documents and artifacts will be ones that you have created and saved during their studies.

MUS-493 : Seminar in Pedagogy

An introduction to individualized applied studio instruction. Directed reading and discussion concerning technique and physiology, learning theory, and lesson planning. Discussion of issues related to setting up a private applied studio. Includes supervised teaching of private lessons and observation of experienced teachers.

Credits 2**Instructional Method**

LEC

Required Prerequisites

[MUS-101](#)

Notes

Taught in rotation between sections for piano, vocal, and instrumental pedagogy.

Semester Offered

Fall

Spring

MUS-494 : Seminar in Music Literature

Research in topics related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester.

Credits 2**Instructional Method**

SEM

Semester Offered

Fall

Spring

MUS-498 : Honors Thesis in Music

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.

Credits 3**Instructional Method**

HTH

RES

Required Prerequisites

Senior Standing in the Honors and/or Teaching Fellows Programs only.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

MUS-499 : Research in Music

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[MUS-203](#), and 4 credits from courses [MUS-315](#), [MUS-316](#)

Junior or Senior standing Music majors, or others with permission.

Notes

May be repeated for credit for a total of six credit hours. Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

MUS-580 : Internship in Music

An internship in professional music designed to give students practical knowledge and experience preparing them for careers within the national not-for-profit and commercial music arena. For three hours credit, students must work 120 hours in one approved professional music organization or with a private studio teacher.

Credits 1**Instructional Method**

LEC

Required Prerequisites

Admission to Certificate in Professional Performance Program in Music

Semester Offered

Fall

Spring

MUS-720 : Materials and Methods in Elementary Schools

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.

Credits 2

Instructional Method

LEC

Required Prerequisites

Prerequisites or Corequisites: [MUS-203](#), [MUS-253](#), [MUS-300](#), [EDU-232](#).

Semester Offered

Spring

MUS-730 : Secondary Choral Methods and Materials

This course is designed to provide prospective music educators with appropriate instructional techniques for middle and high school choral and general music programs. Through lecture, discussion, observations and practical application, students will learn about and incorporate skills, philosophies and techniques into their practices. Off-campus observations and teaching experiences are required.

Credits 2

Instructional Method

LEC

Required Prerequisites

Prerequisites: [MUS-720](#)

Prerequisite or Corequisite: [EDU-232](#), [MUS-203](#), [MUS-253](#)

Open to students admitted to the Teacher Education program, or with permission of instructor

Semester Offered

Spring

MUS-731 : Secondary Instrumental Methods and Materials

Provides music education majors with pragmatic approaches and pedagogical skills necessary to teach band and strings in secondary schools. Topics include philosophy, objectives, evaluation, motivation, administration, lesson plans, sequential instruction, marching band, professional development, jazz band, alternative string ensembles, score study, teaching with modeling/singing, hiring staff, traveling and rehearsing. In addition to regular, on-campus sessions, the class spends time observing and teaching instrumental classes at public schools. Instructors arrange these off-campus sessions, but students are responsible for their own transportation.

Credits 2

Instructional Method

LEC

Required Prerequisites

Prerequisites: [MUS-720](#)

Prerequisites or Corequisites: [EDU-232](#), [MUS-203](#), [MUS-253](#)

Open to students admitted to the teacher education program or with permission of instructor

Semester Offered

Fall

Music - Applied

MUA-040 : Beginning Class Piano

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transposition, chords, ensemble playing.

Credits 1

Instructional Method

STU

Semester Offered

Fall

Spring

MUA-044 : Preparatory Piano

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

Credits 1

-4

Instructional Method

STU

Semester Offered

Fall

Spring

Summer

MUA-050 : Beginning Class Voice

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 systems, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song.

Credits 1

Instructional Method

STU

Notes

No previous vocal/choral experience necessary.

Semester Offered

Fall

Spring

MUA-054 : Preparatory Voice

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

Credits 1

-4

Instructional Method

APM

Semester Offered

Fall

Spring

Summer

MUA-068 : Guitar Class

Beginning instruction in folk guitar. Basic chords, notations, rhythm. No previous guitar experience necessary; guitars furnished.

Credits 1

Instructional Method

STU

Semester Offered

Fall

Spring

MUA-090 : Strings and Percussion Techniques

A study of the pedagogies of string and percussion instruments and strategies for teaching them in a classroom setting.

Credits 2

Instructional Method

STU

MUA-091 : Brass and Woodwind Techniques

A study of the pedagogies of brass and woodwind instruments and strategies for teaching them in a classroom setting.

Credits 2

Instructional Method

LEC

MUA-188 : Special Topics in Music - Applied

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MUA-205 : Composition

Credits 1

-4

Instructional Method

APM

Semester Offered

Fall

Spring

MUA-244 : Piano

Credits 1

-4

Instructional Method

APM

Semester Offered

Fall

Spring

Summer

MUA-245 : Organ

Credits 1

-4

Instructional Method

APM

Semester Offered

Fall

Spring

Summer

MUA-246 : Harpsichord

Credits 1

-4

Instructional Method

APM

MUA-254 : Voice

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.

Credits 1

-4

Instructional Method

APM

Semester Offered

Fall

Spring

Summer

MUA-264 : Violin**Credits 1**

-4

Instructional Method

APM

Semester Offered

Fall

Spring

Summer

MUA-265 : Viola**Credits 1**

-4

Instructional Method

APM

Semester Offered

Fall

Spring

Summer

MUA-266 : Cello**Credits 1**

-4

Instructional Method

APM

Semester Offered

Fall

Spring

Summer

MUA-267 : Double Bass**Credits 1**

-4

Instructional Method

APM

MUA-268 : Guitar**Credits 1**

-4

Instructional Method

APM

Semester Offered

Fall

Spring

Summer

MUA-274 : Flute**Credits 1**

-4

Instructional Method

APM

Semester Offered

Fall

Spring

Summer

MUA-275 : Clarinet**Credits 1**

-4

Instructional Method

APM

Semester Offered

Fall

Spring

MUA-276 : Oboe**Credits 1**

-4

Instructional Method

APM

MUA-277 : Saxophone**Credits 1**

-4

Instructional Method

APM

Semester Offered

Fall

Spring

MUA-278 : Bassoon**Credits 1**

-4

Instructional Method

APM

MUA-279 : Harp**Credits 1**

-4

Instructional Method

LEC

MUA-284 : Trumpet**Credits 1**

-4

Instructional Method

APM

MUA-285 : French Horn**Credits 1**

-4

Instructional Method

APM

Semester Offered

Fall

Spring

MUA-288 : Special Topics in Music - Applied

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MUA-289 : Percussion**Credits** 1

-4

Instructional Method

APM

MUA-290 : Sophomore Recital

A solo recital (which may be shared by two or three performers).

Credits 1**Instructional Method**

REC

Required 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.

Notes

Recital fee assessed.

Semester Offered

Fall

Spring

MUA-388 : Special Topics in Music - Applied

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MUA-390 : Junior Recital

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.

Credits 1**Instructional Method**

REC

Required 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.

Notes

Recital fee assessed.

Semester Offered

Fall

Spring

MUA-391 : Lecture-Recital

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

Credits 1**Instructional Method**

REC

Notes

Recital fee assessed.

Semester Offered

Fall

Spring

MUA-405 : Composition**Credits** 1

-4

Instructional Method

APM

Semester Offered

Fall

Spring

MUA-444 : Piano**Credits** 1

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)**Semester Offered**

Fall

Spring

Summer

MUA-445 : Organ**Credits** 1

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)**Semester Offered**

Fall

Spring

Summer

MUA-446 : Harpsichord**Credits** 1

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)

MUA-454 : Voice**Credits 1**

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)**Semester Offered**

Fall

Spring

Summer

MUA-464 : Violin**Credits 1**

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)**Semester Offered**

Fall

Spring

Summer

MUA-465 : Viola**Credits 1**

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)**Semester Offered**

Fall

Spring

Summer

MUA-466 : Cello**Credits 1**

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)**Semester Offered**

Fall

Spring

Summer

MUA-467 : Double Bass**Credits 1**

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)**MUA-468 : Guitar****Credits 1**

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)**Semester Offered**

Fall

Spring

Summer

MUA-474 : Flute**Credits 1**

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)**Semester Offered**

Fall

Spring

Summer

MUA-475 : Clarinet**Credits 1**

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)**Semester Offered**

Fall

Spring

MUA-476 : Oboe**Credits 1**

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)**MUA-477 : Saxophone****Credits 1**

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)**Semester Offered**

Fall

Spring

MUA-478 : Bassoon**Credits 1**

-4

Instructional Method

APM

Required Prerequisites[MUS-295](#)

MUA-488 : Special Topics in Music - Applied

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MUA-489 : Percussion

Credits 1

-4

Instructional Method

APM

Required Prerequisites

[MUS-295](#)

MUA-490 : Graduation Recital

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.

Credits 1

Instructional Method

REC

Required Prerequisites

Performance majors only

Notes

Recital fee assessed.

Semester Offered

Fall

Spring

MUA-491 : Graduation Recital

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.

Credits 1

Instructional Method

REC

Notes

Recital fee assessed.

Semester Offered

Fall

Spring

Music Ensembles

MUE-134 : Meredith Chorus

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.

Credits 1

Instructional Method

ENS

Notes

Open to all students without audition.

Semester Offered

Fall

Spring

MUE-136 : Accompanying Class

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.

Credits 1

Instructional Method

ENS

Notes

Students are urged to take this class as early in their studies as possible.

MUE-139 : Handbell Choir

Handbell ringers perform on and off campus.

Credits 1

Instructional Method

ENS

Required Prerequisites

Students must be able to read music.

Instructor's consent required.

MUE-188 : Special Topics in Music - Ensembles

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MUE-231 : Wind Ensemble

Rehearsal and performance of works taken from standard ensemble literature.

Credits 1

Instructional Method

ENS

Required Prerequisites

Instructor's consent required.

Open to all qualified students by arrangement with the instructor.

MUE-232 : Flute Ensemble

Rehearsal and performance of works taken from standard ensemble literature.

Credits 1

Instructional Method

ENS

Required Prerequisites

Instructor's consent required.

Open to all qualified students by arrangement with the instructor.

MUE-233 : Chamber Music Ensemble

Rehearsal and performance of chamber music, selected to match the abilities of the students enrolled.

Credits 1

Instructional Method

ENS

Required Prerequisites

Instructor's consent required.

MUE-236 : Accompanying

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.

Credits 1

Instructional Method

ENS

Required Prerequisites

[MUE-136](#)

MUE-237 : String Ensemble

Rehearsal and performance of works taken from standard ensemble literature.

Credits 1

Instructional Method

ENS

Required Prerequisites

Instructor's consent required.

Open to all qualified students by arrangement with the instructor.

MUE-238 : Meredith Sinfonietta

Rehearsal and performance of orchestral works, selected to match the abilities of the student's enrolled.

Credits 1

Instructional Method

LEC

Required Prerequisites

Instructor's consent required.

Semester Offered

Fall

Spring

MUE-288 : Special Topics in Music - Ensembles

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MUE-332 : Flute Quartet

Rehearsal and performance of works taken from standard ensemble literature.

Credits 1

Instructional Method

ENS

Required Prerequisites

Instructor's consent required.

Open to all qualified students by arrangement with the instructor.

MUE-334 : Meredith Chorale

A select group of approximately 34-45 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.

Credits 1

Instructional Method

ENS

Required Prerequisites

By audition only.

Instructor's consent required.

Semester Offered

Fall

Spring

MUE-335 : Encore!

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.

Credits 1

Instructional Method

ENS

Required Prerequisites

Instructor's consent required.

Admission by audition only.

Required Corequisites

Corequisite for music majors whose principal applied study is voice: [MUE-134](#) or [MUE-334](#)

Semester Offered

Fall

Spring

MUE-336 : Piano Ensemble

Study of works for piano, four hands or two pianos.

Credits 1

Instructional Method

ENS

Required Prerequisites

Instructor's consent required.

MUE-338 : Raleigh Symphony Orchestra

A community orchestra which rehearses and performs primarily at Meredith.

Credits 1

Instructional Method

ENS

Required Prerequisites

Conductor's and Instructor's consent required.

Semester Offered

Fall

Spring

MUE-388 : Special Topics in Music - Ensembles

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

MUE-488 : Special Topics in Music - Ensembles

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

Nursing

Purpose

The Nursing Department at Meredith College is dedicated to fostering the growth and development of compassionate, competent, and socially responsible nurses. The purpose of the Nursing Department is to oc. Graduates will be eligible to apply for licensure as a registered nurse and be prepared to practice across a variety of settings and organizations.

Philosophy

At Meredith College, the Nursing Department is guided by a philosophy rooted in excellence, compassion, and innovation. Our philosophy reflects our commitment to preparing nursing professionals who are not only highly skilled clinicians but also ethical leaders, advocates for health equity, and lifelong learners dedicated to advancing the nursing profession and improving patient outcomes.

Commitment to Excellence:

We believe in upholding the highest standards of excellence in nursing education, practice, and scholarship. Our faculty are dedicated to providing a rigorous and comprehensive curriculum that integrates evidence-based practice, clinical judgment, and skills to prepare students for the dynamic and complex healthcare environment.

Nursing, Patient, Environment, and Health:

Our philosophy acknowledges the interconnectedness of nursing, the patient, the environment, and health. We understand that nursing care is not limited to the individual patient but extends to the broader context in which health is situated. Nurses play a vital role in promoting health and well-being by considering the physical, social, cultural, and environmental factors that influence health outcomes. By recognizing the dynamic interplay between the patient, their environment, and their health status, we prepare our students to provide holistic, evidence-based care that addresses the complex needs of individuals, families, and communities.

Culture of Compassion:

Central to our philosophy is the belief that nursing is inherently a compassionate, caring, and humanistic profession. We emphasize the importance of empathy, respect, and cultural sensitivity in our interactions with patients, families, and communities. Through clinical experiences and community-engaged learning, we cultivate a deep understanding of the holistic needs of individuals and a commitment to providing care that respects the dignity and autonomy of every individual, family, and community.

Promoting Health Equity:

We recognize the vital impact of social determinants on health and the existing disparities in health outcomes for underserved and vulnerable populations. As advocates for health equity, we empower students to address systemic barriers to health and promote social justice. Through education, research, and community engagement, we aim to reduce health inequities and improve access to quality healthcare for all individuals, regardless of identity, race, ethnicity, socioeconomic status, rurality or other factors.

Embracing Technology and Innovation:

In an evolving healthcare landscape, we embrace innovation and technological advancements that enhance patient care and nursing practice. We encourage our students to be adaptable and open-minded, equipping them with the knowledge and skills to leverage emerging technologies, evidence-based interventions, and interdisciplinary collaboration to optimize health outcomes and improve healthcare delivery.

Nurturing of Leadership and Scholarship:

We are committed to nurturing the development of nurse leaders who will shape the future of healthcare. Through mentorship, professional development, and engagement in scholarly inquiry, we empower our students to become advocates for change, innovators in practice, and leaders in their communities. We instill in them a commitment to lifelong learning, continuous improvement, and the pursuit of excellence in nursing.

Program Outcomes

1. Integrate evidence-based knowledge from nursing, theories, and concepts from liberal education, including the humanities and behavioral, mathematical, natural, and physical sciences into the practice of professional nursing.
2. Incorporate critical thinking skills in autonomous decision-making and effective therapeutic communication in the application of the nursing process with individuals, families, groups, and communities.
3. Practice professional nursing competently in the roles of advocate, clinician, coordinator/ collaborator, educator, leader, and consumer of research in a variety of healthcare settings to promote quality improvement and patient safety.
4. Facilitate therapeutic, caring, and interprofessional collaborative relationships with clients and members of interdisciplinary health teams through effective interpersonal, oral, written, and emerging technology and communication strategies.
5. Integrate knowledge of leadership/management/ administrative and information technology skills and health care policies in providing direct and indirect care to clients.
6. Provide comprehensive, culturally competent client-centered care to promote, restore, and maintain the maximum health potential of individuals, families, groups, and communities across the lifespan while promoting health care literacy.
7. Assume accountability and responsibility for personal and professional growth through commitment to participation in servant leader activities, continuous self-evaluation, and lifelong learning.
8. Incorporate professional values, professional standards, and ethical, moral, and legal aspects of health care into nursing practice to promote advocacy, collaboration, and social justice.
9. Incorporate knowledge and transformational leadership skills related to system management into personal responsiveness to the healthcare needs of the region, the state, the nation, and the global society.

NUR-200 : Professional Nursing: Past, Present, Future

(Gen Ed: HIS) Students will examine foundations and contemporary issues of professional nursing practice through review of the scientific literature of nursing and will explore critical abilities and roles for the baccalaureate nurse in the management of quality, patient care. This course introduces students to the rich heritage of nursing and issues currently facing the nursing profession. Students will be challenged to envision how nurses can shape the future of the discipline and the future of health care. The multiple roles assumed by nurses are explored, and students begin establishing their professional identities as caregivers, scholars and leaders.

Credits 3**Instructional Method**

LEC

Required Corequisites

Students admitted to or applying to BSN program in the same semester.

Semester Offered

Spring

NUR-210 : Foundations for Nursing Practice Across the Lifespan

Foundations for Nursing Practice introduces students to the fundamental principles, values, and skills that serve as the cornerstone of nursing care. This course provides an essential foundation for students embarking on their nursing journey, equipping them with the knowledge and competencies needed to excel in the dynamic healthcare landscape. Through a blend of theoretical instruction, skills labs, and supervised clinical experiences, students will develop a comprehensive understanding of nursing roles, ethical standards, communication techniques, and foundational clinical skills.

Credits 5**Lab Hours 2****Lecture Hours 3****Instructional Method**

LEC

LAB

Required Prerequisites

Must be admitted to BSN program

Required Prerequisite Courses

NUR-200

Semester Offered

Fall

NUR-220 : Health Assessment for the Nursing Professional

This course addresses concepts and methods of comprehensive health assessment for evaluation of clients' health status from a holistic perspective. Emphasis on analyzing nursing assessment findings, physical examination techniques, setting priorities, and developing a plan of care that promotes or restores health. Student application occurs through participating in on-campus intensive activities including practice in simulations, online modules, and small group case discussions to produce a clear plan of patient care.

Credits 4**Lab Hours 1****Lecture Hours 3****Instructional Method**

LEC

LAB

Required Prerequisites

Open only to BSN students.

Required Prerequisite Courses

NUR-200

Semester Offered

Fall

NUR-300 : Nursing Pathophysiology and Pharmacology I

This theory course builds on basic knowledge of pathophysiology to enhance nursing management of health, wellness, and disease. Analysis of current pharmacological based research will provide the foundation for evidence based nursing practice. Physiological, pathophysiological, and pharmacological concepts that explain the rationale behind treatment decisions are examined and equip nursing students with a deep understanding of the principles, mechanisms, and safe administration of medications. This course emphasizes evidence-based practice, medication safety, and the integration of pharmacological concepts into nursing care.

Credits 3**Instructional Method**

LEC

Required Prerequisites

CHE-111/141, BIO-339/349 and BIO-214/244

Required Prerequisite Courses

BIO-339

BIO-349

CHE-111

CHE-141

Semester Offered

Fall

NUR-310 : Nursing Pathophysiology and Pharmacology II

This course builds on Principles of Pathophysiology and Pharmacology I through a combination of theoretical instruction, practical application, and case-based learning, students will develop the knowledge and skills necessary to make informed decisions regarding medication therapy.

Credits 3

Instructional Method

LEC

Required Prerequisite Courses

NUR-300

Semester Offered

Spring

NUR-320 : Nursing Management of Adults I

Nursing Management of Adults I is a dynamic course that focuses on developing the knowledge, skills, and clinical reasoning necessary to provide comprehensive nursing care to adult patients with diverse medical and surgical conditions.

Through a combination of theoretical instruction, clinical experiences, and case-based learning, students will gain a deep understanding of pathophysiology, pharmacology, and evidence-based nursing interventions. Emphasizing a holistic approach, this course prepares students to assess, plan, implement, and evaluate patient-centered care for adult populations.

Credits 4

Lab Hours 1

Lecture Hours 3

Instructional Method

LEC

LAB

Required Prerequisite Courses

NUR-200

Required Corequisite Courses

NUR-210

NUR-220

NUR-300

Semester Offered

Fall

NUR-330 : Nursing Management of Adults II: Complex Health Conditions

Building upon the foundation of Nursing Management of Adults I, this advanced course delves deeper into the care of adults with complex and multi-system health conditions. Nursing Management of Adults II equips students with the advanced knowledge, critical thinking skills, and clinical expertise required to address intricate health challenges. Through an integrated approach of theoretical content, clinical immersion, and case-based analysis, students will develop the proficiency to manage complex patient scenarios, adapt interventions, and collaborate effectively within inter-professional teams.

Credits 5

Lab Hours 2

Lecture Hours 3

Instructional Method

LEC

LAB

Required Prerequisite Courses

NUR-220

NUR-300

NUR-320

Semester Offered

Spring

NUR-340 : Family-Centered Nursing Care

Family-Centered Nursing Care is a specialized course designed to equip nursing students with the knowledge, skills, and sensitivity required to provide holistic and family-centered care to pediatric populations. Through a blend of theoretical instruction, clinical experiences, and case-based learning, students will develop expertise in assessing, planning, implementing, and evaluating nursing care that promotes the health and well-being of infants, children, and adolescents while considering the unique needs and dynamics of their families.

Credits 5

Lab Hours 2

Lecture Hours 3

Instructional Method

LEC

LAB

Required Prerequisite Courses

NUR-310

NUR-330

Semester Offered

Fall

NUR-350 : Health and Aging: Gerontological Nursing

This course introduces students to the functional, physiological, cognitive, psychosocial, and socioeconomic needs of older adults. Students will synthesize science, knowledge and assessment to facilitate safe, quality management of care for older adult populations. Content includes primary, secondary and tertiary care and prevention, family roles, legal, ethical issues, and resource allocation.

Credits 3

Lab Hours 1

Lecture Hours 2

Instructional Method

LEC

LAB

Required Prerequisite Courses

NUR-330

Semester Offered

Spring

NUR-360 : Reproductive Health

Credits 4

Lab Hours 2

Lecture Hours 2

Instructional Method

LEC

LAB

Required Prerequisites

Reproductive Health Nursing is a specialized course that explores the comprehensive care of individuals across the reproductive lifespan. Through a combination of theoretical instruction, clinical experiences, and critical discussions, students will develop a deep understanding of reproductive health, family planning, and sexual wellness. This course empowers nursing students to provide evidence-based care, education, and support to individuals and families as they navigate the various stages of reproductive health.

Required Prerequisite Courses

NUR-310

NUR-330

Semester Offered

Fall

NUR-380 : Multiple Perspectives in Mental Health

Multiple Perspectives in Mental Health Nursing is an interdisciplinary course that delves into the multifaceted nature of mental health care. This course offers nursing students an in-depth exploration of mental health from various perspectives, including psychological, sociocultural, biological, and ethical dimensions.

Through a blend of theoretical content, experiential learning, and critical discussions, students will gain a comprehensive understanding of mental health disorders, assessment, interventions, and the collaborative role of nurses within mental health care systems.

Credits 3

Lab Hours 1

Lecture Hours 2

Instructional Method

LEC

LAB

Required Prerequisite Courses

NUR-210

NUR-220

NUR-300

NUR-320

Required Corequisite Courses

NUR-310

Semester Offered

Spring

NUR-400 : Health Promotion, Disease Prevention

Health Promotion and Disease Prevention provides students with a comprehensive understanding of the principles, strategies, and skills required to promote health and prevent disease across diverse populations. This course equips aspiring nurses with the knowledge and tools necessary to communicate with and empower individuals, families, and communities to make informed decisions and adopt healthy lifestyles.

Credits 2

Lab Hours 1

Lecture Hours 2

Instructional Method

LEC

LAB

Required Prerequisite Courses

NUR-210

Required Corequisite Courses

HED-400

Semester Offered

Spring

NUR-410 : Population and Community Health Nursing

This course addresses the community nursing process and its relationship with client-centered care, clinical reasoning, and integrity of practice applicable to health prevention, promotion, and risk reduction in diverse settings. Content addresses social and ecological determinants of health through health education, epidemiology, case management, partnerships, and technology examining outcomes for an evidence-based, culturally sensitive practice.

Credits 3

Required Prerequisite Courses

NUR-400

NUR-420 : Research in Nursing and Evidence Based Practice

Introduces research design and analysis necessary to examine, apply, and utilize nursing science. Course content includes an overview of current issues in knowledge development in nursing including the process of research utilization and evidence based practice. The student will conduct analytic critiques of the research literature for scientific merit, synthesize these critiques for application to practice, and develop strategies for providing leadership to make evidence based practice a reality in current and future work settings.

Credits 2

Required Prerequisite Courses

NUR-200

Required Corequisite Courses

NUR-430

Semester Offered

Fall

NUR-430 : Crucial Conversations in Healthcare: Systems, Policies, Ethics

A seminar course focusing on social, psychological, cultural, economic, political, legal, and ethical environments which shape healthcare delivery systems. This course examines inter-professional relationships, leadership in health policy, and delves into the complex interplay between healthcare, social justice, and patient care. This course empowers nursing students to critically examine disparities, cultural diversity, equity, and inclusivity in healthcare settings. Through immersive learning experiences, open discussions, and self-reflection, students will develop the skills and awareness needed to work in a complex healthcare system, provide patient-centered care, advocate for social change, and foster inclusive healthcare environments.

Credits 2

Instructional Method

LEC

Required Prerequisite Courses

HED-400

NUR-330

Required Corequisite Courses

NUR-420

Semester Offered

Fall

NUR-450 : Pathways to Practice: Leadership and Management in Nursing

Introduces the core concepts of leadership and management for the professional nurse. Course content includes discussion of theories of management and leadership; health systems organizations; change, power, authority; role development; models of nursing care delivery; legal ramifications of delegation; models of quality management; nursing and the political process.

Credits 2

Instructional Method

LEC

Required Prerequisite Courses

NUR-430

Semester Offered

Spring

NUR-470 : Senior Seminar: Self-care and Burnout

Senior Seminar: Self-Care and Burnout is a transformative course designed to prepare senior nursing students for the demands and challenges of professional nursing practice. This course explores the critical importance of self-care, stress management, and preventing burnout in the nursing profession.

Through a blend of reflective activities, discussions, and practical strategies, students will develop the self-awareness, resilience, and coping skills necessary to maintain their own well-being and provide high-quality patient care.

Credits 1

Instructional Method

LEC

Required Corequisite Courses

NUR-495

Semester Offered

Spring

NUR-495 : Professional Nursing Capstone

This is a capstone course for registered nurses.

Students will synthesize knowledge derived from nursing theory and practice experiences to provide a record of their professional development and transition to the role of the baccalaureate-prepared registered nurse.

Credits 6

Lab Hours 4

Lecture Hours 2

Required Prerequisite Courses

NUR-340

NUR-360

NUR-380

Required Corequisite Courses

NUR-470

Semester Offered

Spring

Nutrition, Health and Human Performance

Professor Campbell; Associate Professors Little and Robinson; Assistant Professors Findley, Hagedorn-Hatfield, Hale, Malley, and Sanderson; Instructor Davis; Staff Bowen, Ostrowski, and Smith.

Department Overview

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.

Policies Related to the Health and Physical Education Learning Component

In meeting their general education requirements, a student may choose from any of the activities offered. Some activity classes are taken automatically pass/fail and some are taken automatically for a letter grade. A student may elect to change how a course is graded for them according to the following policy. Grade change requests of this nature must be received in the [Office of the Registrar](#) according to pass/fail election policies.

All PED activity classes and DAN activity classes at the 100 level are taken pass/fail. Students who have fulfilled the Health and Physical Learning component of the [General Education](#) may elect to take them for a letter grade. Students who have fulfilled the Health and Physical Learning component of [General Education](#) and who need these courses to fulfill major requirements must take them for a grade.

The PED/DAN for a grade option must be checked on the Drop/Add form, signed, and submitted to the Registrar's Office.

DAN activity courses at the 200, 300, and 400 level are taken for a grade. Students may take these courses as pass/fail to fulfill the Health and Physical Learning Component of [General Education](#).

No more than eight credits may be counted in the 124 hours required for graduation except for students majoring/minoring in dance or health, exercise, and sports science.

Students may receive a maximum of two credits for Intercollegiate Athletics ([PED-470](#)) or performance groups ([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-470](#)) are eligible for Pass/Fail grading only.

Pre-approved permission granted by the department chair is required for students to repeat a physical education course for credit.

[Health, Exercise and Sports Science](#) majors/minors are required to take all activity courses (note PED prefix) which fulfill the requirements for the Health, Exercise, and Sport Sciences 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 Health, Exercise, and Sports Science majors may count toward graduation.

Food and Nutrition Major Mission Statement

The mission of food and nutrition is to provide the foundational knowledge and understanding to prepare and inspire graduates to utilize their critical thinking and problem-solving skills with diverse individuals, various life stages, and a changing environment so they are prepared for a didactic program in dietetics, graduate school, or becoming leaders in their community.

Student Learning Outcomes of the Food and Nutrition Undergraduate Program

Upon completion of the program students will be able to:

- Graduates will progress to a didactic program in dietetics, graduate school, or a nutrition-related profession;
- Program curriculum will provide opportunities for students to develop awareness about the determinants of health and the resulting disparities; and
- Program curriculum will provide opportunities for students to engage with diverse populations in community food systems.

The **Food and Nutrition major** is designed for students with interests in community nutrition, food security, or for those that wish to progress into an ACEND accredited didactic program in dietetics to become a registered dietitian nutritionist.

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

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 Nutrition, Health and Human Performance, 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 has three tracks, Dietetics (36 credit hours), Accelerated Community Track (30 credit hours), and Accelerated Dietitian Nutritionist Track (47 credit hours).

Health, Exercise, and Sports Science Major Mission Statement

The Health, Exercise, and Sport Sciences major prepares individuals for careers in health and wellness, movement and performance training, education or management within the field of kinesiology. Individuals in our program gain knowledge and skills through evidence-based learning, serving diverse populations, researching relevant topics and engaging in leadership while maintaining high ethical standards.

Student Learning Outcomes of the Health, Exercise, and Sports Science Major

Upon completion of the Health, Exercise, and Sport Sciences major, students will be able to:

- Demonstrate understanding of foundational knowledge, theoretical perspectives and empirical findings;
- Apply conceptual knowledge that reflects best practice in a variety of settings;
- Apply leadership skills (reflection, management, critical thinking, ethics & collaboration) to career preparation in practical settings;
- Utilize technology effectively;
- Exhibit professional dispositions as future leaders in the field of health, exercise, and sport science;
- Engage in research-informed practice and practice-informed research;
- Acquire the broad base of knowledge and critical thinking skills necessary to pursue lifelong learning.

The **Health, Exercise, and Sport Sciences major** is designed for students who wish to pursue careers in the health and kinesiological sciences, or who wish to seek further specialization through graduate school. Students are provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of health, exercise, and sport sciences. Graduates may seek entry-level positions in college, community, or corporate wellness centers, health informatics, medical technology, community recreation programs, strength and conditioning performance centers, hospitals and rehabilitation centers or schools. With additional education students may seek careers in cardiac rehabilitation, exercise physiology, exercise or sports psychology, occupational therapy, physician assistant, physical therapy, sports medicine or 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 promote quality of life through prescribing and promoting healthy lifestyles and pursue careers in areas of clinical based rehabilitation, fitness and wellness, health and medical research or who wish to seek further specialization through graduate study. In addition to the Health, Exercise, and Sport Sciences core curriculum of 38 credit hours, the student will complete 27-36 credit hours including clinical laboratory and professional practicum experience.

The **Health and Physical Education Concentration** program of study prepares students as health and physical educators in school settings. 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 38 credit hours, the student will complete 21-28 credit hours, including skill acquisition, physical education methods, and professional education classes. Additional coursework is required to obtain licensure.

ESS-307 : Global Sport & Culture

This course takes an interdisciplinary approach to exploring how sport influences human lives across the world and over time, with a particular focus on intersectionality and how sport shapes and is shaped by global diversity. Core themes that will be discussed include the body, language, history, citizenship, globalization, race, and gender. With the primary framework of this course being intersectionality, the content will be structured in units that explore ways that various identities are manipulated within systems of power, oppression, and marginalization within the global arena of sport.

Credits 3

Instructional Method

LEC

Philosophy

PHI-205 : Political Ideas Seminar

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.

Credits 3

Instructional Method

SEM

Required Prerequisites

[ENG-111](#)

Notes

Required for Political Science majors, who should complete it in their Sophomore or Junior year.

Also offered as [POL-205](#).

Semester Offered

Spring

Physical Education

PED-112 : Fitness Fusion

This course will offer an introduction to four different fitness disciplines. The course will expose students to Cardio Dance, Strength Training, Barre Fusion, and Yoga at an introductory beginning level. Basic concepts and skills will be introduced along with movement in each area. Each discipline will last approximately 2-weeks.

Credits 1

Instructional Method

ACT

Semester Offered

Fall

Spring

PED-118 : Beginning Jogging

A course designed for the sedentary individual who strives to progress into running. The course is designed to appropriately progress the student into a running program and culminates with a campus 5 kilometer run.

Credits 1

Instructional Method

LEC

Semester Offered

Fall

Spring

PED-122 : Cardio Dance

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.

Credits 1

Instructional Method

ACT

Semester Offered

Fall

Spring

PED-124 : Strength Training

An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.

Credits 1

Instructional Method

ACT

Semester Offered

Fall

Spring

PED-126 : Resistance and Interval Training

An introduction to a variety of exercises to increase muscular strength, muscular endurance, and flexibility using resistance bands, & tubes, fit balls, free weights, and medicine balls.

Credits 1

Instructional Method

ACT

Semester Offered

Fall

Spring

PED-127 : Conditioning

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.

Credits 1

Instructional Method

ACT

Semester Offered

Fall

Spring

PED-128 : Intermediate Jogging

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.

Credits 1

Instructional Method

ACT

Semester Offered

Fall

Spring

PED-129 : Pilates

A course designed to strengthen core musculature and increase flexibility. Specific attention is given to safe and effective balance, breathing, and posture.

Credits 1

Instructional Method

ACT

Semester Offered

Fall

Spring

PED-134 : Bootcamp

This course will use a variety of methods and means to achieve a total body workout: some of which include free weights, medicine balls, tubing, steps and blocks, and mats and balls. Some time will be spent outdoors to create fitness 'obstacle' courses utilizing all of the above to help create a challenging and interactive workout. Training will include, but is not limited to, strength, cardiovascular, plyometric and flexibility methods.

Credits 1

Instructional Method

LEC

Semester Offered

Fall

Spring

PED-135 : Self Defense

This course is designed to teach self-defense beginning with prevention through awareness, learning statistics, making smarter choices in areas concerning social media, how to present yourself, routines and more. It will also provide knowledge on deterring attackers and various defenses against attackers. Participants will gain knowledge on how to legally keep yourself safe in the event of an attack including how to work with 911 and law enforcement. Through participation in the course, students will have a well-rounded understanding of how to prevent an attack and what to do in the event of an attack. Upon completion of the course participants will receive a Certificate of Completion.

Credits 1**Instructional Method**

LEC

Semester Offered

Fall

Spring

PED-136 : Barre Fusion

Barre classes are a popular alternative to common strength and cardiovascular combination workouts. "Barre Fusion" provides a challenging 'interval' format which consists of segments of strength, cardiovascular and dance inspired moves to help create a total body workout. The Barre format also provides opportunities to focus on balance training, which can be effective cross training and also good for injury prevention. This class will provide instruction in strength training (and the other components) using dance and ballet inspired moves to provide an overall total body workout. Special attention and time will be devoted to isolation and isometric exercises, flexibility and also balance to help create muscle isolation and thus, fatigue.

Credits 1**Instructional Method**

LEC

Notes

No experience in dance is required.

Semester Offered

Fall

Spring

PED-140 : Archery

Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology.

Credits 1**Instructional Method**

ACT

Notes

Recommended for all skill levels.

Course fee assessed.

Semester Offered

Fall

Spring

PED-141 : Beginning Badminton

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.

Credits 1**Instructional Method**

ACT

Semester Offered

Fall

Spring

PED-142 : Beginning Bowling

Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology.

Credits 1**Instructional Method**

ACT

Notes

Taught off campus, transportation not provided.

Activity fee assessed.

Semester Offered

Fall

Spring

PED-143 : Beginning Golf

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.

Credits 1**Instructional Method**

ACT

Notes

Activity fee assessed.

Semester Offered

Fall

Spring

PED-145 : Beginning Pickleball

A course designed for a beginner with or without any racquet experience. The class will include instruction in footwork, ground strokes, terminology, position, and game fundamentals. Basic game strategies for singles and doubles match play.

Credits 1**Instructional Method**

ACT

Semester Offered

Varies-Contact Prog. Director

PED-146 : Beginning Tennis

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.

Credits 1

Instructional Method

ACT

Notes

Must supply own racket.

Semester Offered

Fall

Spring

PED-147 : Beginning Fencing

The art of sword play 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.

Credits 1

Instructional Method

ACT

PED-148 : Yoga

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.

Credits 1

Instructional Method

ACT

Semester Offered

Fall

Spring

PED-149 : Beginning Karate

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 themselves in an attack situation.

Credits 1

Instructional Method

ACT

Notes

Activity fee assessed.

Semester Offered

Fall

Spring

PED-152 : Folk and Square Dance

An introduction to international folk dances, American square dances and contemporary Country-Western dances.

Credits 1

Instructional Method

ACT

Notes

Appropriate for all levels.

Also offered as [DAN-152](#).

Semester Offered

Spring

PED-155 : Mindfulness

This course introduces the basic techniques of a mindfulness practice in supporting one's own physical and emotional wellbeing. Mechanics by which mindfulness may influence health outcomes such as physical activity, nutrition, stress management, sleep and emotional wellbeing will be addressed.

Credits 1

Instructional Method

ACT

Semester Offered

Varies-Contact Prog. Director

PED-161 : Beginning Basketball

A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

Credits 1

Instructional Method

ACT

PED-162 : Beginning Soccer

A beginning level course which includes instruction in shooting, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

Credits 1

Instructional Method

ACT

PED-163 : Beginning Softball

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.

Credits 1

Instructional Method

ACT

Notes

Fast-pitch experience *not* required.

Semester Offered

Fall

PED-164 : Beginning Volleyball

A beginning level course which includes instruction in setting, passing, hitting, serving; basic offensive and defensive strategies; opportunity for team play.

Credits 1

Instructional Method

ACT

PED-165 : Beginning Lacrosse

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 requires teamwork and sportsmanship.

Credits 1

Instructional Method

ACT

PED-166 : Beginning Field Hockey

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.

Credits 1

Instructional Method

ACT

PED-188 : Special Topics in Physical Education

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PED-228 : Kick Boxing Aerobics

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.

Credits 1

Instructional Method

ACT

PED-232 : Selected Sports Activities

An introduction to flag football, lacrosse, speedball, floor hockey, pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies, and rules.

Credits 1

Instructional Method

ACT

Semester Offered

Fall

PED-233 : Outdoor Leisure Pursuits

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 education. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation.

Credits 1

Instructional Method

ACT

Notes

At least one off-campus activity is required.

Off-campus selection may require a fee.

Semester Offered

Fall

PED-241 : Intermediate Badminton

Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play with in-class competition.

Credits 1

Instructional Method

ACT

Required Prerequisites

[PED-141](#) or equivalent experience/skill

May be taken without prerequisite course with instructor's consent.

PED-242 : Intermediate Bowling

Review of basic bowling skills and refinement of the delivery, approach, and spare conversion; opportunity for competitive matches.

Credits 1

Instructional Method

ACT

Required Prerequisites

[PED-142](#) or equivalent experience/skill

May be taken without prerequisite course with instructor's consent.

Notes

Taught off-campus, transportation not provided.

Activity fee assessed.

Semester Offered

Fall

Spring

PED-243 : Intermediate Golf

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.

Credits 1

Instructional Method

ACT

Required Prerequisites

[PED-143](#) or equivalent experience/skill

May be taken without prerequisite course with instructor's consent.

Notes

Activity fee assessed.

PED-246 : Intermediate Tennis

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.

Credits 1

Instructional Method

ACT

Required Prerequisites

[PED-146](#) or equivalent experience/skill

May be taken without prerequisite course with instructor's consent.

Semester Offered

Fall

Spring

PED-248 : Yoga II

This course is a study of the embodied practices of yoga, as well as the theoretical understanding of basic philosophical underpinnings. The embodied practices include asanas (poses), pranyama (breathing), and dharana (mental concentration).

Utilizing yoga postures and vinyasa flow, students will build physical understanding and skills in a balanced way, gaining muscular strength, flexibility, and balance. Through pranyama (breath awareness practices) the student will develop greater breath capacity and control. Through mindfulness practices, the student will develop mental concentration, self-awareness, and mindfulness. Through readings and analytical thinking, the student will deepen their knowledge of yoga philosophy, mindfulness practices, and the psychological and physiological benefits of yoga.

Credits 1

Instructional Method

ACT

Required Prerequisites

[PED-148](#)

Semester Offered

Varies-Contact Prog. Director

PED-249 : Intermediate Karate

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.

Credits 1

Instructional Method

ACT

Required Prerequisites

[PED-149](#) or equivalent experience/skill

May be taken without course prerequisite with instructor's consent.

Notes

Activity fee assessed.

Semester Offered

Fall

Spring

PED-288 : Special Topics in Physical Education

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PED-349 : Advanced Karate

This advanced course is to serve as an extension of Karate II. The student will be expected to expand their skill level and knowledge of Kata, Self Defense, and Sparring. Students will be encouraged to complete the requirements for Green Belt.

Credits 1

Instructional Method

ACT

Required Prerequisites

[PED-249](#) or equivalent experience/skill

May be taken without prerequisite course with instructor's consent.

Notes

Activity fee assessed.

Semester Offered

Fall

Spring

PED-388 : Special Topics in Physical Education

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PED-470 : Intercollegiate Athletics

A course designed for students who participate as players on an intercollegiate athletics sports team. Pass/fail grading only.

Credits 1

-2

Instructional Method

LEC

Required Prerequisites

To enroll you must be a full time Meredith student.

Notes

Membership is by tryout only.

A physical examination immediately preceding the sports season is required.

Semester Offered

Fall

Spring

PED-488 : Special Topics in Physical Education

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

Physics

PHY-100 : Principles of Physical Science

A study for the non-science major of the fundamental principles of physical science with emphasis on their relevant applications.

Credits 3

Instructional Method

LEC

Notes

This course may not be used to satisfy major or minor requirements.

Semester Offered

Varies-Contact Prog. Director

PHY-131 : Introduction to Astronomy

This course is designed to introduce students to the science of astronomy and its importance as an influence on our view of humanity and our place in the universe. Topics include the history of astronomy, the motion of celestial objects, models of the solar system, planetology, stars, cosmology, and life in the universe. Conceptual comprehension of basic astronomy is reinforced through class discussions, group activities, and student presentations. Spatial models and mathematical principles of motion are emphasized within the context of solar system models.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

PHY-188 : Special Topics in Physics

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PHY-207 : College Physics I

This is a first semester introductory physics course. Topics include kinematics, dynamics, gravitation, momentum, and energy with an emphasis on applications in the biomedical field.

Credits 3

Instructional Method

LEC

Required Prerequisites

A course in pre-calculus, including algebra and trigonometry, or equivalent.

Required Corequisites

[PHY-247](#)

Semester Offered

Fall

PHY-208 : College Physics II

This is the second half of a two-semester introductory physics sequence. Topics include fluids, waves, sound, light, optics, electricity, and magnetism with emphasis on application in the biomedical field.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PHY-207](#) and [PHY-247](#)

Required Corequisites

[PHY-248](#)

Semester Offered

Spring

PHY-211 : General Physics I

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MAT-191](#) with a minimum grade of C or better.

High school physics is strongly recommended as a prerequisite.

Required Corequisites

[PHY-241](#)

Semester Offered

Fall

PHY-212 : General Physics II

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PHY-211](#) and [PHY-241](#) with a minimum grade of C or higher, or permission of instructor

Required Corequisites

[PHY-242](#)

Semester Offered

Spring

PHY-241 : General Physics I Laboratory

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.

Credits 1

Instructional Method

LAB

Required Corequisites

[PHY-211](#)

Notes

Lab fee assessed.

Semester Offered

Fall

PHY-242 : General Physics II Laboratory

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.

Credits 1

Instructional Method

LAB

Required Corequisites

[PHY-212](#)

Notes

Lab fee assessed.

Semester Offered

Spring

PHY-247 : College Physics I Laboratory

This course involves experimental studies in mechanics, kinematics, gravitation, forces, momentum, and energy. The laboratory develops skills of measurement of physical quantities. Students work in small groups to record numerical data, assess measurement uncertainty, discuss concepts, interpret results, and communicate results.

Credits 1

Instructional Method

LAB

Required Corequisites

[PHY-207](#)

Notes

Lab fee assessed.

Semester Offered

Fall

PHY-248 : College Physics II Laboratory

This course involves experimental studies in fluids, oscillatory motion, sound, basic electricity, electron charge, and optics. The laboratory develops skills of measurement of physical quantities. Students work in small groups to record numerical data, assess measurement uncertainty, discuss concepts, interpret results, and communicate results.

Credits 1

Instructional Method

LEC

Required Prerequisites

[PHY-207](#) and [PHY-247](#)

Required Corequisites

[PHY-208](#)

Semester Offered

Spring

PHY-288 : Special Topics in Physics

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PHY-299 : Introduction to Research

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[PHY-211](#) is strongly recommended as a prerequisite for this course.

Notes

Course may be repeated for a total of three hours credit.

Semester Offered

Fall

Spring

PHY-388 : Special Topics in Physics

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PHY-430 : Atomic and Molecular Structure

A study of the modern theories of atomic and molecular structure, chemical bonding and spectroscopy. Three lectures per week.

Credits 3

Instructional Method

LEC

Required Prerequisites

[CHE-112](#), [PHY-212](#), and either [MAT-181](#) or [MAT-191](#)

Notes

Also offered as [CHE-430](#).

Semester Offered

Spring

PHY-488 : Special Topics in Physics

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PHY-498 : Honors Thesis in Physics

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 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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PHY-212](#) and [PHY-242](#)

Senior Standing and are members of the Honors and/or Teaching Fellows Programs.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

PHY-499 : Research

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[PHY-212](#)

Junior or Senior Standing, Science or Mathematics majors, or others by permission.

Notes

May be repeated for credit for a total of three credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Political Science

POL-100 : American Government

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

POL-188 : Special Topics in Political Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

POL-200 : Law and Society

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

POL-203 : American Public Policy

A study of public policies and their ethical implications. Models and methods used by policy analysts will be studied.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

POL-204 : Comparative Politics

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, authoritarian and developing systems are considered.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

POL-205 : Political Ideas Seminar

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include various ideologies' ideal government, liberty, equality individualism, and the role of women in the public sphere. Emphasis is on developing writing and analytic skills.

Credits 3

Instructional Method

SEM

Required Prerequisites

[ENG-111](#)

Semester Offered

Spring

POL-207 : Campaigns and Elections

This course is an in-depth examination of campaigns and elections. Students will learn how successful campaigns are run, how elections are conducted, as well as assisting with the composition and conducting of the Meredith Poll. Topics of the poll will vary.

Credits 3

Instructional Method

PRA

Semester Offered

Fall

POL-210 : International Politics

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

POL-235 : Applied Quantitative Research

In this course, students will learn to use quantitative data through participation in an applied research project. Students will identify appropriate quantitative data to answer a research question and then use technological tools to organize, analyze and present that data. By the conclusion of the course students will generate a tangible product showcasing their participation in this project.

Credits 3

Instructional Method

LEC

Notes

Also offered as [SOC-235](#) and [COM-235](#).

POL-288 : Special Topics in Political Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

POL-299 : Research in Political Science

Credits 1

-3

Instructional Method

LEC

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

POL-301 : Civil Liberties

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

POL-302 : Civil Rights Law

This course is an examination of the development of United States civil rights law in the areas of gender and race. Students will read Supreme Court opinions and analyze how these decisions might be applied to modern racial and gender issues. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

POL-303 : International Law

This course provides a broad overview of international law, including the ways in which international law is created, the entities to which it applies, and mechanisms for enforcement. Current controversies in international law are also examined.

Credits 3

POL-310 : Women and Politics

This course will examine the role women play in politics and the participation of women in government as voters, elected and appointed officials, and party leaders. Topics of discussion will include women in political theory, the history of women in American politics, and current gender issues.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

POL-320 : International Political Economy

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 policymaking 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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

POL-322 : Public Opinion and American Politics

This course explores the structure and dynamics of American Public opinion, providing a broad-based introduction to the forces that shape citizens' social and political attitudes in the contemporary United States. The content of the course will focus on three major areas: definitions of public opinion and theories of opinion formation, how public opinion is influenced and how it in turn influences governmental policy, and public opinion in specific areas of the contemporary American political scene.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

POL-330 : Modern US Foreign Policy

A study of global issues involving the United States vis-a-vis Europe, the former Soviet Union, Latin America, Africa, Middle East, and Asia.

Credits 3

Instructional Method

LEC

Notes

May be taken for credit in political science or history.

Also offered as [HIS-330](#).

Semester Offered

Spring

POL-331 : Environmental Politics & Policy

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

POL-334 : Research Design and Methods

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.

Credits 3

Instructional Method

SEM

Notes

To be taken during semester before [POL-498/POL-499](#).

Semester Offered

Spring

POL-340 : State and Local Government

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.

Credits 3

Instructional Method

LEC

POL-351 : Political Leadership

What does it take to be an effective political leader? How can you become a political leader at the local, state, or even national level? This course examines theories of effective political leadership. It also helps students develop their attitudes, knowledge, and skills necessary for contemporary political leaders.

Credits 3

Instructional Method

LEC

POL-367 : Lobbying and Advocacy

The course will cover the history and current practices of legislative lobbying and public issue advocacy. The students will learn to prepare legislation and lobby for its passage, as well as how to move public opinion through advocacy. Students will learn how to build effective political coalitions and conduct policy campaigns.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

POL-370 : World Politics Simulation

This course will introduce students to the origins, function, structure and issues facing the contemporary international organizations such as the United Nations and prepare students to participate in a simulation such as a Model United Nations conference, a Model Arab League conference, or an online world politics simulation among other venues. Participation in the conference or simulation is a requirement for the course.

Credits 1

-3

Instructional Method

LEC

Notes

Students will earn 3 credit hours the first time they successfully complete this course.

The course may be repeated for 1-2 credit hours.

Semester Offered

Spring

POL-380 : Political Science Internship

This course exposes students to the workplace environments in which political scientists and practical politicians function; puts "flesh on the bones" of the theory of political science that students learn in the classroom; demonstrates how the ideals of political science sometimes inform and sometimes are transformed by actual practices in the field.

Credits 3

Instructional Method

INT

Notes

May be repeated for credit.

Semester Offered

Fall

Spring

POL-382 : The Modern Middle East

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.

Credits 3

Instructional Method

LEC

Notes

Also offered as [HIS-382](#).

Semester Offered

Fall

POL-388 : Special Topics in Political Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

POL-401 : Moot Court

This course will prepare students to participate in moot court competitions, which simulate the experience of arguing a constitutional law case for the Supreme Court. Students will gain hands-on experience in legal research, critical thinking, and effective argument.

Credits 3

Instructional Method

LEC

Notes

Recommended Prerequisites: [POL-301](#) or [POL-302](#)

Semester Offered

Fall

POL-450 : Politics Practicum

This course will involve traveling to either Washington, D.C. or political conventions in order to see and experience politics in action, with a particular focus on the importance of democratic engagement. It will be a one-week or two-week experience offered in summer only. Convention trips will focus on themes of the current election, while Washington, D.C. trips will involve a current topics in political discourse. Topics will be chosen in accordance with faculty and student interests, and may include current events, current trends in research, and/or professional practice. A description of the topic will be included in the registration schedule for the upcoming semester.

Credits 3

Instructional Method

LEC

Required Prerequisites

[POL-100](#)

Notes

May be repeated for credit but no more than 3 credit hours may be applied to POL elective credit.

Semester Offered

Summer

POL-480 : Applied Senior Research

This course is a capstone experience for the Political Science majors and is an opportunity for them to use their political science training to understand the interplay between theory and methods and the actual world of political organization and movements. Students will complete a placement with a community or government agency involved in a political campaign or other activity, as approved by the instructor. All students will utilize political science theories, literature, methods and data to explore the phenomena they encounter in their fieldwork. Findings of the semester long project will be presented to political science faculty, students, and the broader Meredith community.

Credits 3

Instructional Method

INT

Required Prerequisites

[POL-380](#) or permission of instructor.

Semester Offered

Fall

POL-488 : Special Topics in Political Science

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

POL-498 : Honors Thesis in Political Science

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

Students must complete one WI course, and [POL-334](#) or [LEG-401](#), or permission of instructor

Notes

This course substitutes for the [POL-499](#) requirement. 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 their own with an individual faculty director without attending the seminar a second time.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

POL-499 : Senior Research

This course is a capstone experience for Political Science majors 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.

Credits 3

Instructional Method

RES

Required Prerequisites

Students must complete one Writing Intensive course, and [POL-334](#) or [LEG-401](#), or permission of instructor.

Notes

A student who completes the [POL-499](#) Research Seminar as a prerequisite may undertake a second elective [POL-499](#) research project on their own with an individual faculty director without attending the seminar a second time.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Psychology

Professors McPherson, Morris and O'Dekirk; Associate Professors Prevatt and Rade; Assistant Professors Kuo and Siderits.

Mission

Psychology is the scientific study of behavior and mental processes. The psychology curriculum offers each student opportunities to develop a solid knowledge base in psychology, skills in scientific inquiry and critical thinking, an understanding of ethical and social responsibility in a diverse world, and strong written and oral communication skills. Students hone the skills developed in the classroom through practical application, preparing them for a wide variety of careers, and/or graduate study in psychology and related fields.

Student Learning Outcomes of the Psychology Major

Upon completion of the program of study in psychology, a student will:

- demonstrate the appropriate use of the major concepts, theoretical perspectives, and empirical findings of psychology in understanding behavior;
- demonstrate scientific reasoning and problem solving, including the application of effective research methods to drawing conclusions about psychological phenomena;
- demonstrate the appropriate use of ethical standards in psychology in professional and personal settings;
- demonstrate competence in written, oral and interpersonal communication skills;
- apply psychology content and skills, effective self-reflection, project-management skills, and teamwork skills to career preparation 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, music therapy, occupational therapy, law, medicine and other fields.

Facilities and Resources

The psychology program is housed in Ledford Hall. It includes laboratory space and equipment for student research. It also includes clinic 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. Students also have the opportunity to work with a child with autism in a classroom environment through the Inclusive Preschool Classroom. 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 Psychology program.

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 exceptions of **PSY-115** and **PSY-201** (for which there are no prerequisites) and **PSY-210**, **PSY-310** and **PSY-312** (for which either **PSY-100** or **EDU-234** can serve as a prerequisite). **PSY-100**, **SWK-100**, or **CD-234** can serve as prerequisites for **PSY-344**.

The **accelerated I-O Psychology (4+1) Program** allows qualified Meredith College psychology majors to complete both a B.A. in Psychology and an M.A. in Industrial-Organizational Psychology in five years. Students apply during their junior year and, if accepted, begin taking graduate courses in their senior year. Up to 9 graduate credits taken during the undergraduate program will count toward both degrees. Any student wishing to complete the 4+1 accelerated program needs to be admitted to Meredith College. General guidelines for eligibility of this program would be a 3.0 or greater GPA at Meredith. Interested students should speak with their faculty advisor and contact the Director of the I-O Psychology Master of Arts program before spring registration of the junior year.

Meredith College students are a direct reflection of the integrity and professionalism of the college, and those who work directly with the community and in professional environments must reflect high standards. Therefore, students who earn a D or an F for an Internship or Practicum course in Psychology (e.g., **PSY-340**, **PSY-342**, **PSY-343**, **PSY-344**, or **PSY-442**) due to excessive absences or unprofessional conduct may only retake that same course for a replacement grade with permission of the instructor and department chair.

Meredith College also awards the Master of Industrial-Organizational Psychology. Details of the Masters in I-O program are available on the [I-O website](#).

PSY-100 : Introduction to Psychology

An introduction to the scientific study of behavioral 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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

PSY-115 : Psychology of Flourishing

Students will explore flourishing through the lens of positive psychology. Topics will include values, emotions, relationships, focus, mindset, perceptions, motivations, habits, systems, health, gratitude, meaning, resilience, and courage. Through a variety of contemplative practices, the ultimate goal is to assist students in developing a sustainable foundation of habits and behaviors, self-awareness, social connectivity, and purpose and passion in their college studies, their lives, and their future.

Credits 3

Instructional Method

LEC

PSY-188 : Special Topics in Psychology

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PSY-201 : Human Diversity & Social Justice

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

PSY-210 : Life Span Developmental Psychology

This course is a study of human characteristics and changes from conception to death. At each developmental stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#) or [EDU-234](#)

Semester Offered

Fall

Spring

PSY-212 : Psychology of Gender Roles

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#)

Semester Offered

Fall

PSY-215 : Community Psychology

Through this introduction to the field of community psychology, you will learn major theories, principles, and methods in the field, apply them to concerns of importance to your own community, and evaluate their potential implications for active intervention, research, practice, and policy. Community psychology is a value-driven discipline that emphasizes community-collaboration to address social problems. It goes beyond an individual focus, integrating social, cultural, economic, political, environmental, and international influences to promote positive change, health, and empowerment at community and systemic levels.

Credits 3

Instructional Method

LEC

Required Prerequisite Courses

PSY-100

Semester Offered

Spring, Odd-numbered Years Only

PSY-288 : Special Topics in Psychology

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PSY-299 : Introduction to Research in Psychology

In conjunction with a faculty mentor, the student will participate or assist in the execution of an original research project that will culminate in a product (e.g., paper, poster, or presentation). A research proposal form completed by the student and faculty mentor is required for registration.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[PSY-100](#)

Intended for Freshmen and Sophomores to gain preliminary training in conducting psychological research.

Instructor permission required.

Notes

May be repeated for credit for a maximum of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

PSY-301 : Research Methods I

The first semester in this two-course sequence is an introduction to the history, methods, data collection, statistical analysis, and ethics of general experimental psychology. Research studies will be developed, executed, analyzed, reported in American Psychological Association (APA) style, and presented. Measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, survey designs, and nonparametric techniques will be covered.

Credits 4

Instructional Method

LEC

Required Prerequisites

[PSY-100](#)

Semester Offered

Fall

Spring

PSY-302 : Research Methods II

The second semester in this two-course sequence will continue the study of research methodology, data collection, statistical analysis and ethics of experimental psychology. Research studies will be further developed, executed, analyzed, reported in American Psychological Association style, and presented. The designs covered include independent group-, between subject-, and within subject-designs along with the various forms of analysis of variance (ANOVA, Two-way ANOVA, and Repeated Measures ANOVA).

Credits 4**Instructional Method**

LEC

Required Prerequisites[PSY-100](#) and [PSY-301](#)**Semester Offered**

Fall

Spring

PSY-308 : Preparing for the Profession of Psychology

This course is designed to assist students in preparing themselves to enter the profession of psychology. Through a progressive series of applied assignments, students will examine psychological research on career decision making and job satisfaction; evaluate their own strengths, interests, and values; set career and life goals; identify and plan a strategy to prepare themselves for careers and/or graduate training; enhance professional self-presentation skills; examine issues of ethical conduct in applied psychological settings; and otherwise prepare themselves to enter the workforce as psychology majors.

Credits 3**Instructional Method**

LEC

Required Prerequisites[PSY-301](#)

This course is most appropriate for Junior and first semester Senior psychology majors.

Semester Offered

Fall

Spring

Summer

PSY-310 : Psychology of Children and Adolescents

This course focuses on the typical physical, cognitive, and socioemotional development of humans from conception to adolescence. Theories and research findings will guide understanding of the multiple influences on the behavior of infants, children, and teens.

Credits 3**Instructional Method**

LEC

Required Prerequisites[PSY-100](#) or [EDU-234](#)**Semester Offered**

Fall

Spring

PSY-312 : Psychology of Exceptional Individuals

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.

Credits 3**Instructional Method**

LEC

Required Prerequisites[PSY-100](#) or [EDU-234](#)**Semester Offered**

Fall

Spring

Summer

PSY-320 : Psychopathology & Mental Health

Formerly titled Abnormal Psychology, this course is 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.

Credits 3**Instructional Method**

LEC

Required Prerequisites[PSY-100](#)**Semester Offered**

Fall

Spring

PSY-324 : Principles of Behavior & Learning

An examination of the principles of classical and operant conditioning including reinforcement, stimulus control, extinction, and the application of these principles in a variety of settings, including the control and modification of one's own behavior.

Credits 3**Instructional Method**

LEC

Required Prerequisites[PSY-100](#)**Semester Offered**

Fall

PSY-326 : Health Psychology

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#)

Semester Offered

Fall Or Spring

PSY-330 : Neuropsychology

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#)

Semester Offered

Fall Or Spring

PSY-332 : Perception

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#)

Semester Offered

Spring

Summer

PSY-335 : Industrial/Organizational Psychology

Presents a survey of Industrial/Organizational psychology using concepts, case studies, theories, research and direct applications to the study of people within the world of work. A balance between industrial and organizational concepts will guide the class through examining psychology at work and understanding what I/O psychologists who work in applied settings do. Topics will include: job analysis, assessments in employment, job attitudes, performance appraisal and management; and motivation, occupational health, leadership and organizational theory.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#)

Semester Offered

Fall

PSY-340 : Internship in Psychology

A real-world experience in psychology involving the application of knowledge and skills in community agencies, mental health services, business, government or educational settings which provides students with exposure to and experience in the profession of psychology. Attendance at scheduled seminars and completion of written project is required.

Credits 1

-3

Instructional Method

FLP

Required Prerequisites

[PSY-100](#)

Junior and Senior standing Psychology majors upon acceptance of application.

Recommended for Seniors and Juniors in their second semester.

Application and instructor's consent required.

Notes

May be repeated for credit.

A maximum of 6 credit hours may be earned.

Course fee assessed.

Semester Offered

Fall

Spring

Summer

PSY-342 : Introductory Autism Practicum

An introductory practicum course where students are taught via initial classroom training and video modeling the basic concepts of applied behavior analysis (ABA) and discrete trial teaching (DTT) to work one-on-one with a preschool child with autism. Students will apply learned concepts in order to handle common behaviors and maintain mastered skills of their assigned child. All practicum hours are on campus and attendance is a significant part of grade.

Credits 2

Instructional Method

PRA

Required Prerequisites

[PSY-100](#)

Notes

Any student who has not met the requirements to advance to Autism Practicum Level II may repeat the course with instructor permission.

Course fee assessed.

Semester Offered

Fall

Spring

PSY-343 : Intermediate Autism Practicum

An advanced practicum course providing students with an opportunity to build on applied behavioral analysis (ABA) techniques taught in Introductory Autism Practicum to work with preschool children with autism. Students will be expected to apply ABA techniques to make significant behavior changes and use discrete trial training (DTT) to teach new skills. Students are expected to know how to implement a variety of behavior protocols and read and interpret data. All practicum hours are on campus and attendance is a significant part of grade.

Credits 2

-3

Instructional Method

LEC

Required Prerequisites

[PSY-342](#) and instructor permission.

Notes

This course may be repeated with a different client assignment with instructor permission.

Semester Offered

Fall

Spring

PSY-344 : Inclusive Preschool Practicum

A two or three-hour practicum course working with children with autism participating in Meredith Autism Program's Inclusive Preschool Classroom. Students will work on assisting these children to participate within a classroom setting while working to build their communication, group and social skill repertoires.

Some of these areas include: responding to a teacher for group instruction, generalizing learned skills, and playing appropriately and interacting with same age neurotypical peers. Students will facilitate goals, collect data, and assist children through the classroom routine while implementing behavior management strategies as needed. Students will gain knowledge in age appropriate skills for all domains for the developmental age range of children in the classroom (ages 3-5) while learning how to modify activities according to the need of the child with autism.

Credits 2

-3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#) or [SWK-100](#) or [CD-234](#)

Semester Offered

Fall

Spring

PSY-350 : Sport Psychology

The field of sport psychology examines psychological variables that impact athletic participation and performance. This course examines theories and research across diverse areas of psychology, including personality, cognitive, social, and clinical. Topics studied will include the personality differences between athletes and non-athletes, attributions for performance, strategies for successful performance, the predictors of anxiety, stereotypes, the team cohesion-performance link, effective approaches to coaching, coping with burnout and injury, self-confidence, and the prevalence of several disorders in athletes. Students can apply the knowledge gained to enhance their own mental resilience and improved performance as well towards diverse careers in coaching, personal training, sports science, mental performance consultation and other high-pressure performance environments.

Credits 3

Required Prerequisite Courses

PSY-100

Semester Offered

Spring, Odd-Numbered Years Only

PSY-351 : Elements of Music Therapy

This course is designed to offer students an experiential survey of introductory topics in music therapy, including the definition, scope, and history of the discipline, and populations served and corresponding interventions. Students will observe professionals in the field in a variety of settings and with different patient populations, as well as participate in mock music therapy interventions to gain a personal understanding of the client's experience of therapy. Additionally, students will explore the relationship between artistic expression and personal development, self-awareness, and health.

Credits 3

Semester Offered

Fall, Odd-Numbered Years Only

PSY-388 : Special Topics in Psychology

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PSY-410 : Social Psychology

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition.

Credits 3

Instructional Method

SEM

Required Prerequisites

[PSY-100](#)

Semester Offered

Spring

Summer

PSY-412 : Psychology of Aging

This course is a comprehensive overview of the psychological aspects of aging. Topics include research methods, theories of aging, and age-related changes in sensation/perception, memory, cognition, personality and late-life psychopathology. Emphasis will be on pathways to successful aging in the context of a shifting balance of gains and losses in psychological and physical functioning.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#)

This course is most appropriate for Junior and Senior standing Psychology and Social Work majors.

Semester Offered

Fall, Even-Numbered Years Only

PSY-414 : Play Therapy & Play-Based Intervention

Play Therapy & Play- Based Intervention is a course designed to introduce students to play therapy and play-based interventions. Through an ecological theoretical lens, students will learn the requisite knowledge required to intervene with children (and families) facing a variety of complex life challenges. This course will not certify any student to practice as a therapist of any sort. However, students will gain the most basic knowledge to intervene with children in human services settings.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#) and [PSY-210](#), or

[PSY-100](#) and [PSY-310](#), or

[PSY-100](#) and [CD-234](#), or

[SWK-100](#) and [SWK-220](#)

Semester Offered

Varies-Contact Prog. Director

PSY-420 : Theories of Personality

A consideration of major contemporary theories of personality and the evaluation of these theories in the light of research findings.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#)

Semester Offered

Spring

Summer

PSY-423 : Reproductive Mental Health

Reproductive Mental Health relates to the health and wellbeing of all people; as we are all the product of reproduction! This course will focus on the intersection between the biological, social, and psychological aspects of reproduction. In the course, using a scientific research lens, we will examine topics such as adjusting to parenthood, infertility and pregnancy loss, postpartum mental health, race and health disparities in reproductive health, LGBTQ+ family building, third party reproduction, single parenting by choice, and trauma-informed pregnancy.

Credits 3

Required Prerequisite Courses

PSY-100

Semester Offered

Varies-Contact Prog. Director

PSY-424 : Theory and Practice in Counseling

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 videotaping are used in the course. A variety of theories are introduced.

Credits 3

Instructional Method

SEM

Required Prerequisites

Prerequisite: [PSY-100](#)

Strongly Recommended Prerequisites: [PSY-320](#) or [PSY-420](#).

Instructor's consent required.

Junior or Senior standing.

Semester Offered

Spring

PSY-426 : Trauma & Crisis Intervention

Trauma & Crisis Intervention will provide foundational understanding of the impact of psychological trauma including the neurophysiological alterations associated with trauma with a special attention and focus on Trauma Informed Care (TIC). The ABC Model of Crisis Intervention will serve as the framework for introducing foundational knowledge & skills required to intervene with individuals who are experiencing psychological crises.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#) or [SWK-100](#)

Semester Offered

Spring

PSY-428 : Introduction to Substance Use Disorders & Addiction Treatment

This course introduces students to Substance Use Disorders and Addiction treatments by examining co-occurring psychiatric disorders as the norm with substance use disorders and addictions. With DSM-5 diagnostic criteria, the 2014 ACA code of ethics, and 2016 CACREP standards integrated throughout the course, students will gain a foundation of understanding and explore treatment options in the field. Students will conceptualize treatment of substance use disorders, build knowledge of common clinical work integrated in addictions counseling, and ascertain ethical and advocacy related challenges encountered by social work professionals.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#) or [SWK-100](#)

Semester Offered

Fall

PSY-430 : History and Systems in Psychology

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#)

Semester Offered

Varies-Contact Prog. Director

PSY-432 : Cognitive Psychology

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#)

Semester Offered

Fall Or Spring

Summer

PSY-440 : Special Topics in Psychology

A course focused on a special topic in psychology. Topics will be chosen in accord with faculty and student interest. 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.

Credits 1

-3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#)

Instructor's consent required.

Notes

May be repeated for credit.

No more than 3 credit hours may be applied to the 18 credit hour minor requirement.

PSY-442 : Advanced Autism Practicum and Data Analysis

Students who have mastered skills needed in Intermediate Autism Practicum can enroll in this course. Students will read data provided by a discrete trial teaching (DTT) team and analyze trends in learning. Students will take raw data and graph the data to present to assigned consultant for review. Students will continue to provide weekly one-on-one teaching with their assigned child. All practicum hours are on campus and attendance is a significant part of grade.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-343](#) and instructor permission.

Notes

This course may be repeated with a different client assignment with instructor permission.
Course fee assessed.

Semester Offered

Fall

Spring

PSY-450 : Forensic Psychology

This course will provide an overview of the field of Forensic Psychology, which investigates the intersection of psychology with the law and criminal-legal systems. Topics will include: hindsight bias, discrimination and discriminatory intent, witness memory and testimony, police psychology, false confessions, jury psychology, competency to stand trial, forensic assessment, correctional psychology, and mass incarceration, among others. This course targets students with background and interests in psychology, social work, and criminal justice fields.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PSY-100](#), recommended [PSY-410](#)

Semester Offered

Spring, Even-Numbered Years Only

PSY-488 : Special Topics in Psychology

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PSY-498 : Honors Thesis in Psychology

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

[PSY-100](#) and [PSY-301](#)

Application and instructor's consent required.

Senior Standing, Psychology majors in the Honors and/or Teaching Fellows Programs.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

PSY-499 : Research in Psychology

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a written thesis and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[PSY-100](#) and [PSY-301](#) or instructor permission.

Application and instructor's consent required.

Junior or Senior Standing, Psychology majors or minors, and others by permission of the instructor.

Notes

May be repeated for credit for a maximum of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

PSY-502 : Research Methods II

The second semester in this two-course sequence will continue the study of research methodology, data collection, statistical analysis and ethics of experimental psychology. Research studies related to Industrial-Organizational psychology will be further developed, executed, analyzed, reported in American Psychological Association style, and presented. The designs covered include independent group-, between subject-, and within subject-designs along with the various forms of analysis of variance (ANOVA, Two-way ANOVA, and Repeated Measures ANOVA). This course is for students intending to apply for the Accelerated Master's in I-O psychology.

Instructor permission required to enroll.

Credits 4

Instructional Method

LEC

Required Prerequisites

Students must have passed [PSY-301](#) and obtained instructor permission to register for this course.

Semester Offered

Spring

PSY-505 : Careers in I-O & Consulting Skills

An overview of careers in the field of Industrial Organizational Psychology. A focus on cultivating broadly applicable career skills, such as consulting skills. Students must be admitted to the Accelerated 4+1 Master's in I-O Psychology program to enroll in this course.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

PSY-508 : Job Analysis and Performance Appraisal

One of two courses providing an advanced examination of the application of psychological principles to organizational and work settings. A focus on concepts unique to this domain, including: job analysis, recruitment, selection, and compensation. Students must be admitted to the Accelerated 4+1 Master's in I-O Psychology program to enroll in this course.

Credits 3

Instructional Method

LEC

Semester Offered

Offered As Needed

PSY-522 : Psychological Testing and Evaluation

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

Credits 3

Instructional Method

LEC

Required Prerequisites

Students must have passed [PSY-301](#) and obtained instructor permission to register for this course.

Semester Offered

Spring

Public Health

PHS-101 : Introduction to Public Health

This is an introduction to the field of public health that educates students in the interdisciplinary field of public health. Students are introduced to concepts of epidemiology, public health tools of informatics and policy, social and behavioral aspects of public health, environmental and social determinants of morbidity and mortality, healthcare and political systems, and health disparities. Through the use of case studies of current public health issues, students will examine scientific aspects of disease, effects of population behaviors, socioeconomic and cultural influences, health education, health policy and management on the overall health of diverse populations.

Credits 3

Notes

Instructional method (hybrid vs. online asynchronous) varies by term.

Semester Offered

Fall

Spring

Summer

PHS-188 : Special Topics in Public Health

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PHS-288 : Special Topics in Public Health

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PHS-301 : Biostatistics

This course is an introductory course in biostatistics, with a strong emphasis on statistical applications, in public health and environmental research. This course will provide students with statistical tools for the analysis and presentation of data, and will stress interpretation of statistical results from health science literature. Course topics will include: sampling and study design, graphical presentation of data, simple hypothesis testing, repeated measures analysis, and regression modeling. Students will develop analytical computing and data presentation skills using the statistical package 'R'.

Credits 3

Instructional Method

LEC

Required Prerequisites

Either [BIO-106/BIO-136](#) or [BIO-111/BIO-141](#), or [BIO-112/BIO-142](#) and either [MAT-175](#) or [MAT-248](#)

Notes

Also offered as [BIO-301](#).

Semester Offered

Fall

PHS-302 : Epidemiology

Epidemiology is the study of the distribution and determinants of health-related states in populations. The course provides students with a quantitative methodology for assessment of risk in diverse populations. Students will also gain experience with various forms of descriptive and analytic epidemiologic study designs, and will learn to interpret results from these studies.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PHS-101](#), and either [BIO-106/BIO-136](#), [BIO-111/BIO-141](#), or [BIO-112/BIO-142](#)

Semester Offered

Spring

PHS-388 : Special Topics in Public Health

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

PHS-480 : Public Health Internship

The internship is a culminating experience for the Public Health major. Public Health majors will work with community partners to engage in volunteer experiences that assist the community partner and provide students with exposure to issues in public health practice. Students will apply concepts learned in core courses to a project that will serve the community partner and demonstrate the student's understanding of the field of Public Health.

Credits 3

Instructional Method

LEC

Required Prerequisites

[PHS-101](#), [PHS-301](#), [BIO-301](#), and [PHS-302](#)

Open to Public Health majors and minors only.

PHS-488 : Special Topics in Public Health

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

Religious Studies

RES-102 : World Religions

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

RES-103 : Biblical Literature and History

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

RES-111 : Mythology and Religion

A comparative study of world mythology. Students will learn a variety of approaches to the study of myth, and ways that myth manifests in religious traditions as story, symbol, and performance.

Credits 3

Instructional Method

LEC

Semester Offered

Fall Or Spring

RES-188 : Special Topics in Religious Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

RES-201 : Philosophy and the Meaning of Life

An examination of issues common to human experience, such as the nature of reality and the self; theories of knowledge and values; and concepts of fate, free will, and justice.

Credits 3

Instructional Method

LEC

Semester Offered

Fall Or Spring

RES-230 : Women, Religion, and Power

This course examines religious representations of women and various types of female empowerment at key moments in Western religious history. We will study ancient goddesses and priestesses, female figures from the Bible, female mystics and saints, the European witch hunts, and modern controversies over women's roles in religion.

Credits 3

Instructional Method

LEC

Notes

Also offered as [HIS-230](#)

Semester Offered

Fall Or Spring

RES-253 : Judaism, Christianity, and Islam: A Conversation

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall Or Spring

RES-254 : Introduction to Asian Religions

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 these Asian traditions.

Credits 3

Instructional Method

LEC

Semester Offered

Fall Or Spring

RES-255 : Native American Religions

An introduction to the diverse religious and cultural traditions indigenous to the United States, including but not limited to: Cherokee, Lakota, Dine, and Inuit. Through examining multiple Native American perspectives and their historical relations with the United States government and its agencies, we will gain insight into the development of present day Native American communities. In addition to looking at these historical influences, this course will address contemporary issues and examine challenges to religious and traditional continuity.

Credits 3

Instructional Method

LEC

Notes

Also offered as [HIS-255](#)

Semester Offered

Fall Or Spring

RES-267 : Christian Origins: From Cult to Empire

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall Or Spring

RES-280 : Religious Studies Internship

This course consists of an internship in fields related to religious studies. The student will evaluate the experience under the guidance of an RES faculty member. An internship proposal form completed by the student and faculty mentor is required for registration.

Credits 1

-3

Instructional Method

LEC

Semester Offered

Fall

Spring

RES-288 : Special Topics in Religious Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

RES-290 : Magic, Science, and Religion

This course explores the fuzzy boundaries between magic, science, and religion, and how these shift in different historical and cultural contexts. Topics include astrology/astronomy, alchemy/chemistry, approaches to healing and medicine, among others.

Credits 3

Instructional Method

LEC

Notes

Also offered as [HIS-290](#)

Semester Offered

Fall Or Spring

RES-299 : Introduction to Research in Religious Studies

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.

Credits 1

-3

Instructional Method

RES

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

RES-344 : Bioethics and Society

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall Or Spring

RES-345 : Environmental Ethics

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

RES-346 : Anthropology of Religion

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.

Credits 3

Instructional Method

LEC

Notes

Also offered as [SOC-346](#).

Semester Offered

Fall Or Spring

RES-351 : Jesus and the Gospels

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall Or Spring

RES-352 : History of Christian Thought and Ethics

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?

Credits 3

Instructional Method

LEC

Semester Offered

Fall Or Spring

RES-385 : Europe in the Middle Ages

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 former 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.

Credits 3

Instructional Method

LEC

Notes

Also offered as [HIS-385](#).

Semester Offered

Fall

RES-387 : Age of Renaissance/Reformation

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.

Credits 3

Instructional Method

LEC

Notes

Also offered as [HIS-387](#).

Semester Offered

Fall

RES-388 : Special Topics in Religious Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

RES-480 : Senior Internship

This capstone course consists of an internship in fields related to religious studies. Under the guidance of an RES faculty member, the student will apply theories and methods from these disciplines to actual work in the field, evaluate their experience, and give a formal presentation. An internship proposal form completed by the student and faculty mentor is required for registration.

Credits 3

Instructional Method

LEC

Required Prerequisites

Junior or Senior Standing

RES majors

Semester Offered

Fall

Spring

RES-488 : Special Topics in Religious Studies

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

RES-498 : Honors Thesis in Religion

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 History, Political Science, International Studies & Religious Studies.

Credits 3

Instructional Method

RES

Required Prerequisites

12 credits of RES courses, or by permission of the instructor.

Junior or Senior standing, Honors students and Teaching Fellows

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

RES-499 : Research in Religious Studies

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

Junior or Senior Standing, RES Majors, and Religion and the Public Interest minors.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Science

SCI-764 : The Teaching of Science

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, an effective use of technology, on understanding and making effective use of objectives, and on individualizing science instruction.

Credits 3

Instructional Method

LEC

Notes

A course for students seeking teacher licensure in science [6-9] or comprehensive licensure in [9-12].

Semester Offered

Fall

Social Work

Assistant Professors Reid and Moore.

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 Master of Social Work programs at the advanced standing level. The undergraduate major in social work is accredited by The Council on Social Work Education.

Consistent with Meredith College's mission and the Council on Social Work Education's accreditation requirements for baccalaureate social work education programs, the Meredith College Social Work Program is committed to preparing women to become ethical and competent entry-level generalist social workers. To that end, the program offers learning experiences through which students will acquire the knowledge, values and skills required to enter practice as professional social workers and to continue their education at the graduate level. The program is grounded in the liberal arts, supports excellence in scholarship, and affirms principles of diversity, global citizenship, human rights, and social and economic justice.

Students whose career goals have changed and, therefore, have not completed the required Social Work Practicum and the corresponding Practicum Seminar may, with the permission of the Social Work Program Director and the Director of Practicum Education, be allowed to graduate with a Bachelor of Arts in Human Services.

Student Learning Outcomes for Social Work

Upon successful completion of the Meredith College Social Work Program, each BSW graduate will:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations, and communities
- Evaluate practice with individuals, families, groups, organizations, and communities

Social Work is a highly marketable profession with a variety of flexible career options. 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 violence agencies, programs for abused and neglected children, and services for the aging. A growing number of Bachelor of Social Work graduates apply for and are accepted into advanced standing Master of Social Work programs.

Accreditation

Program Policies: Please see the Social Work Student Handbook for additional information on social work program policies and requirements. Social work majors can locate the handbook on the MyMeredith page for Social Work Majors. Others students may receive a copy of the handbook by contacting the social work program director. Academic Performance: Social work majors must maintain a minimum grade of C in all social work courses.

Admissions

Students who declare social work as their major must be formally admitted into the social work program. A student is eligible to apply for admission with registration in or the completion of a minimum of 6 credit hours in social work courses. The 6 credit hours in social work must include two of the following courses: *Introduction to Social Work (SWK-100)*, *Human Diversity and Social Justice (SWK-200)* or one of the two required *Human Behavior for Social Work Practice (SWK-220 or SWK-225)* courses. See social work program director for admissions criteria and procedures. Only social work majors who have been formally admitted into the program may enroll in social work generalist practice courses (*SWK-390, SWK-394, and SWK-398*) and practicum-related courses (*SWK-480, SWK-490, and SWK-491*).

SWK-100 : Introduction to Social Work

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

SWK-188 : Special Topics in Social Work

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Notes

May be repeated for credit.

SWK-200 : Human Diversity and Social Justice

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

Fall

SWK-220 : Human Behavior for Social Work Practice: Birth Adolescence

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Prerequisite or Corequisite: [SWK-100](#)

Semester Offered

Fall

Summer

SWK-225 : Human Behavior for Social Work Practice: Adulthood-Death

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Prerequisite or Corequisite: [SWK-100](#)

Semester Offered

Spring

SWK-288 : Special Topics in Social Work

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Notes

May be repeated for credit.

SWK-299 : Introduction to Research in Social Work

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[SWK-100](#)

Freshman or Sophomore standing.

Social Work major.

Notes

May be repeated for credit for a total of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

SWK-321 : Trauma & Crisis Intervention

Trauma & Crisis Intervention will provide foundational understanding of the impact of psychological trauma including the neurophysiological alterations associated with trauma with a special attention and focus on Trauma Informed Care (TIC). The ABC Model of Crisis Intervention will serve as the framework for introducing foundational knowledge & skills required to intervene with individuals who are experiencing psychological crises.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SWK-100](#) or [PSY-100](#).

Semester Offered

Varies-Contact Prog. Director

SWK-325 : Introduction to Substance Use Disorders & Addiction Treatment

This course introduces students to Substance Use Disorders and Addiction treatments by examining co-occurring psychiatric disorders as the norm with substance use disorders and addictions. With DSM-5 diagnostic criteria, the 2014 ACA code of ethics, and 2016 CACREP standards integrated throughout the course, students will gain a foundation of understanding and explore treatment options in the field. Students will conceptualize treatment of substance use disorders, build knowledge of common clinical work integrated in addictions counseling, and ascertain ethical and advocacy related challenges encountered by social work professionals.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SWK-100](#) or [PSY-100](#).

Semester Offered

Fall

SWK-327 : Play Therapy & Play-Based Interventions

Play Therapy & Play- Based Intervention is a course designed to introduce students to play therapy and play-based interventions. Through an ecological theoretical lens, students will learn the requisite knowledge required to intervene with children (and families) facing a variety of complex life challenges. This course will not certify any student to practice as a therapist of any sort. However, students will gain the most basic knowledge to intervene with children in human services settings.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SWK-100](#) and [SWK-220](#), or [PSY-100](#) and [CD-234](#), or [PSY-100](#), and [PSY-310](#)

Semester Offered

Varies-Contact Prog. Director

SWK-330 : Social Welfare Policy

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.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

SWK-370 : Social Work Research Methods

The course will introduce students to social work research methods. Students will explore how to formulate problem statements, develop hypotheses, utilize measures and scales, design research studies and interpret results. The course will focus on identifying evidence-based practices to meet the needs of specific target populations. Guidance will be offered on identifying relevant research and evaluating its scientific rigor. The course will also highlight ethical issues in conducting social work research.

Credits 3

Instructional Method

LEC

Required Prerequisites

[MAT-175](#) or [MAT-248](#)

Semester Offered

Spring

SWK-388 : Special Topics in Social Work

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Notes

May be repeated for credit.

SWK-390 : Generalist Social Work Practice with Individuals

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Admission to the Social Work Program required.

Semester Offered

Fall

SWK-394 : Generalist Social Work Practice With Families and Groups

This course is the second in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relations 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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Admission to the Social Work Program required.

Semester Offered

Fall

SWK-398 : Generalist Practice With Macro Systems

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Admission to the Social Work Program required.

Semester Offered

Fall

SWK-480 : Preparation For Social Work Practicum

This course prepares students for the practicum learning experience. Students will be assisted in the selection of a social work practicum 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 an agency setting.

Credits 1

Instructional Method

LEC

Required Prerequisites

Permission required.

Admission to the Social Work Program required.

Semester Offered

Fall

SWK-488 : Special Topics in Social Work

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Notes

May be repeated for credit.

SWK-490 : Social Work Practicum

The Social Work Practicum 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 work 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.

Credits 12

Instructional Method

FLP

Required Prerequisites

Requires approval of the Social Work Program Director and the Director of Practicum Education.

Admission to the Social Work Program required.

All Social Work major courses and prerequisites must be completed before enrollment.

Required Corequisites

[SWK-491](#)

Notes

Course fee assessed.

Semester Offered

Spring

SWK-491 : Social Work Practicum Seminar

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 practicum settings research skills obtained through the social work curriculum. Written assignments are provided to demonstrate integration of knowledge and practice.

Credits 3

Instructional Method

SEM

Required Prerequisites

Admission to the Social Work Program required.

All Social Work major courses and prerequisites must be completed before enrollment.

Requires approval of the Social Work Program Director and the Director of Practicum Education.

Required Corequisites

[SWK-490](#)

Semester Offered

Spring

SWK-498 : Honors Thesis in Social Work

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

[SWK-390](#)

Senior Standing, Social Work majors who are members of the Honors and/or Teaching Fellows Programs.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

SWK-499 : Research in Social Work

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. A research proposal form completed by the student and faculty mentor is required for registration.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[SWK-390](#)

Junior or Senior Standing, Social Work majors and others by permission.

Notes

May be repeated for credit for a total of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Sociology, Criminology and Criminal Justice

Lori Brown, Ph.D., Head, Department of Sociology,
Criminology & Criminal Justice

Kevin Weng, Ph.D. Bianca Harris, MA

Meredith offers a Bachelor of Arts (B.A.) with a major in Sociology, a major in Criminology, and a major in Criminal Justice.

In Criminology, students apply sociological theory and research to the study of crime, including 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. The study of criminology is one pathway to a career in the criminal justice system and organizations that work to support justice-involved individuals.

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, Criminology, and Criminal Justice

Graduates well-grounded in sociology and criminology will be able to:

- distinguish between individualistic and systemic arguments;
- compare and contrast the different disciplinary methodological approaches for gathering and analyzing data;
- produce and present research using relevant disciplinary methods and theoretical explanations;
- evaluate the effects of social organization on social behavior and social groups;
- identify relevant career pathways and exhibit professional behaviors necessary for career success.

Additionally, graduates in criminology will be able to:

- identify and describe key concepts in criminology.
- compare and contrast major theoretical orientations and theories in criminology.

And, graduates in sociology will be able to:

- identify and describe key concepts in sociology.
- compare and contrast major theoretical orientations and theories in sociology.

Resources

The Dedmon Sociology research lab, located in 205A Lux 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. All majors in sociology will complete at least one professional internship, allowing students to explore potential career pathways.

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.

CJU-100 : Introduction to Criminal Justice

This course introduces the study of societal responses to crime and provides an explanation of why criminal justice should be thought of as a system. It covers the workings of law enforcement, the courts, and the correctional system, as well as juvenile justice. It reviews what constitutes crime and how crime is measured. Additionally, this course looks to the future and outlines some of the pressing issues that continue to challenge crime control in a democratic society.

Credits 3

CJU-188 : Special Topics in Criminal Justice

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

CJU-288 : Special Topics in Criminal Justice

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

CJU-310 : Policing and Society

This course examines the role of policing in society, exploring its history, functions, and impact on communities. Students will investigate the social, political, and cultural factors that shape law enforcement practices, including ethics, accountability, and public trust. The course covers contemporary topics such as community policing, police discretion, use of force, and interactions with diverse populations. Through online discussions, case studies, and interactive assignments, students learn to critically analyze policing strategies, understand their effects on social order and civil rights, and explore approaches to reform and effective community engagement.

Credits 3

CJU-320 : Social Justice and Criminal Law

This course examines fairness and inequality in the criminal justice system through the lens of law and the courts. Topics include racial and gender bias in policing and judicial decision-making, sentencing disparities, and the legal regulation of punitive practices such as drug courts and solitary confinement. Using critical legal theories and case studies, the course analyzes how criminal law, court procedures, and sentencing policies can perpetuate inequality, and explores legal reforms aimed at promoting fairness and more equitable outcomes for marginalized communities.

Credits 3

Required Prerequisites

[soc-100](#) or [CJU-100](#)

CJU-322 : Practical Aspects of Policing

This online course explores the practical, day-to-day operations of policing and law enforcement in a flexible, accessible format. Students examine how officers respond to crime, maintain public safety, and interact with diverse communities, with attention to ethical decision-making and professional accountability. Topics include patrol strategies, investigations, traffic enforcement, report writing, and handling high-pressure situations. Through case studies, interactive discussions, and real-world scenarios, students gain a practical understanding of policing strategies and their impact on individuals and communities, while developing critical thinking and problem-solving skills applicable to criminal justice practice.

Credits 3

CJU-323 : Practical Aspects of Criminal Courts

This online course offers a comprehensive exploration of the practical functioning of criminal courts and the criminal justice system. Designed for students, legal professionals, and anyone interested in courtroom processes, the course combines theoretical understanding with hands-on applications through interactive modules, virtual case studies, and simulated courtroom exercises. Students will learn about the roles and responsibilities of judges, prosecutors, defense attorneys, and court personnel, as well as courtroom procedures from arraignment to sentencing. Key topics include evidence handling, trial procedures, sentencing practices, ethical considerations, and case management.

Credits 3

CJU-324 : Holistic Criminal Procedure

This course examines policing and corrections as central components of the criminal justice system, emphasizing how everyday practices of surveillance, arrest, supervision, and punishment shape individuals' lives. Using a holistic approach, the course explores how social, economic, and environmental factors—such as racial inequality, poverty, mental health, and addiction—contribute to contact with police and ongoing involvement in jails, prisons, probation, and parole. Rather than focusing primarily on legal doctrine, the course emphasizes system navigation, institutional decision-making, and client-centered strategies that address both immediate justice system consequences and the broader conditions that sustain criminalization.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SOC-100](#) or [CJU-100](#)

CJU-325 : Practical Aspects of Corrections

This course examines the practical operations of correctional systems and institutions, focusing on the day-to-day realities of corrections work. Students will explore the structure and functions of correctional agencies, including jails, prisons, probation, parole, and community-based corrections. Emphasis is placed on inmate management, rehabilitation programs, security procedures, ethical and legal issues, and the challenges faced by correctional professionals. Through case studies, applied exercises, and real-world examples, students gain practical insight into correctional policies, offender supervision, and reentry processes. The course prepares learners for careers in corrections, criminal justice, and related fields by bridging theoretical concepts with operational practice.

Credits 3

CJU-388 : Special Topics in Criminal Justice

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

CJU-488 : Special Topics in Criminal Justice

Special topics offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

SOC-100 : Principles of Sociology

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.

Credits 3

Semester Offered

Fall

Spring

SOC-188 : Special Topics in Sociology

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

SOC-220 : Gender and Society

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.

Credits 3

Semester Offered

Varies-Contact Prog. Director

SOC-231 : Social Problems

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.

Credits 3

Semester Offered

Spring

SOC-235 : Applied Quantitative Research

In this course, students will learn to use quantitative data through participation in an applied research project. Students will identify appropriate quantitative data to answer a research question and then use technological tools to organize, analyze and present that data. By the conclusion of the course students will generate a tangible product showcasing their participation in this project.

Credits 3

Instructional Method

LEC

Notes

Also offered as [COM-235](#) and [POL-235](#).

SOC-236 : Crime and Criminality

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.

Credits 3

Semester Offered

Fall

Spring

SOC-240 : Introduction to Forensic Studies

This course is intended to offer students an overview of various elements of the criminal investigation process, from police detective work to forensic science processes. We will use a sociological perspective to examine such topics as: homicide investigation, cold case files, and police investigative techniques and an introduction to forensic analyses including fingerprinting, ballistics, forensic accounting, cyber forensics, and DNA processes. Students will learn about changes over time investigation techniques and science applications in the criminal justice system and how these changes have affected political, social and economic interests in society.

Credits 3**Semester Offered**

Fall

SOC-242 : Deviance and Society

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.

Credits 3**Semester Offered**

Varies-Contact Prog. Director

SOC-260 : Cultural Anthropology

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.

Credits 3**SOC-288 : Special Topics in Sociology**

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

SOC-299 : Introduction to Research in Sociology

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 on an issue 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 the faculty mentor is required for registration.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

At least 3 credit hours of SOC courses.

Freshman or Sophomore standing.

Notes

May be repeated for credit for a maximum of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.**Semester Offered**

Fall

Spring

SOC-332 : Human Sexuality

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.

Credits 3**Notes**Also offered as [HED-332](#).**Semester Offered**

Spring

SOC-335 : Race and Ethnic Relations

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.

Credits 3**Instructional Method**

LEC

Semester Offered

Varies-Contact Prog. Director

SOC-337 : Trauma Informed Corrections

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.

Credits 3

Required Prerequisites

3 credits from Department SOC

Semester Offered

Varies-Contact Prog. Director

SOC-338 : Sociology of Families

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 on the roles of women in the family and the ways in which families impact the lived experiences of the women in them.

Credits 3

Semester Offered

Varies-Contact Prog. Director

SOC-340 : Sociology of Aging

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.

Credits 3

SOC-342 : Juvenile Delinquency

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.

Credits 3

SOC-343 : Sociology of Murder

This course will analyze homicide from macro and micro sociological perspectives. We will critically analyze the phenomenon of homicide and the reactions to it both broadly (macro) and deeply (micro). Using sociological imagination to understanding homicide from a critical perspective in which the relationship between the lives of individuals and the larger social forces that help to shape their lives will be identified. We will focus on political, economic and cultural forces including gender and race that impact on homicide and how individuals in society view and react to different types of homicide. We will discuss the consequences of homicide for both individuals and society, and different types of possible intervention strategies based on different theoretical approaches to the socio-scientific study of murder. We will explore reasons, and possible implications, for the fascination surrounding homicide in the United States. We will examine the laws, the courts, and how law enforcement investigate homicide cases.

Credits 3

Semester Offered

Varies-Contact Prog. Director

SOC-344 : Visual Sociology

In this course we will explore how visual methods - mainly photography and film - are used to examine society and culture. At the core of our course is a focus on two themes: (1) how to use visual methods to capture and interpret sociological phenomena, and (2) the impact that visual images and representations have on individuals, groups, and society. Throughout the course, we will also consider how visual images construct, shape, and alter our reality. You will be introduced to a range of visual methodologies used by sociologists and other social scientists, including documentary photography, photo essay, photovoice, and documentary filmmaking. Some other themes of the course include: ethics and privacy in documentary work, using images for social change, participatory research, and changing visual media.

Credits 3

Instructional Method

LEC

Required Prerequisites

At least 3 credit hours of SOC courses.

Semester Offered

Spring

SOC-345 : Sociology of True Crime

This course blends classic criminology theories (Strain, Labeling, Conflict) with media analysis, exploring how media shapes our fascination with crime, its social construction, and the CJS's role, using podcasts, documentaries, and case studies (like Amanda Knox or the Mafia) to link micro-level stories to macro societal issues, inequality, and policy implications. Key themes include moral panics, race/gender in crime, the criminal justice system's function, and the sociology of investigation, often using real-world examples and multimedia.

Credits 3

SOC-346 : Anthropology of Religion

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

One 100-level RES course or by permission of instructor

Notes

Also offered as [RES-346](#).

SOC-348 : Sociology of Zombies

This course will examine the current popularity of TV shows and movies about Zombies. What social concerns does this popular culture phenomenon reflect--fears about the government response to pandemics, self-defense, or just our general nervousness about death? The course will analyze the first two seasons of the TV show, The Walking Dead in terms of the effect on society and group formation in the aftermath of a major pandemic. We will discuss issues about when violence is acceptable, the ways that group dynamics in survival situations is presented, and the gender, social class and race issues acted out among the primary case members. What happens in a crisis that is so dramatically social and what is acceptable behavior in order to survive?

Credits 3

Semester Offered

Summer

SOC-360 : Media, Self and Society

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.

Credits 3

Semester Offered

Varies-Contact Prog. Director

SOC-374 : Social Research Principles

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SOC-100](#), [SOC-231](#), or [SOC-260](#), and [MAT-175](#)

Semester Offered

Spring

SOC-375 : Data Analysis

This course introduces students to the fundamentals of research and data analysis used in criminal justice and social science. Students learn how researchers collect, measure, and interpret information to better understand crime, social issues, and policy outcomes. Emphasis is placed on recognizing patterns in data, drawing informed conclusions, and critically evaluating research findings. Using real-world examples such as crime and social justice data, students gain hands-on experience with research tools and software to explore relationships, interpret results, and apply evidence-based reasoning to policy and practice.

Credits 3

SOC-388 : Special Topics in Sociology

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

SOC-410 : Women and Prison

This course will examine the causes and consequences of women's incarceration. We will use sociological and criminological theorizing to understand why and how women's incarceration rates have increased over the last three decades. We will examine the impact this trend has on individuals, families and communities. Key topics within the course include: women's pathways to criminal involvement; the relationship between women's physical and sexual victimization and their incarceration; the impacts of women's incarceration on children and families; and current efforts to re-integrate women into society post-incarceration. Although we will focus mainly on incarcerated women in contemporary culture, we will also consider other historical contexts, such as the origins of women's "reformatories" and the evolution of women's incarceration over time. To deepen our understanding of these issues, we will also apply an intersectional analysis to focus on how marginalized women are impacted by the criminal justice system and mass incarceration.

Credits 3

Required Prerequisites

At least 6 credit hours of SOC courses, or permission of instructor

Semester Offered

Varies-Contact Prog. Director

SOC-421 : Human Trafficking and Gender-Based Violence

This course will examine the intersections of gender and violence. We will use sociological theorizing to understand why, how, and when violence is gendered and assess the impact and consequences on individuals, communities, and society. Key topics within the course include: rape and sexual violence, intimate partner violence, stalking, female genital mutilation, mass shootings, war, pornography, violence against LGBTQ people, and sex trafficking. To deepen our understanding of these issues, we will also apply an intersectional analysis to focus on how different marginalized groups are impacted by gender-based violence. Although we focus mainly on contemporary gender-based violence in the U.S., we will also consider other cultural and historical contexts.

Credits 3

Required Prerequisites

At least 6 credit hours of SOC courses or permission of instructor

Semester Offered

Varies-Contact Prog. Director

SOC-422 : Genders and Sexualities

Our ideas about gender - about women, men, masculinity, and femininity - as well as our ideas about sexuality - about sexual activities, whom should have sex with whom - organize our social life in important ways that we often do not even notice. These ideas are either invisible to us (such that we take them for granted as "normal") or are explained away (such that they seem like the "natural" way life works). In this course we investigate and expose those aspects of social life that often go unquestioned. We will critically examine the ways in which gender and sexuality inform and are informed by the social world in which we live. We will identify the gender and sexual hierarchies in US society. And, we will look at attempts to destabilize these hierarchies.

Credits 3

Required Prerequisites

At least 6 credit hours of SOC courses or permission of instructor

SOC-430 : Population Dynamics

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

At least 6 credit hours of SOC courses, or at least 75 total credit hours

SOC-431 : Sociology of Inequalities

Explanations for social inequality 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.

Credits 3

Instructional Method

LEC

Required Prerequisites

At least 6 credit hours of SOC courses.

SOC-442 : The Color of Crime

This course examines the roles of minorities as offenders, victims, and employees in the criminal justice system. An assessment of statistics, research, and the literature as it relates to minorities and crime will be included. Public perceptions of race and crime and the interactions of police, courts and juries in terms of the race of victims and perpetrators will be examined. Research on racial bias in jury decisions, sentencing, and the death penalty will also be reviewed.

Credits 3

Required Prerequisites

At least 6 credit hours of SOC courses or permission of the instructor

SOC-443 : Women and Crime

This course focuses on the experiences of women in the criminal justice system. The study of crime throughout our history has focused overwhelmingly on males and this has often resulted in hiding the experiences of women. We will examine how gender shapes women's experiences as victims, as offenders and career professionals in law enforcement. The experiences of women in prison and the effect on their families will be examined. The intersections of race and social class will be examined as well.

Credits 3

Required Prerequisites

At least 6 credit hours of SOC courses or permission of instructor

SOC-444 : Social Interaction

This course introduces the basic sociological concepts underpinning the study of social interaction. This content is grounded in the sociological subfield of social psychology and microsociology. After exploring the foundational questions, concepts and theories of social interaction, students will examine the role that socially constructed identities play in producing social interaction, looking at patterns of interaction through the lenses of gender, race, class, age and sexuality. The course will examine the interplay between various levels of social interaction, particularly between the individual and the institutional settings of social life.

Credits 3

Instructional Method

LEC

Required Prerequisites

At least 6 credit hours of SOC courses, or permission of instructor

SOC-446 : Drugs and Society

The purpose of this course is to analyze the organization and consumption of drugs in the United States. Both legal and illegal drug use will be examined in terms of consumption and legal issues as well as social effects on individuals, families and communities. The politics and economics of both pharmacological and criminal justice institutions and drugs will be examined.

Credits 3

Instructional Method

LEC

Required Prerequisites

At least 3 credit hours of SOC courses.

Semester Offered

Summer

SOC-447 : Victimology, Trauma and Treatment

This course provides an overview of victimology to identify, describe, explain and discuss a wide range of victimizations and victimological debates. This course involves the study of crime victims. We will examine the physical, emotional, and financial harm people suffer at the hands of offenders, as well as the history, theories, research, legislation, and policy implications related to the social construction of a crime victim. Services and solutions for victims of crime will also be discussed.

Credits 3

Required Prerequisites

At least 6 hours in SOC or CJU or permission of Instructor

SOC-449 : Sociology of the Border

This course focuses on the border between the US and Mexico, a border that is over 2,000 miles between two countries which are very different. The course will examine the push/pull factors that have led to immigration from Mexico, and some of the changes in that situation in recent years. The role of the border patrol in regulating the border and dealing with crime and the unique culture created along the border with the mix of cultures will be examined. Topics include the drug trade, violence against women, the economic realities of businesses on both sides of the border and finally the current politics of immigration in both the US and Mexico.

Credits 3

Required Prerequisites

At least 6 credit hours of SOC or CJU courses or permission of instructor

SOC-480 : Community Internship

The internship is a learning experience involving work in a community, criminal justice or criminological setting. Interns are expected to gain valuable work experience as well as relevant knowledge which will add to their overall understanding of the field of sociology or criminology. Internship positions must center on learning new material over the course of the semester and interns are expected to participate in ongoing training and development.

Credits 0

-6

Required Prerequisites

At least 6 credit hours of SOC courses.

Notes

Students in Criminology of the Double major or Sociology and Criminology must do a placement that connects to the Criminology field.

May be repeated once for credit.

Semester Offered

Fall

Spring

Summer

SOC-481 : Capstone

This course is designed for Criminology, Criminal Justice, and Sociology majors, as well as Criminology & Sociology double majors. The course integrates writing in criminal justice, criminology, and sociology, with an emphasis on developing critical analysis skills, examining the social construction of crime, and strengthening effective written communication through a range of writing assignments.

Credits 0

-3

Required Prerequisites

Junior or Senior standing only

Semester Offered

Fall

Spring

Summer

SOC-488 : Special Topics in Sociology

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

SOC-489 : Social Theory

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 Post Modernism.

Credits 3

Instructional Method

LEC

Required Prerequisites

At least 6 credit hours of SOC courses.

Semester Offered

Fall

SOC-495 : Professional Development

This career/graduate school preparation course for the Sociology or Criminology major is an opportunity for students to make plans for their futures after graduation. Students will complete a variety of exercises and oral presentations meant to prepare them for graduate school or a job in public service, law enforcement, the non-profit sector or the private sector.

Credits 1

Instructional Method

LEC

Required Prerequisites

Sociology or Criminology majors only.

Senior standing or permission of instructor.

Required Corequisites

[SOC-496](#) or permission of the instructor

Semester Offered

Fall

SOC-496 : Research Capstone

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. All students will utilize sociological or criminological theories, literature, methods and data to explore a macro-level social problem chosen by the sociology faculty. Findings of the semester long project will be presented to sociology faculty, students, and the broader Meredith Community. In addition, students will develop a resume and prepare for a career or graduate school after graduation.

Credits 3

Instructional Method

SEM

Required Prerequisites

[SOC-374](#), and either [MAT-175](#) or [MAT-248](#)

Junior or Senior standing

Semester Offered

Fall

SOC-498 : Honors Thesis in Sociology

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

At least 3 credit hours of SOC courses., [SOC-374](#), and either [MAT-175](#), [MAT-248](#)

Senior standing, members of the Honors and/or Teaching Fellows Programs

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

SOC-499 : Research in Sociology

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

At least 3 credit hours of SOC courses, [SOC-374](#), and either [MAT-175](#), [MAT-248](#)

Junior or Senior standing, Sociology majors, and others by permission

Notes

May be repeated for credit for a total of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

SOC-501 : Foundations of Criminal Justice Administration

This course provides an analysis of the United States criminal justice system; including the role of justice agencies in societal response to crime. An examination of the knowledge base of criminal justice; issues, problems, trends will be a focus as well. Particular emphasis is placed on theory and research bearing upon the effectiveness of the policies and strategies of the principal institutions of the criminal justice system - the police, courts and corrections and in particular how race, social class and gender impact on these issues.

Additionally, philosophical and practical matters pertaining to "justice" and "fairness" in the administration of the criminal law are explored.

Credits 3

Semester Offered

Fall

SOC-502 : Criminological Theory

This course explores potential answers to complex and important questions about criminal behavior by drawing on the social science of criminology. The primary emphasis of this course will be discussing and evaluating major explanations or theories of crime. The course will include sociological, biological, political, psychological and economic explanations for crime. The course will include a focus on the historical development of the theories, their major assumptions and propositions, their relevance for public policy and practice. As we progress through each explanation for crime, we critically evaluate the validity of different explanations for crime as well as criminal justice policies and practices that they support.

Credits 3

Semester Offered

Spring

SOC-503 : Data Analysis/Criminal Justice

This course introduces students to the use of quantitative data in analyzing the criminal justice system. It serves as an introduction to the statistical methods used in applied social science research and furthers students' understanding of the role statistical analysis plays in planning and policy development.

The course will review fundamentals of research showing the interplay between the theory, the research, the statistical methods and the interpretation. Introduces the techniques of statistical analysis used for evaluation and policy purposes. Pertinent examples will be discussed including such topics as probability, statistical inference, significance testing, descriptive statistics, and multivariate analysis.

Credits 3

Required Prerequisites

Students who have not taken an introductory course in statistics within the past five years will be required to take a college-level statistics course as a prerequisite.

SOC-504 : Research Methods Criminal Justice

This course introduces students to the practice, theory and philosophy of social science research, with a special focus on criminal justice. It not only broadens students' knowledge of the ethical issues associated with research, but also introduces them to a variety of research techniques such as surveys, field research and experimental designs. Research Methods will lay the foundation for students to become informed "consumers" of research, as well as "producers" of this information.

Credits 3

Semester Offered

Spring

SOC-506 : Writing in Criminal Justice

This course will focus on the mechanics of writing for criminal justice settings. HR Reports, investigation reports, incident/scene documentation, general reports, memos, emails, letters, responsive correspondence, program proposals, report writing, grant proposal fundamentals and program assessments will be included. Overall comprehension of the various methods and writing needs required in Criminal Justice settings will be discussed.

Credits 3

Semester Offered

Fall

SOC-507 : Gender & Criminal Justice

This course focuses on the experiences of men and women in the criminal justice system. It will cover the history of criminological theory on gender, application of mainstream criminological theory to gender, and differences for men and women as offenders, victims, and professionals in the criminal justice system. This includes exploring the role of gender in offending, victimization, and criminal justice processing. This course also evaluates the influence of gender on working in criminal justice professions. Criminological and victimological theories are assessed in light of gender and the relationship between gender and criminal justice.

Credits 3

SOC-508 : CJ, Substance Use & Addiction

This course will explore the correlation between crime and addiction as experienced by the various branches of the Criminal Justice System in the United States and the role of these agencies as a part of prevention, treatment, social responsibility and punishment. The exploration of alternative justice methods as well as traditional justice responses will be discussed.

Credits 3

SOC-511 : Human Behavior & Crime

This course tries to find an answer to why people commit crimes by considering personality factors of the offender in response to situational variables. The focus will be on theories of crime, biological and psychological models of criminal behavior, crime and mental disorders, human aggression and violent crime, delinquent behavior from criminal behavior, how to profile an offender based on their actions, risk factors in human development and policies of crime prevention. The psychological implications of criminal behavior, criminal justice decision-making, jury selection, witness recall, sentencing, prisonization, and correctional treatment. Considering physiological, psychological and pharmacological factors, we explore the influence of family, peers and the effects of alcohol and drugs on the incidence of criminal behavior. And we examine how the urban and social environment encourages (or inhibits) opportunities to commit crime. Recent research finding will be incorporated in the readings.

Credits 3

Semester Offered

Spring

SOC-512 : Drugs Crime & Criminal Justice System

This course emphasizes a sociological understanding of drug use and abuse and drug policy. In order to understand drug use and abuse it is necessary to understand the chemical properties of the substances at issue, the attributes of the people who use and abuse drugs and the norms and characteristics of the society in which the substance use occurs. There will be an examination of the nature and scope of the relationship between drugs (including alcohol) and crime and violence, and the effect of drug legislation on the criminal justice system. We will examine literature on the drugs-crime relationship and explore various approaches to collecting data on drug use and abuse in society.

Credits 3

Semester Offered

Summer

SOC-513 : Trauma & Criminal Behavior

This course will focus on understanding how mental health varies over the lifespan. This course introduces students to the physical, cognitive and psychological aspects of human development from birth through advanced old age and how mental illness and trauma affect behavior which may lead to contact with the criminal justice system. Content in this course will focus on a practical understanding of trauma and mental illness in general criminal justice settings. There will be a focus on Crisis Intervention Training/Team (CIT) where there is a holistic approach in addressing the role of addiction and behavioral health concerns in the management of people, including offenders and detainees. The course will cover material on how to improve communication skills, learn how to make an initial assessment and determine an appropriate response, and how to identify a crisis and response. The course will utilize case studies or real situations for discussion.

Credits 3

Semester Offered

Fall

Summer

SOC-515 : Seminar in Graduate Studies

This course provides students in the 3+2 Program with mentoring and support as they take graduate courses in their last year of undergraduate work. Students will meet weekly to discuss writing, reading and data analysis required in graduate courses. Strategies in terms of time management, dealing with outside work and handling family issues while in graduate school will be discussed. Discussions about careers in Criminal Justice will be included.

Credits 3

Notes

May be taken more than once while in the 3+2 program in Criminal Justice

SOC-518 : Custodial Care, Criminal Justice & the Law

In this course, students will examine the legal requirements of arrest, detention, and full incarceration of those in the Criminal Justice system. Legal issues around confinement and mental health, substance use disorder, pregnancy and medical issues will be examined. Legal responsibilities around nutrition, use of force, and recreation and contact with family will be discussed. Legal issues around language competency, mental disability, gender identity and sexual orientation in detention will also be addressed.

Credits 3

SOC-520 : Victimology

This course will introduce the student to the discipline of victimology, an emerging area of specialization in the field of criminology. Emphasis will focus on crime victims and their plight, the relationships between crime victims and other social groups and institutions.

These other groups or institutions include the media, business interests, politicians, special interest groups, and social movement actors. The issues of Justice and Redress from the perspective of the victim as well as general society will be stressed.

An overview of victim prevention programs and victim assistance programs will be presented. Topics such as the Restorative Justice Model, victim Repayment, and Victim/Offender Mediation will be included In the course content. While the course follows an interdisciplinary approach and is designed for general interest and appeal, it has particular relevance for students drawn from disciplinary interests in the fields of criminal justice, psychology, sociology, education, health care administration, and political science.

Credits 3

Semester Offered

Varies-Contact Prog. Director

SOC-521 : Big Data & Criminal Justice

The growing use of data-centric technologies is transforming criminal justice in the United States. These technologies affect the scale and nature of collected data, enable the detection of discriminatory patterns of policing and influence bail recommendations for pretrial detainees and management of prison populations. Modern computational and statistical methods offer the promise of increased efficiency, equity, and transparency, but their use raises complex legal, social, and ethical questions. In this course, we will discuss the application of techniques from machine learning and statistics to a variety of criminal justice issues, analyze recent court decisions, and examine the relationships among law, public policy, and data. Special attention is paid to the rules of evidence as they apply to electronic or digital evidence, the role of expert witnesses, and the laws and regulations governing electronic surveillance.

Credits 3

Semester Offered

Varies-Contact Prog. Director

SOC-522 : Cybercrime

This course will provide students with an overview of computer crime, the legislative responses to computer crime and the issues encountered by police when enforcing laws in cyberspace. Emphasis is on how communication technologies can be targets of crime, instruments of crime and important sources of criminal evidence. The global reach of the Internet, the low marginal cost of online activity, and the relative anonymity of users have contributed to a wide escalation in cybercrimes.

Consequently, information and communications technologies (ICT) are being increasingly employed to instigate threats to global civil society. This course provides an overview of cybercrime and the digital law enforcement practices put in place to respond to them. The course will focus on the types and extent of current cybercrimes, how the justice system responds to these crimes, the various constitutional protections afforded to computer users, the law and policies that govern cybercrime detection and prosecution, and related technologies.

Credits 3

Semester Offered

Varies-Contact Prog. Director

SOC-525 : Sex Offender Behavior

In this course, students will examine the nature and etiology of the major categories of sex offenses. Students will evaluate federal and local sex offender legislation, as well as community supervision and reentry issues that offenders face. Students will also survey theoretical approaches to sex crimes and offenders. Upon completion of this course, students will gain insight into the characteristics of sex offenders while exploring the legal and custodial challenges of those that work with this population. This includes the long-term consequences of their offenses as it relates to offender recidivism, community supervision and resources.

Credits 3

SOC-526 : Violence & Threat Assessment

In this course, students will examine trends in violence and aggression in society. There will be a focus on the origins and determinants of violence and aggression and the impact of these actions on the public. The focus will be on operational contexts with a focus on the violence risk posed by persons of interest who are under investigation, arrested for, charged with, or convicted of offenses. In addition, at the organizational context, the violence risk posed toward police, public safety professionals or even the violence risk posed by professionals toward coworkers or members of the public will be examined. Based on the content focused on experiences and research, the students will consider what kinds of harm someone might perpetrate, against which victims, at which time or locations and what steps can be taken to mitigate the risks posed and prevent violence?

Credits 3

SOC-530 : White Collar Crime

This course will examine the nature and extent of corporate and white collar crime, including detection, deterrence, and criminal liability sanctions, as well as the social and legal changes related to corporate illegality. Students will use case materials which address securities fraud, money "laundering", professional deviance, and political corruption, in addition to other topics. Students will also analyze policy responses including RICO and other laws, regulations and court processing. The course will include analysis of several forms of white collar (corporate and individual) crime, the relevance of law-making to lawbreaking, problems of detection and punishment and the causes of this social problem. Discussion of policy evaluation and suggested reforms will take place.

Credits 3

Semester Offered

Varies-Contact Prog. Director

SOC-535 : Juvenile Justice & Youth Crime

This course will provide an examination of key issues associated with youth and crime in the United States and the educational, social and cultural efforts to reduce youth involvement with guns, drugs and gangs. Theoretical perspectives regarding the creation of Childhood as a social construct and the etiology of juvenile offending will be examined. Emphasis will be on the nature and structure of youth gangs, drug use by juveniles and risk factors associated with youth violence. Other issues may involve curfews, gun violence, victims of youth violence, and the over-representation of minority youth in the juvenile justice system. Particular attention is paid to the role of family, peers and school.

Credits 3

SOC-544 : Policing in Democratic Society

Police agencies play a critical role in a democratic society. While seeking to maintain order, enforce the law and deliver services effectively, police agencies are held accountable to a wide variety of values by a number of powerful stakeholders. Police leaders, managers and other personnel must understand the complexities of the police role in society, the political and legal constraints placed on them in addition to being experts in effective, evidence-based approaches to dealing with crime problems in the community. By applying theory, policy and evaluation literature to the cutting-edge practices in the field, this course provides students with an advanced understanding in the field of police leadership, management, strategy and accountability within a democratic society.

Credits 3

Semester Offered

Varies-Contact Prog. Director

SOC-552 : Incarceration & Consequences

This course analyzes the theory, practices and policies of the American correctional system, covering the nature and administration of both institutional and community sanctions and agencies. Students explore competing penal theories and review evidence on the effectiveness of correctional practices. The course investigates the historical development and evolution of imprisonment, trends in the use of confinement, and the effects of incarceration on offenders, families and communities. Students analyze the characteristics of correctional populations and debate the causes and implication

of race, class and gender differences. The course identifies significant current issues and reviews the ethical, legal and practical dimensions of proposals for reform. Issues surrounding collateral consequences when released will be examined as well.

Credits 3

Semester Offered

Varies-Contact Prog. Director

SOC-555 : Psychopathology in Criminal Justice

In this course, students will examine various psychological disorders and their impact on behavior, in particular in the association with criminal behavior. Students will identify patterns of psychopathy and sociopathy and other related disorders. Psychological interventions that have been determined to have empirical evidence in helping to reduce the symptoms of the various illnesses will be covered, including how to adapt them to various criminal justice settings. In particular, group therapy and cognitive-behavioral interventions commonly used in corrections settings will be discussed. Laws dealing with medication as well as laws associated with the management of violence will similarly be covered. Students will be expected to learn about the tools used by psychologists to conduct psychological research in mental illness and criminal behavior.

Credits 3

Required Prerequisites

CJG-611

SOC-570 : Government Project and Implementation Management

This course explores the management of major one-time tasks or implementation of a major program in a government agency. Examines the special managerial tools and studies as well as the challenges that apply to managing one-time or ongoing assignments, particularly where teams are involved. Major construction, implementation of new technology or policy, and redesigning and implementing organizational change are included. This course will use case studies for real world applications.

Credits 3

Semester Offered

Varies-Contact Prog. Director

SOC-571 : Government Project Communications Management

This course examines the behavioral aspects of working effectively in the project or program domain. We examine current philosophies of work around enhanced leadership, communication, conflict management, risk management, and negotiation skills, and the ability to organize, manage, and to produce efficient delivery from teams. Use of media, including social media, print news and television will be discussed. Good leadership is an important element when applied to project, risk, and program management, and this course identifies various styles of communication and conflict resolution that leaders can use.

Credits 3

Semester Offered

Varies-Contact Prog. Director

SOC-575 : Special Topics in Criminal Justice

Special topics in criminal justice research are examined. Special topics courses are developed to cover emerging issues or specialized content and they do not repeat material presented by regular semester courses.

Credits 3

Semester Offered

Varies-Contact Prog. Director

SOC-581 : Directed Readings in Criminal Justice

This course is designed to allow students to pursue specialized interest in specific topics in Criminal Justice.

Credits 3

Semester Offered

Fall

Spring

Summer

Spanish

SPA-101 : Elementary Spanish I

Introduction to modern spoken Spanish.

Credits 3

Instructional Method

LEC

Notes

English will be used in the classroom for orientation purposes only.

Semester Offered

Fall

Spring

SPA-102 : Elementary Spanish II

A review and continuation of [SPA-101](#).

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-101](#)

Notes

English will be used in the classroom for orientation purposes only.

Semester Offered

Spring

Fall

SPA-188 : Special Topics in Spanish

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

SPA-205 : Intermediate Spanish I

A review and continuation of [SPA-102](#), and gradual introduction of graded reading and writing assignments.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-102](#)

Semester Offered

Fall

Spring

Summer

SPA-206 : ¡Qué rico! Language, Cultures, and Food

This course focuses on increasing students' reading and writing proficiency at the intermediate level. Emphasis is placed on the expansion of cultural knowledge (e.g., food, art, music, literature), as well as the learning of higher-level grammatical concepts like the subjunctive.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-205](#)

Semester Offered

Fall

SPA-207 : Spanish Beyond the Classroom

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 also includes service-learning hours in the community.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-205](#)

Notes

May be repeated for credit if one of the instances occurs through an approved program of study abroad. Conducted in Spanish.

Semester Offered

Spring

SPA-288 : Special Topics in Spanish

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

SPA-299 : Introduction to Research in Spanish

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In the project, the student will investigate an aspect of literature, culture, or civilization from the Spanish-speaking world of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions the student also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration.

Credits 3

Instructional Method

RES

Required Prerequisites

At least 3 credit hours of SPA courses at the 200 level.

Notes

Research performed in connection with study abroad is strongly encouraged.

May be repeated for credit for a total of six credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

SPA-300 : Life and Study Abroad

Intensive study and homestay in a Spanish-speaking country. Credit awarded according to departmental guidelines. Pass/Fail grading only.

Credits 1

-3

Instructional Method

PRA

Required Prerequisites

Permission of department required to enroll.

SPA-302 : Topics in Language and Culture

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. Pass/Fail grading may be elected by the student.

Credits 1

-3

Instructional Method

IND

Required Prerequisites

[SPA-206](#) and [SPA-207](#)

Instructor's consent required

Notes

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 3 credit hours be awarded for the course.

SPA-303 : Identities of Spain

Students in this course explore the history and diverse cultures of Spain from antiquity to the consolidation of the nation, ending with the study of the contemporary social, cultural, and political make-up of Spanish society.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-206](#) and [SPA-207](#), or placement at the 300 level

Notes

Conducted in Spanish.

Semester Offered

Varies-Contact Prog. Director

SPA-304 : Identities of Latin America

Students in this course explore the history and diverse cultures of Latin America from Pre-Columbian and colonial times to independence, ending with the study of the contemporary social, cultural, artistic, and political make-up of its societies.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-206](#) and [SPA-207](#), or placement at the 300 level

Notes

Conducted in Spanish.

Semester Offered

Varies-Contact Prog. Director

SPA-305 : Spanish Phonetics & Phonology

This course focuses on students' pronunciation, intonation, and oral proficiency. One hour of non-credit language laboratory required each week.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-206](#) and [SPA-207](#), or placement at the 300 level

May be taken without prerequisite courses with permission of instructor.

Semester Offered

Varies-Contact Prog. Director

SPA-306 : Written Communication in Spanish

Study of complex grammar structures. Designed to improve students' writing skills.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-206](#) and [SPA-207](#), or placement at the 300 level

Notes

Required of all majors and minors in Spanish.

Conducted in Spanish.

Semester Offered

Fall

SPA-307 : Spanish in the Community

This course focuses on developing oral proficiency at the advanced level. Students will engage in conversations about numerous topics relevant to the Spanish-speaking communities in the US and abroad. They will learn to express abstract ideas about the intricacies of culture and global issues. All students will be required to complete service-learning hours and reflect on how the experience connects to class topics.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-306](#) or placement at the 300 level

Junior or Senior standing, and other students with special permission from the instructor.

Notes

May be repeated for credit if one of the instances occurs through an approved program of study abroad. Conducted in Spanish.

Semester Offered

Varies-Contact Prog. Director

SPA-308 : Discovering Literature in Spanish

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings include poetry, short story, and drama.

Credits 3

Instructional Method

LEC

Required Prerequisites

Prerequisites: [SPA-206](#) and [SPA-207](#), or placement at the 300 level

Recommended Prerequisite: [SPA-306](#)

Notes

Recommended as an introduction to literature.

Required of all Spanish majors.

Semester Offered

Spring

SPA-310 : Spanish for Social Services

This course is designed to provide students with the linguistic tools and cultural knowledge to allow them to successfully work in a variety of professional social service settings. Topics will include, but not be limited to the following: welfare, Social Security, government subsidies, employment training programs, Medicaid, childcare, and elder care. Through engaging activities and assignments, students will gain awareness of social issues affecting Spanish-speaking communities while developing their ability to use their language skills in a professional setting.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-206](#) and [SPA-207](#), or placement at the 300 level

Semester Offered

Varies-Contact Prog. Director

SPA-311 : Spanish for Business

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Prerequisites: [SPA-206](#) and [SPA-207](#), or placement at the 300 level

Recommended Prerequisite: [SPA-306](#)

Semester Offered

Varies-Contact Prog. Director

SPA-321 : Language and Society

This course explores the relationship between language and society. Through the study of linguistic communities, students will examine the various contexts in which communities use language to express their identity and social behavior, including the sociocultural rules of appropriate language use.

Credits 3

Instructional Method

LEC

Required Prerequisites

Prerequisites: [SPA-206](#) and [SPA-207](#), or placement at the 300 level

Recommended Prerequisite: [SPA-306](#)

Notes

Conducted in Spanish.

Semester Offered

Varies-Contact Prog. Director

SPA-331 : Spanish and Latin American Film

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

Prerequisites: [SPA-206](#) and [SPA-207](#), or placement at the 300 level

Recommended Prerequisite: [SPA-306](#)

Semester Offered

Varies-Contact Prog. Director

SPA-332 : From Page to Stage: Experiencing Literature Beyond the Text

In this course, students will explore the various ways that literature from the Spanish-speaking world can be reimagined through performance. This not only means seeing performances both virtually and in person, but also staging them in a number of different settings.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-306](#), placement at the 300 level, or special permission from the professor

Semester Offered

Varies-Contact Prog. Director

SPA-335 : Special Topics in Literature and Culture

Intensive study of related authors, a particular group or generation, a movement, a genre, and/or a particular work. Topics and texts relevant to Spanish, Latin American, and/or U.S. Latino contexts. May be repeated for credit if topic varies. Topic is announced each time the course is offered.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-308](#) or special permission from the professor

Notes

Conducted in Spanish.

SPA-336 : Traveling Home: Literature by/for US Latinas

This course explores the many borders (gender, language, class, race, etc.) Latina writers cross as they negotiate what it means to be both Hispanic and U.S. American without really belonging anywhere. Students will read a wide variety of texts in Spanish and English, ranging from novels and essays to memoirs and graphic novels. The course is conducted in Spanish with English used whenever applicable.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-306](#), placement at the 300 level, or special permission from the professor

Semester Offered

Varies-Contact Prog. Director

SPA-337 : Exploring/Constructing Latin America through Literature, Music, and Dance

Although different means of artistic expression, literature, music and dance are closely related as essential parts of the construction of national, regional, and racial identity in Latin America. This course will explore the fluid boundaries between the three genres and their fundamental role in identity construction.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-306](#), placement at the 300 level, or special permission from the professor

Semester Offered

Varies-Contact Prog. Director

SPA-385 : Basic Concepts of Spanish Translation

This course aims to increase the student's reading proficiency in Spanish and writing skills in both Spanish and English through grammar review, practice, vocabulary expansion, and translation from and sometimes into the foreign language. Content includes basic principles of translation, translation skills, and techniques. A variety of general and semi-technical texts in Spanish will be studied. Course includes guest speakers, weekly independent assignments in translation, and final translation research project.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-306](#), placement at the 300 level, or special permission from the professor

Notes

Class will be conducted in English and Spanish.

Semester Offered

Varies-Contact Prog. Director

SPA-386 : Advanced Spanish Translation Practice

This course aims to apply advanced proficiency in reading and writing to translation both from and into the target language. Content applies and expands upon principles from [SPA-385](#), including translation theory, skills and techniques, language levels, lexicography, transposition, and equivalence. A variety of semi-technical and technical texts in the target language will be read in depth. Course includes guest speakers, weekly independent assignments in translation, and a final translation research project.

Credits 3

Instructional Method

LEC

Required Prerequisites

[SPA-385](#) or special permission from the professor

Notes

Class sessions and lectures will be conducted in English and Spanish.

Semester Offered

Varies-Contact Prog. Director

SPA-387 : Basic Concepts of Interpreting

This is a practical and theoretical introduction to interpreting in professional and community settings such as health care, human services, and education. The course includes theory and practice in the modes of interpretation, interpreter ethics, roles of the interpreter, memory development, and note-taking skills, as well as exposure to specialized topics and terminology.

Credits 3

Instructional Method

LEC

Required Prerequisites

Prerequisites: [SPA-306](#) and [SPA-385](#), or special permission from the professor

Recommended Prerequisites: [SPA-207](#) and [SPA-307](#)

Semester Offered

Varies-Contact Prog. Director

SPA-388 : Special Topics in Spanish

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

SPA-475 : Community Internship: Field Hours

This is a supervised experience in which the student uses their Spanish skills in a professional setting. Possible placements may include not -for-profit agencies, companies, governmental agencies and schools (excluding student teaching). Students must work 40 hours at the internship for each credit hour they wish to earn for [SPA-476](#).

Credits 0

Instructional Method

LEC

Required Prerequisites

[SPA-306](#) or placement at the 300 level

Prerequisite or Corequisite: [SPA-476](#)

Semester Offered

Fall

Spring

Summer

SPA-476 : Community Internship: Critical Reflection

This course is designed to help the student critically reflect on their experiences at their internship. The student will consider challenges at their internship, the realities of the Spanish-speaking communities where the student works, and develop possible solutions to improve the services offered at their placement. Pass/Fail grading only.

Credits 1

-3

Instructional Method

LEC

Required Prerequisites

Prerequisite: [SPA-306](#) or placement at the 300-level

Prerequisite or Corequisite: [SPA-475](#)

Permission required from the department chair.

Notes

May be repeated for a total of 6 credit hours.

Semester Offered

Fall

Spring

Summer

SPA-488 : Special Topics in Spanish

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

SPA-498 : Honors Thesis in Spanish

Working with a faculty mentor from the department, the honors student investigates an aspect of language, literature, culture, or civilization from the Spanish-speaking world of personal interest and prepares a paper or other research product whose conclusions or outcomes the student 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 their thesis. Fulfills honors thesis requirement.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

15 credits of SPA courses at the 300 level or above

Notes

Research performed in connection with study abroad is strongly encouraged.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

SPA-499 : Junior & Senior Research in Spanish

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In the project, the student will investigate an aspect of language, literature, culture, or civilization from the Spanish-speaking world of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions the student also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

12 credit hours of SPA courses at the 300 level or above

Notes

Research performed in connection with study abroad is strongly encouraged.

May be repeated for credit for a total of 6 credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

Theatre

*Professor Steven Roten and Emeritus C. Rodgers;
Assistant Professor Jeff A.R. Jones*

Overview of the Program in Theatre

The Program in Theatre offers a major in Theatre, a major in Theatre with a Musical Theatre Concentration and a K–12 Licensure to teach Theatre. Our varied performance opportunities include four main stage theatre productions, plus several studio productions each year. Auditions for Meredith College Theatre productions and Extra Theatre Company are open to all Meredith College students. Many of our courses fulfill general education requirements.

The Meredith College Theatre Program is a collaborative laboratory 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 Theatre Program is to:

- Support the Arts and Aesthetics component of general education;
- Offer a major in Theatre and a Concentration in Musical Theatre;
- Offer preparation for teacher licensure in Theatre K–12;
- Offer experiential learning and performance opportunities;
- Enrich the cultural and aesthetic life of the Meredith College community; and
- Encourage student involvement in 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 Theatre Program 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 the courses of study, the Theatre Program offers students unique opportunities to study with renowned guest teachers, playwrights, actors, and directors each year. The Theatre Program typically presents a musical, a theatre for youth production, a significant classic, 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, Wendy MacLeod, and Anne Washburn.

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 region and to compete for prestigious graduate school scholarships.

Career Directions

Theatre majors are prepared for careers in education, further graduate studies, performance, design, technical theatre or directing. Recent graduates are

studying for their Master of Fine Arts degrees, teaching in the public schools, and pursuing careers in professional theatre.

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 credit hours. 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 their course of instruction in consultation with their major advisor toward a greater overview or toward a focus on performance or production.

Theatre Major with a Musical Theatre Concentration

Students will be able to envision, create and produce artistic works, specifically in the field of Musical Theatre. Our rigorous program of study will educate and train students in the areas of Acting, Dance and Music, allowing them to meet the opportunities available in the work of Musical Theatre.

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, a vocational and/or vocational theatre arts experiences.

THE-010 : Freshman Theatre Seminar

This course is designed to help the First Year Theatre Major make the transition to college life, introduce them to the Meredith College Theatre Program and create a collaborative theatre piece over the course of the semester.

Credits 1

THE-100 : Theatre Lab

This course will ensure that all Theatre majors work together to produce the Theatre season. The course will enhance the Theatre major's understanding of important dates such as auditions, work calls, and production strikes and their responsibilities as majors to the Theatre Program. This class will serve as an academic record of the student's efforts in the program, including attendance at required events and fulfillment of responsibilities throughout the semester. The class will also better facilitate the dissemination of materials and program policies. Zero credit. Majors will enroll each semester. This course is graded pass fail.

Instructional Method

STU

Semester Offered

Fall Or Spring

THE-101 : Performance Practica

The practicum is designed to give the student practical theatre experience through production, performance, or front of house work.

Credits 1

-2

Instructional Method

PRA

Notes

Practica may be taken a maximum of eight times for credit.

Semester Offered

Fall

Spring

THE-102 : Performance Practica

The practicum is designed to give the student practical theatre experience through production, performance, or front of house work.

Credits 1

-2

Instructional Method

PRA

Notes

Practica may be taken a maximum of eight times for credit.

Semester Offered

Fall

Spring

THE-103 : Production Practica

The practicum is designed to give the student practical theatre experience through production, performance, or front of house work.

Credits 1

-2

Instructional Method

PRA

Notes

Practica may be taken a maximum of eight times for credit.

Semester Offered

Fall

Spring

THE-104 : Production Practica

The practicum is designed to give the student practical theatre experience through production, performance, or front of house work.

Credits 1

-2

Instructional Method

PRA

Notes

Practica may be taken a maximum of eight times for credit.

Semester Offered

Fall

Spring

THE-105 : Front of House Practica

The practicum is designed to give the student practical theatre experience through production, performance, or front of house work.

Credits 1

-2

Instructional Method

PRA

Notes

Practica may be taken a maximum of eight times for credit.

Semester Offered

Fall

THE-106 : Front of House Practica

The practicum is designed to give the student practical theatre experience through production, performance, or front of house work.

Credits 1

-2

Instructional Method

PRA

Notes

Practica may be taken a maximum of eight times for credit.

Semester Offered

Fall

Spring

THE-107 : Stage Management

This class will focus on the foundations of stage management, from pre-production through post-production. Students will gain insight into pre-production paperwork, running general and technical rehearsals, and maintaining the artistic integrity of a production during a performance.

Credits 1

Semester Offered

Spring

THE-114 : Introduction to Theatre

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, and directing, and designs, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

Credits 3

Instructional Method

LEC

Semester Offered

Fall

Spring

THE-115 : Portfolio Review

This course is designed to ensure that the students who focus interest in one or more areas of theatrical design and / or stage management are prepared to meet the marketplace with appropriate knowledge of how best to showcase examples of their work and how to present them.

Semester Offered

Spring

THE-150 : Voice and Articulation

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring, Even-Numbered Years Only

THE-188 : Special Topics in Theatre

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

THE-214 : Creative Dramatics

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring

THE-224 : Acting I

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.

Credits 3

Instructional Method

STU

Required Prerequisites

[THE-114](#)

May be taken without prerequisite course with instructor's consent.

Semester Offered

Spring

THE-245 : Stagecraft

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.

Credits 3

Instructional Method

LAB

Notes

Course fee assessed.

Semester Offered

Fall, Even-Numbered Years Only

THE-246 : Lighting and Sound

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment.

Credits 3

Instructional Method

LAB

Notes

Course fee assessed.

Semester Offered

Spring, Even-Numbered Years Only

THE-247 : Costume Design and Construction

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.

Credits 3

Instructional Method

LAB

Notes

Course fee assessed.

Semester Offered

Fall, Odd-Numbered Years Only

THE-288 : Special Topics in Theatre

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

THE-299 : Research in Theatre

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[THE-114](#)

Notes

May be repeated for credit for a total of 6 credit hours.

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

THE-316 : History of Theatre Classic-Romance

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[THE-114](#)

Semester Offered

Fall, Even-Numbered Years Only

THE-317 : History of Theatre Modern-Contemporary

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[THE-114](#)

May be taken without prerequisite course with instructor's consent.

Semester Offered

Spring, Odd-numbered Years Only

THE-324 : Acting II

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.

Credits 3

Instructional Method

STU

Required Prerequisites

[THE-224](#)

May be repeated for credit to a maximum of four times.

Semester Offered

Fall

THE-335 : Scenic Design and Painting

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. Students will also practice the techniques used by scenic artists to paint backdrops and faux finishes for the theatre.

Credits 3

Instructional Method

LAB

Notes

Course fee assessed.

Semester Offered

Spring, Odd-Numbered Years Only

THE-350 : Modern Drama

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[ENG-200](#)

Notes

Also offered as [ENG-350](#).

Semester Offered

Spring

THE-370 : Playwriting

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.

Credits 3

Instructional Method

LEC

Semester Offered

Spring, Odd-Numbered Years Only

THE-388 : Special Topics in Theatre

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

THE-390 : Audition and Interview

This course is intended to instill professional behaviors, better auditioning techniques, and polished interview skills to upper level Theatre majors. A team taught course of study, Performance students will hone their auditioning skills under the instruction of various instructors and invited guest artists in the industry. Design and technical students will undergo rigorous portfolio building, training and review by various instructors and invited guest artists. Interview skills will also be a focus for both populations.

Credits 3

Instructional Method

LEC

Required Prerequisites

[THE-114](#)

Semester Offered

Fall, Odd-Numbered Years Only

THE-424 : Acting III Meisner Training

Building on the skills learned in Acting II, the advanced acting student will deepen their understanding of the craft of acting through the study of the Meisner approach.

Credits 3

Instructional Method

LEC

Required Prerequisites

[THE-324](#)

Semester Offered

Spring, Even-Numbered Years Only

THE-425 : Directing

Basics of casting, staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance.

Credits 3

Instructional Method

LEC

Required Prerequisites

[THE-114](#)

Semester Offered

Fall, Odd-Numbered Years Only

THE-434 : Musical Theatre in Performance

Students will explore diverse performance styles within genres of musical theatre, focusing on performance through songs, scenes, and dance from musical theatre repertoire.

Credits 3

Required Prerequisite Courses

THE-114

Semester Offered

Spring, Even-Numbered Years Only

THE-454 : Acting for the Camera

Building on the skills learned in prior performance classes, the acting IV student will learn new techniques and approaches to understanding the craft of acting in front of a camera lens. New techniques, vocabulary and understanding will prepare the student for work in film, TV, commercials, and digital entertainment.

Credits 3

Required Prerequisites

[THE-114](#) or by permission of the instructor

Semester Offered

Spring, Odd-Numbered Years Only

THE-480 : Internship: Area of Specialization

This 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.

Credits 1

-3

Instructional Method

INT

Required Prerequisites

[THE-114](#)

May be taken without prerequisite courses with instructor's consent.

Semester Offered

Fall

Spring

THE-488 : Special Topics in Theatre

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

THE-490 : Project: Area of Specialization

A project, selected by the theatre major in consultation with their advisor, which will focus on the student's area of specialization [performance, production, management, etc.].

Credits 1

-3

Instructional Method

LEC

Required Prerequisites

Instructor's consent required.

Semester Offered

Fall

Spring

THE-496 : Seminar in Musical Theatre

The study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts.

Credits 3

Instructional Method

SEM

Required Prerequisites

[THE-114](#)

May be taken without prerequisite course with instructor's consent.

Semester Offered

Fall, Odd-Numbered Years Only

THE-498 : Honors Thesis in Theatre

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.

Credits 3

Instructional Method

HTH

RES

Required Prerequisites

Senior standing in the Honors and/or Teaching Fellows Programs only.

Notes

Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

THE-499 : Research in Theatre

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.

Credits 1

-3

Instructional Method

RES

Required Prerequisites

[THE-114](#)

Junior or Senior standing

Notes

May be repeated for credit for a total of 6 credit hours. Completed and signed [Research Study Forms](#) must be submitted to the Office of the Registrar.

Semester Offered

Fall

Spring

THE-580 : Advanced Internship in Theatre

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.

Credits 1

-3

Instructional Method

INT

Required Prerequisites

Admission to the Professional Certificate in Theatre Program

Semester Offered

Fall

Spring

THE-590 : Advanced Practicum in Theatre

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.

Credits 1

-3

Instructional Method

LEC

Required Prerequisites

Admission to Professional Certificate in Theatre Program

Semester Offered

Fall

Spring

THE-735 : Methods of Teaching Theatre

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.

Credits 3

Instructional Method

LEC

Required Prerequisites

[THE-214](#)

Semester Offered

Fall

Think Strong

TS-101 : Think Strong First Year Critical Thinking Seminar

The first year seminars introduce students to critical thinking and challenge them to think deeply about compelling topics or issues. These courses are part of an intentional effort to help students develop the skills necessary for self-directed, rigorous and reflective thinking. These courses introduce students to college level thinking and develop their critical thinking habits so that they can make connections between the classroom and the world around them.

Credits 3

Instructional Method

LEC

Required Prerequisites

First year students only.

Semester Offered

Fall

Spring

World Languages and Cultures

Professor Machelidon, Professor of Practice DeBellis, Associate Professor Maldonado-DeOliveira.

The Department of World Languages and Cultures offers a major in Spanish, minors in French and Italian Studies, and courses in Chinese. The purpose of the Department of World Languages and Cultures is to promote excellence in the undergraduate foreign language program. In our programs and courses, the student acquires basic and advanced skills by studying language, literature, and cultures; develops cross-cultural knowledge; enhances their understanding of their own language; and sharpens their critical thinking skills.

Student Learning Outcomes of the World Languages and Cultures Department

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;
- exhibit understanding of the targeted cultures and civilizations.

Advanced Placement and Proficiency

The [General Education](#) Foreign Language Requirement can be met in the following ways:

- Through coursework, the requirement will be fulfilled by passing the 205 (Intermediate I) level in a foreign language;
- For French and Spanish, the requirement can be fulfilled by being assigned into a level above 205 (Intermediate I) through the Meredith placement and additional proficiency tests;
- Successful completion of [ITA-101](#), [ITA-102](#), and a 1 credit hour Italian Conversation course completed during a semester in the fall or spring semesters in the Meredith Abroad in Italy program;
- 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;
- The foreign language requirement may be waived for students whose native language is not English after appropriate documentation is provided. Please see department chair for more information.

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 levels or more of French or Spanish, 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 a specific course or, in the case of more advanced students, have you participate in additional testing before making a final determination regarding your placement level.

The department encourages you to pursue your study of a foreign language beyond the requirement. Those who place at the 300 level will receive 6 hours of credit for courses “skipped” at the intermediate level ([FRE-205/FRE-206](#) or [SPA-206/SPA-207](#)) once they have completed two 3 credit hour language courses at the 300 level with a grade of C or better. You will then have earned a total of 12 credit hours in the language of study putting you well on your way to earning a major or minor.

Students who wish advanced study in a language other than Spanish or French should consult with the department chair and arrange for this through [special studies options](#). Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. 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 consider working as assistants in the department 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

In addition, upon completion of the Spanish major, students will be able to:

- Communicate effectively in writing and in speaking in a range of formal and informal situations
- Demonstrate intercultural competence through engagement with Hispanic/Latino communities
- Apply specialized terminology and critical approaches in a variety of contexts
- Locate, evaluate, incorporate and document research sources in support of oral and written assignments

WLC-121 : Awareness of Language

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.

Credits 3

Instructional Method

LEC

Semester Offered

Offered As Needed

WLC-188 : Special Topics in World Languages and Culture

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

WLC-285 : Italian Cuisine and Culture

This course is intended to help students understand how Italian food came to be what it is today and how history and geography have played, and still play, a role in shaping the complex gastronomic diversity of Italy. Critical and expressive skills in English are sharpened through the practice of writing weekly reflections on topics ranging from the Mediterranean diet, the Slow Food Movement, Sustainable Food, Chemistry of Food, Food in Art and many more.

Credits 3

Instructional Method

LEC

Notes

The course is taught in English with Italian sprinkled in when useful.

Semester Offered

Spring, Odd-numbered Years Only

WLC-288 : Special Topics in World Languages and Culture

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

WLC-388 : Special Topics in World Languages and Culture

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

WLC-488 : Special Topics in World Languages and Culture

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

Notes

May be repeated for credit.

WLC-764 : The Teaching of a Foreign Language

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.

Credits 4

Instructional Method

LEC

Required Prerequisites

Instructor's consent required.

Student must be admitted to the Teacher Education Program before enrolling in this course.

Notes

Required for all students seeking licensure in a foreign language.

Does not count toward a foreign language major.

Semester Offered

Fall