

# GRADUATE CATALOGUE 2025-2026

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MEREDITH COLLEGE

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

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

## Overview

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Chartered in 1891, Meredith has been educating strong students for 130 years. Our enduring commitment to innovation and fresh perspectives has allowed us to confidently expand our programs – and keeps us going strong.

At the graduate level, Meredith offers coeducational programs in biomedical sciences, business, criminal justice, education, nutrition, and psychology; post-baccalaureate certificates in behavioral forensics, business, criminal justice, criminal justice and substance use disorder, digital communication, digital media, paralegal, and pre-health; and a dietetic internship. The College's nearly 1700 students, including approximately 300 graduate students, benefit from rigorous academics in a personalized environment with faculty and staff who are focused on helping students succeed. Every program challenges students to expand their skills, discover and build on their strengths, and advance their careers, whether seeking professional growth in their field or pursuing a career change.

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

## Mission

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

## Vision

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

## Values

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

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

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

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

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

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

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

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

## History of the College

Meredith College's rich history dates back to 1835, when Thomas Meredith 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 131 years, Meredith has experienced tremendous growth and many changes. In 1926, the institution moved from its original, downtown location to the current 225-acre campus in west Raleigh to accommodate its continued expansion.

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

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

Today, Meredith graduates nearly 500 students each year who come from 33 states and 39 countries. The College's eighth president, Jo Allen, '80, is the first alumna to hold the office. Through growth and change, Meredith has maintained its vision and remained committed to its values. As a result, Meredith students and its network of 24,000 alumnae are still going strong.

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

### Mission Statement

The shared mission of graduate programs at Meredith College is to provide educational experiences that challenge, support, and prepare students to impact their communities positively and to achieve their personal and professional goals.

As a community, we do this by...

- Providing student-centered, academically challenging, and relevant programs and curricula that keep pace with advancing technology, global economy, and societal change.

- Focusing on critical thinking, leadership skills, and the experiential application of theoretical knowledge.
- Cultivating an environment that welcomes diversity and promotes equity, mutual respect, and inclusiveness.
- Supporting a culture of mentorship and collaboration among faculty, students, and community partners.
- Implementing, with integrity, best governance practices that facilitate sustained excellence and provide an exceptional graduate student experience.

## Graduate Degree Programs

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

### School of Arts and Humanities

- [Master of Arts in Criminal Justice](#) (M.A.) with an optional [concentration in Behavioral Forensics](#)

### School of Business

- [Master of Business Administration](#) (M.B.A.) with optional concentrations in Entrepreneurship and Family Business, Human Resource Management, Project Management, and Innovative Management

### School of Education, Health and Human Sciences

- [Master of Arts in Industrial-Organizational \(I-O\) Psychology](#) (M.A.)
- [Master of Arts in Teaching](#) (M.A.T.) with concentrations in Elementary Education, English as a Second Language (ESL), and Special Education (general curriculum)
- [Master of Education](#) (M.Ed.) with concentrations in Academically and Intellectually Gifted (AIG), Elementary Education, English as a Second Language (ESL), Literacy, and Special Education (general curriculum), with an optional add-on Curriculum Instructional Specialist (CIS)
- [Master of Science in Nutrition](#) (M.S.) with an Accelerated Community Track (ACT), a Didactic Program in Dietetics (DPD) Track, and an [Accelerated Dietitian Nutritionist Track](#) (ADNT).

### School of Natural & Mathematical Sciences

- [Master of Arts in Biomedical Sciences](#) (M.A.)

## Post-Baccalaureate Programs

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

### School of Arts and Humanities

- [Behavioral Forensics Certificate](#)
- [Criminal Justice Certificate](#)
- [Criminal Justice and Substance Use Disorder Certificate](#)
- [Digital Communication Certificate](#)
- [Digital Media Certificate](#)

### School of Education, Health and Human Sciences

- [Dietetic Internship](#)
- [Post-Baccalaureate Licensure in the Arts](#)
- [Post-Baccalaureate Licensure in Family and Consumer Sciences](#)
- Post-Baccalaureate Licensure in Secondary English
- Post-Baccalaureate Licensure in Secondary Math
- Post-Baccalaureate Licensure in Secondary Science
- Post-Baccalaureate Licensure in Secondary Social Studies
- [Teacher Licensure \(initial and add-on licensure\)](#)

### School of Natural and Mathematical Sciences

- [Pre-Health Certificate](#)

### Paralegal Program

- [Paralegal Certificate](#)

## Statement of Honor

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

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

## Faculty

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

## Nondiscrimination Policy

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

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

## Accreditation

### Accreditation

Meredith College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and masters degrees. Questions about the accreditation 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 graduate program accreditations:

- Graduate programs in business are accredited by the Association to Advance Collegiate Schools of Business International (AACSB) (2025).
- The post baccalaureate 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, 2021, 2023).
- 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).
- American Bar Association (post-baccalaureate, non-credit Paralegal Program) (2020).

## Graduate and Post-Baccalaureate Program Admissions

### Office of Graduate Admissions Johnson Hall

Open weekdays 8 a.m. – 5 p.m. Evenings by appointment  
Phone: (919) 760-8423; Fax: (919) 760-2898  
Email: [graduate@meredith.edu](mailto:graduate@meredith.edu)

The John E. Weems Graduate School seeks to enroll students who will not only benefit from a particular graduate program, but who will also contribute to the classroom discussion based on their own experience. Applicants must have successfully completed a bachelor's degree program from a regionally accredited

four-year institution. Each applicant is evaluated by an admissions committee on the basis of baccalaureate-level preparation, undergraduate grade point average, standardized test scores, work experience, recommendation forms and other criteria established by the specific departments.

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

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

## Application Deadlines

Graduate application materials may be obtained [online](#) or by contacting the Office of Graduate Programs at:

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

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

### School of Arts and Humanities Master of Arts in Criminal Justice

- August 1 (Fall)
- December 1 (Spring)
- May 1 (Summer)
- Applications may be accepted past the deadline and reviewed until the program is full.

### Behavioral Forensics Post-Baccalaureate Certificate

- August 1 (Fall)
- December 1 (Spring)
- May 1 (Summer)
- Applications may be accepted past the deadline and reviewed until the program is full.



## Criminal Justice Post-Baccalaureate Certificate

- August 1 (Fall)
- December 1 (Spring)
- May 1 (Summer)
- Applications may be accepted past the deadline and reviewed until the program is full.

## Criminal Justice and Substance Use Disorder Post-Baccalaureate Certificate

- August 1 (Fall)
- December 1 (Spring)
- May 1 (Summer)
- Applications may be accepted past the deadline and reviewed until the program is full.

## Post-Baccalaureate Digital Communication Certificate

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

## Post-Baccalaureate Digital Media Certificate

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

## School of Business Master of Business Administration

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

## School of Education, Health and Human Sciences Education Master of Arts in Teaching

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

## Master of Education

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

## Teacher-Licensure

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

## Nutrition

### Master of Science in Nutrition - Accelerated Community Track (ACT)

- April 1 (Summer)
- June 1 (Fall)
- November 1 (Spring)

### Master of Science in Nutrition - Didactic Program in Dietetics (DPD)

- April 1 (Summer)
- June 1 (Fall)
- November 1 (Spring)

### Master of Science in Nutrition - Accelerated Dietitian Nutritionist Track (ADNT)

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

## Dietetic Internship

- February 15

## Psychology

### Master of Arts in Industrial-Organizational Psychology

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

## School of Natural and Mathematical Sciences

### Master of Arts in Biomedical Sciences

- July 1 (Fall)
- Applications may be accepted past the deadline and reviewed until the program is full.

## Pre-Health Post-Baccalaureate Certificate

- April 1

## Paralegal Program

### Paralegal Certificate

- Applications for the Paralegal Program are considered by rolling admissions.



# Requirements for Admission

## School of Arts and Humanities

### Master of Arts in Criminal Justice

- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes or sent electronically directly to Meredith College from the institution(s)
- GPA of 3.0 or higher. Writing sample and interview required if GPA is lower than 3.0.
- Two completed recommendations from people with knowledge of the candidate's academic, professional, and/or work performance and potential
- Application Statement of work experience (resume or C.V.)
- A personal statement detailing career background

### Behavioral Forensics Certificate

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

### Criminal Justice Certificate

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

### Criminal Justice and Substance Use Disorder Certificate

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

## Digital Communication Certificate

- Application and non-refundable \$40 application fee
- Official transcripts from colleges and universities attended in sealed envelopes or sent electronically directly to Meredith College from the institution(s)
- Two completed recommendations from people with knowledge of the applicant's professional work and ability
- A 1000-word (approximate) personal statement
- One copy of applicant's current resume or C.V.

## Digital Media Certificate

- Application and non-refundable \$40 application fee
- Official transcripts from colleges and universities attended in sealed envelopes or sent electronically directly to Meredith College from the institution(s)
- Two completed recommendations from people with knowledge of the applicant's professional work and ability
- A 1000-word (approximate) personal statement
- One copy of applicant's current resume or C.V.

## School of Business

### Master of Business Administration

- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically to Meredith College from the institution(s)
- Two completed online recommendation forms from people with knowledge of the applicant's professional work or ability (optional)
- One copy of applicant's current resume or C.V.
- Responses to essay questions

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

## School of Education, Health and Human Sciences Education

### Master of Arts in Teaching

- Application and non-refundable \$60 application fee

- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically to Meredith College from the institution(s)
- Two completed academic and/or professional recommendations, in sealed envelopes or online, from professionals who can speak to your work performance and potential
- Statement of Work Experience (Resume or C.V.)
- Responses to essay questions

NOTE: Applicants who are seeking affiliation with Meredith College for a Residency License should contact the Department of Education for eligibility and any additional requirements.

Once a complete application has been received, the applicant may be contacted for an interview.

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

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

- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically directly to Meredith College from the institution(s). For CIS applicants, official transcripts must demonstrate earned Master's degree related to education.
- Two completed recommendation forms, in sealed envelopes or online, from people with knowledge of the applicant's professional work or ability
- Statement of work experience (Resume or C.V.)
- Copy of K-12 teaching license issued in the United States\*
- Responses to essay questions

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

Once a complete application has been received, the applicant may be contacted for an interview.

### Teacher Licensure

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

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

- Application and non-refundable \$25 transcript review fee
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically directly to Meredith College from the institution(s).
- Meet with Graduate Program Manager and Licensure Officer

### Nutrition

#### Master of Science in Nutrition

- Application must indicate the track for which you are applying: Dietetics Track (DPD), Accelerated Community Track (ACT), or Accelerated Dietitian Nutritionist Track (MS-ADNT)
- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically directly to Meredith College from the institution(s)
- Two completed online recommendation forms from individuals with knowledge of the applicant's professional work or ability. One professional recommendation should be provided by a supervisor from an employment or volunteer position.
- Statement of work experience (Resume or C.V.)
- Responses to essay questions

#### Accelerated Dietitian Nutritionist Track (ADNT)

Competitive applications for acceptance into the Meredith College MS-ADNT program meet the following conditions:

- Two completed recommendations from individuals with knowledge of the applicant's professional work or ability. At least one recommendation from an academic source, as well as one professional

recommendation, should be provided by a supervisor from an employment or volunteer position. The recommendation forms are digital via the [online application](#). The form will be sent directly to the Recommender entered on the application.

- Statement of work experience (resume or C.V.)
- Responses to essay questions
- Once the completed application has been received, the applicant may be contacted to schedule an interview.
- A minimum overall GPA of 3.0/4.0 for all courses listed as required prerequisites for admission to this track.

### Required Prerequisites

Completion of, or current enrollment in: General Biology and Laboratory, Anatomy & Physiology and laboratory, Microbiology and laboratory, General Chemistry I and Laboratory, Organic Chemistry and Laboratory, Introductory Nutrition, Introductory Psychology, Introductory Statistics, Principles of Foods and Laboratory (or equivalent)

Per college policies, students are not allowed to transfer from the MS/DPD program to the MS-ADNT program. Students are only permitted to apply to the program they wish to attend and not transfer between programs.

The MS-ADNT program will not assess prior learning as credit or experience.

### Dietetics (DPD) Track

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

- A minimum overall GPA of 3.0 for all courses listed as required prerequisites for admission to this track
- Completion of, or current enrollment in General Biology and laboratory, Anatomy & Physiology and laboratory, Microbiology and laboratory, General Chemistry I and laboratory, Organic Chemistry and laboratory, Introductory Nutrition, Introductory Psychology, and Introductory Statistics
- Professional writing skills demonstrated in essays

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

### Accelerated Community (ACT) Track

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

- Target GPA of 3.0 for required prerequisites
- Completion of, or current enrollment in Anatomy & Physiology, General Chemistry I and laboratory, Introductory Nutrition, and Introductory Statistics
- Professional writing skills demonstrated in essays

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

### Dietetic Internship

Application materials for the Traditional and Site Preceptor Pathway Dietetic Internship at Meredith College should be completed and submitted directly to Meredith College. The following information is required when applying to the Meredith College Dietetic Internship:

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



- TOEFL scores, for international Interns only (Can be waived if student earned degree in U.S.)

### Application Criteria

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

### Psychology

#### Master of Arts in Industrial-Organizational Psychology

- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically to Meredith College from the institution(s).
- Two completed recommendation forms from people with knowledge of the candidate's academic, professional and/or work performance and potential
- Official report of scores of the Graduate Record Examinations (GRE), taken within the last five years, sent directly from the Educational Testing Service. We accept the highest combination of scores. Alternatives to the GRE are available if you have an undergraduate GPA of 3.0 or above: GMAT, LSAT, or MAT **OR** an additional Recommendation (3 total)
- Statement of work experience (Resume or C.V.)
- Responses to essay questions

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

### School of Natural and Mathematical Sciences

#### Master of Arts in Biomedical Sciences

- Application and non-refundable \$60 application fee
- Completed a bachelor's degree from an accredited institution with a GPA of 3.0 or above
- Completed prerequisite courses for each of the core courses
- Placed in the 50th percentile or above in the GRE or 40th percentile or above in the MCAT/DAT/PCAT/OAT (*applicants may apply for a waiver of this requirement*)
- Successful completion of Organic Chemistry I and II, Microbiology, Cell Biology, Statistics, and one

of the following courses: Human Anatomy & Physiology, Vertebrate Physiology or Comparative Vertebrate Anatomy

- Official transcripts from all colleges and universities attended sent electronically directly to Meredith College [graduate@meredith.edu](mailto:graduate@meredith.edu) from the institution(s)
- A personal statement
- A statement of work experience (Resume or C.V.)
- Two completed recommendation letters from people with knowledge of the candidate's academic, professional and/or work performance and potential

#### Pre-Health Post-Baccalaureate Certificate

Applications for the Pre-Health Post-Baccalaureate Certificate program will be complete and ready for review upon receipt of the following materials:

- Completed application, including a 500-word (approximate) personal statement describing your interest in healthcare.
- \$40 application fee
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically from the institution directly to Meredith College at [graduate@meredith.edu](mailto:graduate@meredith.edu). Bachelor's degree must be from an accredited institution. Minimum undergraduate GPA of 3.0. For international transcripts, a certified translation into English with a course-by-course evaluation is required, and can be mailed directly from a pre-approved organization.
- Optional: report of scores of the SAT/ACT, GRE, LSAT, DAT, or MCAT
- Two completed recommendation forms from people with knowledge of your professional work or academic ability within your area of work or study
- Resume or Curriculum Vitae (CV) showing relevant clinical, volunteer, and academic experiences.

### Paralegal Program

#### Paralegal Certificate

Application materials may be obtained [online](#) or by contacting the Paralegal Program Office at:

Paralegal Program  
Meredith College  
3800 Hillsborough Street  
Raleigh, NC 27607-5298  
E-mail: [paralegal@meredith.edu](mailto:paralegal@meredith.edu)  
Telephone: (919) 760-2855

- Application and non-refundable \$30 application fee

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

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

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

## International and Permanent Resident Applicants

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

- A course-by-course evaluation of the applicant's academic documents, compiled by an independent academic credential evaluation provider, will be requested for any post-secondary work or Commonwealth advanced level examinations taken outside of the United States. Meredith recommends a member organization of The [Association of International Credential Evaluators, Inc. \(AICE\)](#), [National Association of Credential Evaluation Services \(naces.org\)](#), or [World Education Services, Inc. \(WES\)](#) for translation and evaluation services. Applicants are responsible for requesting an evaluation be sent to Meredith College.
- Non-native English speakers and/or applicants whose principal language of instruction has not been English must submit official scores from the Test of English as a Foreign Language (TOEFL) reported directly from [ETS.org](#); or official scores from International English Language Testing System (IELTS) reported directly from [IELTS.org](#); or official scores from the [Duolingo English test](#), reported directly from Duolingo. The College does not accept any other English Language tests.

Test score dates must be within 18 months of anticipated enrollment date, unless the student has been enrolled full-time in an accredited American

college or university in the interim. When registering for these exams, the student should request a score be sent directly to Meredith College.

The required minimum total score on the exams are:

- TOEFL (i-net) test = 79
- TOEFL (Essentials) test = 8.5
- The IELTS test = 6.5
- Duolingo English test = 120

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

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

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

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

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

## Non-Degree, Post-Baccalaureate Study

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

- Application and non-refundable \$25 application fee.
- Official transcript from degree-granting college or university, in sealed envelopes or sent electronically to Meredith College from the institution(s).

- For [MBA](#) program, a current resume is also required.
- For [MED](#) program, a copy of teacher's license is also required.

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

## Visiting Students

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

- Application and non-refundable \$25 application fee
- Letter from a representative of the school to which applicant plans to transfer credit, stating that the student has permission to take specified courses at Meredith College

The visiting student must request that the Registrar at Meredith send a copy of the transcript to the originating school when the course(s) is/are completed. Acceptance of visiting students must be approved by the Program Director. For the [MBA](#) program, official transcripts and a resume are also required.

## Admission Tests

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

The Graduate Management Admission Test® (GMAT®) and Graduate Record Examinations® (GRE®) tests are administered as computer adaptive tests (CATs) throughout North America and at many international sites. These tests measure general verbal,

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

Some applicants may be eligible for an admissions test waiver based on criteria determined by each program. See each program's website for more information. Approval of an admissions test waiver does not guarantee admission to the program.

## Graduate Management Admission Test® (GMAT®)

GMAC  
Attn: GMAT® Program  
1600 Tyson's Blvd.  
Suite 1400  
McLean, VA 22102  
[www.mba.com](http://www.mba.com)  
Phone: 1-800-717-GMAT

## Graduate Record Examinations® (GRE®)

GRE-ETS  
P.O. Box 6000  
Princeton, New Jersey 08541-6000  
[www.gre.org](http://www.gre.org)  
Phone: 1-866-473-4373

## Miller Analogies Test (MAT)

Harcourt Assessment, Inc.  
Miller Analogies Test  
PSE Customer Relations, Attn: Customer Service P.O.  
Box 599700  
San Antonio, Texas 78259  
[www.milleranalogies.com](http://www.milleranalogies.com)  
Phone: 1-800-211-8378

## Notification of Admission

Applicants (except Dietetic Internship) are notified of their admission status in writing by the Graduate Admissions Office upon completion of the review process by the appropriate program's Admissions Committee. To accept the offer of admission and to be able to register, a new student must complete a Confirmation Form and a non-refundable deposit (\$50 for Criminal Justice, \$350 for Pre-Health and Nutrition, \$100 for all other programs) to the Graduate



Admissions Office by the date specified in the enrollment checklist. This deposit will be applied toward the student's first tuition bill.

## Health Record

Meredith College requires all students to complete the student medical forms located in their [Student Wellness Portal](#) **which can be accessed with your Meredith credentials**. The deadline for submission of these forms is June 1st. Per North Carolina law, students will be withdrawn from the College 30 days after classes begin if the state immunization requirements have not been met and a registration hold will be placed on the student's account until the remaining forms are completed.

North Carolina General Statute 130A-155.1 requires students at Meredith College to receive certain immunizations. The State of North Carolina and Meredith College require all students to provide a provider-reviewed copy of their immunizations. The college provides an [immunization form](#) that can be completed by a healthcare provider if formal, legible documentation is not otherwise available. 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 a student's status changes to on-campus courses, a course load of more than four (4) credit hours, on-campus residence, and/or enrollment in day-time courses, the immunization requirements must be met and documentation uploaded to the Student Wellness Portal for review on or before the date the person first registers for a semester/term. More information regarding the college's immunization policies can be found on the [Student Health Center website](#).

## Students with Disabilities

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 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](#).

## Condition of Admission

Meredith College reserves their right to suspend or exclude at any time any student whose academic standing or conduct is regarded by the college as undesirable or unacceptable.

## Tuition and Fees

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

## Tuition and Fees 2025-2026

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

<b>MA Criminal Justice</b>	\$620 per credit hour
<b>MBA Foundations</b>	\$995 per credit hour
<b>MBA</b>	\$995 per credit hour
<b>MBA Program Fee</b>	\$45 per credit hour
<b>MAT/MED Education</b>	\$515 per credit hour
<b>Education Program Fee</b>	\$100/semester (fall, spring)
<b>MAT Student Teaching Fee</b>	\$540
<b>MAT Student PPAT Fee</b>	\$300

<b>MS Nutrition - Dietetics Track DPD</b>	\$700 per credit hour
<b>Dietetics Track Program Fee</b>	\$125/semester (fall, spring)
<b>MS - Nutrition - Accelerated Community Track</b>	\$700 per credit hour
<b>Accelerated Community Track Program Fee</b>	\$125/semester (fall, spring)
<b>MS - Nutrition - Accelerated Dietitian Nutritionist Track</b>	\$700 per credit hour
<b>Accelerated Dietitian Nutritionist Track Program Fee</b>	\$125/semester (fall, spring)
<b>Technology Fee</b>	\$175 (fall only)
<b>MA Industrial-Organizational Psychology I-O Psych Program Fee:</b>	\$750 per credit hour
	\$125/semester (fall, spring)
<b>MA Biomedical Sciences</b>	\$1,000 per credit hour

## Certificate Programs

<b>Behavioral Forensics Post-baccalaureate</b>	\$620 per credit hour
<b>Criminal Justice Post-baccalaureate</b>	\$620 per credit hour
<b>Criminal Justice and Substance Use Disorder Post-baccalaureate Concentration</b>	\$620 per credit hour
<b>Dietetic Internship: Technology Fee</b>	\$14,900 \$199 (fall only)
<b>Dietetic Internship (ISPP): Technology Fee</b>	\$14,900 \$199 (fall only)
<b>Dietetic Internship (Site Preceptor): Technology Fee</b>	\$14,900 \$199 (fall only)
<b>Digital Communication Post-baccalaureate and Digital Media Post-baccalaureate:</b>	\$610/credit hour
<b>Pre-Health Post-baccalaureate</b>	\$11,163/semester (fall, spring) – based on 12 credits per semester plus \$1,127 for each additional credit
<b>Paralegal Program Tuition and Fees:</b>	
<b>Legal Survey</b>	\$950.00
<b>Legal Research</b>	\$950.00
<b>Law Office Management</b>	\$950.00
<b>Civil Litigation (Specialty Course)</b>	\$2,300.00
<b>Real Estate (Specialty Course)</b>	\$2,300.00
<b>Business Org. (Specialty Course)</b>	\$2,300.00
<b>Advanced Legal Research</b>	\$1,150.00
<b>Professional Development</b>	No fee
<b>Westlaw Password</b>	\$100.00

## Tuition for Graduate Courses

**Student Health Insurance** is required for students in the following programs: [Dietetic Internship](#), [Pre-Health Post-baccalaureate Certificate](#), and [Industrial-](#)

[Organizational Psychology Master of Arts](#). Blue Cross Blue Shield of North Carolina (BCBSNC) has been selected to be the health insurance carrier for Meredith College students for the 2025-2026 academic year at a rate of \$339/month. The Fall 2025 rate is \$1,695.00 which covers 5 months, August 2025 to December 2025, and the Spring/Summer 2026 rate is \$2,373.00 which covers 7 months, January 2026 to July 2026. For more information please visit the [Student Health Center website](#).

## Parking

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

## Payment Plan Option

As an alternative to paying tuition and fees in full on the due date of each semester, a student may elect to divide the cost into equal monthly payments, beginning in July of each year. There is an enrollment fee for this service. Enrollment may be completed on the [ACI Payments Inc. website](#).

*Please note:* Payment plans are not available for summer school.

## VA Benefits Policy

Meredith College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet 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, they are responsible for the following percentage of the full semester tuition:

<b>First through the 5th day of the semester</b>	0%
<b>6th through 10th day of the semester</b>	20%
<b>11th through 20th day of the semester</b>	40%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the student's Graduate Program or an official leave of absence notification from the Office of the Registrar.

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.

If a student does not officially withdraw within 60 days of last class attendance, the student forfeits the right to any adjustments to the charges. See the [Registration and Course Credit](#) section for how to effect an official withdrawal.

Students who are receiving financial assistance from federal programs will have any refund determined according to federal policy. Please contact the Financial Aid office for more information at [finaid@meredith.edu](mailto:finaid@meredith.edu).

## 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 students' transcript or diploma be released until the account is paid in full.

## Financial Assistance and Scholarships

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

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](mailto: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 is expected to pay for educational expenses as completely as possible, Meredith's student assistance program is designed to help meet the financial need of each student.

## Graduate FAFSA Application Procedures

Graduate students who wish to apply for any kind of financial assistance should complete the Free Application for Federal Student Aid (FAFSA) between October 1 and May 1. Applications received after May 1 will be considered as funds are available. The FAFSA application may be completed [online](#).

## Renewal of Assistance

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

## Financial Assistance Satisfactory Academic Progress

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

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

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



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

## Loan Eligibility

Graduate and post-baccalaureate program students may be eligible to borrow funds from the Federal Direct Loan Program to assist with their educational expenses. To apply for financial assistance, fill out the Free Application for Federal Student Aid (FAFSA) by visiting [Federal Student Aid website](#).

\*Upon receiving your FAFSA an award package will be completed and mailed to you.

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

## Forgivable Education Loans for Service (FELS)

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

## Teacher Appreciation Grant

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

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

Beginning July 1, 2008, the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program began providing up to \$4,000 a year in grant aid to undergraduate and graduate students and students enrolled in a post-baccalaureate teacher credential program, or current or prospective teachers. The program supports students who plan to teach in a high need field, as defined by the US Department of Education, in a low income school. For more information about the TEACH Grant, please visit the [Federal Student Aid website](#). Students can complete the TEACH Grant Counseling and the Agreement to Serve on the [Federal Student Aid website](#).

## MBA Scholarships

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

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

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

## Witt-Beauchamp Scholarship for Dietetic Internship

One scholarship is awarded per year to a student accepted into the Meredith College Dietetic Internship. Information about this scholarship is provided to eligible applicants. The Witt-Beauchamp Dietetic Internship Scholarship is supported by the Witt-Beauchamp Endowment gifted by Celia Witt Beauchamp '78 and

Chad Lewis Beauchamp. This gift is to support students, aspiring to practice dietetics/nutrition, in their efforts to become registered dietitians.

## Graduate Student Research Funding (GSRF) Grant

To support unusual costs related to graduate research (e.g., travel, data collection instruments), students can apply for grants up to \$500. Applications are submitted to a GSRF Grant Committee comprised of program directors or their designees who review grant applications and make the awards. Applications available in MyMeredith ([Graduate Programs campus page](#)) or by emailing [graduate@meredith.edu](mailto:graduate@meredith.edu).

## Graduate Assistantship Scholarship

A limited number of Graduate Assistantship Scholarships are available to graduate students admitted to one of the following graduate degree programs:

- [Master of Arts in Criminal Justice](#)
- [Master of Arts in Industrial-Organizational Psychology](#)
- [Master of Arts in Teaching](#) (MAT)
- [Master of Business Administration](#) (MBA)
- [Master of Education](#) (M.Ed.)
- [Master of Science in Nutrition](#)

Graduate assistantships at Meredith College typically involve a combination of research and teaching and are awarded on a competitive basis. Graduate assistants will receive a Graduate Assistantship Scholarship per credit hour tuition adjustment for up to two academic years (Fall, Spring, and combined summer) while completing their graduate degree program, provided they fulfill requirements as outlined by their program. The tuition adjustment will be 1/2 the per credit hour tuition rate for the program of enrollment. All student fees are excluded from the Graduate Assistantship Scholarship.

## Graduate Academic Policies

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

## Honor and Integrity

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

## Registration and Course Credit

### Choice of Catalogue

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

### Registration

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

### Dropping/Adding a Course

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

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

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

A student wishing to withdraw from all of their courses prior to the end of the semester consults with their Program Director/Advisor and submits either a completed withdrawal form or a request for a Leave of Absence (if the student plans to return within 180 days).

These forms can be found on the [Office of the Registrar website](#). Tuition, fees and financial assistance adjustments are determined based on the date the form is received the [Office of the Registrar](#).

Students who withdraw or request a leave of absence from the College in the first 5 days of the semester, during the add/drop period, will be dropped from all of their classes. Classes that are dropped within the first 5 days of the semester (during the add/drop period) do not appear on an academic transcript. Classes dropped after the first 5 days of the semester and before the last day to drop a class with a **W** are dropped with a grade of **W**. The grade of **W** on the academic transcript will indicate withdrawal from a course. A grade of **W** does not affect a student's GPA or earned 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 will be considered upon appeal for medical or other documented emergencies and must be appealed to the Senior Vice President and Provost, to whom the student will provide documentation demonstrating their inability to withdraw by the designated deadline. Acceptable documents include, but are not limited to, medical records, a letter from a treating physician or counselor, or documentation of a family medical emergency.

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

## Leave of Absence Eligibility

A currently-enrolled student may request from the [Registrar](#) a leave of absence for up to 180 days without having to reapply to the program as long as the student is in good academic, social and financial standing at Meredith. Students receiving financial assistance should confer with the [Financial Assistance Office](#) before applying for a leave. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission process.

A student is in good academic standing if they will not be on academic warning or probation at the end of the term in which they applied for the leave of absence.

The student is in good social standing if they are not on social probation and if there is no honor council case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees and other charges in the [Accounting Office](#).

When granted an approved leave of absence, students may return to the program with the same status they held at the time of their departure and under the same catalogue. This policy does not change the six-year time limit (starting when the first graduate-level course was taken, including transfer courses) required for the completion of the graduate degree.

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

Student must pay:

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

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

## Transfer Credit and Credit from Other Programs

### Transfer Credit

Requests for transfer of graduate credit from another regionally- accredited institution must be evaluated and approved in writing by the appropriate program director. Depending on the degree requirements and the course content, the school reserves the right to deny its transfer. Requests for transfer of credit should be accompanied by an official transcript(s), course descriptions and syllabi. The [Paralegal Program](#) will accept up to nine transfer credits (LEG-400, LEG-401, LEG-402, or their equivalents) subject to approval by the director. Up to three credit hours of transfer credit may be applied to the Graduate Add-on Licensure Program for Curriculum Instructional Specialist at Meredith subject to approval by the Program Director. The pre- requisite does not count toward this maximum.

**All transfer courses must carry a grade of B or better.** Unless otherwise approved by the program director, transfer course(s) must fall within the six-year limit for program completion (starting when the first graduate-level course was taken, including transfer courses). The [Paralegal Program](#) has a three-year completion window (starting when the first paralegal program course was taken, including transfer courses).



## Academic Status and Grades

### Grade Changes and Corrections

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

### Academic Warning and Probation

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

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

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

A student who receives an F grade will have their status automatically reviewed by the program. They will be notified within ten working days whether they will be allowed to continue in the program, what warning or probation status will apply, and of the specific conditions of continuation, if applicable. A copy of this communication should be shared with the Registrar.

### Academic Appeals Process

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

## Grading

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

The following grading system applies to all graduate courses:

**A** Excellent. Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.

**B** Satisfactory. Work displaying accurate knowledge of course content and related methods of study. Some ability to use this knowledge creatively. Full participation in required work.

**C** Low Passing. 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.

**F** Failure. Failure which may not be made up by reexamination. A student who receives an F grade will have their status automatically reviewed by the program. They will be notified within ten working days whether they will be allowed to continue in the program, what warning or probation status will apply, and of the specific conditions of continuation, if applicable. A copy of this communication should be shared with the Registrar.

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

**P** Passing of a course elected for pass-fail grading. Neither credit hours nor quality points are used in computing grade point averages.

**W** Withdrawal. 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.

**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.

**AU** The student completed a satisfactory audit.

**NA** The student did not complete a satisfactory audit.

**AT** Transfer course with original grade of A+, A or A reported by the credit granting institution. Grade is not calculated into the Meredith or cumulative grade point average.

**BT** Transfer course with original grade of B+, B or B reported by the credit granting institution. Grade is not calculated into the Meredith or cumulative grade point average.

**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.

## 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 the student's demonstration on a national or departmental test that the requisite knowledge, skills, and competencies have been mastered.

## Degree Requirements

### Academic Advising

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

### Graduate Degree Requirements

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

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

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

## Special Studies

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

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

## Graduation

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

### Policy on Participation in Commencement Exercises

Students completing the M.B.A., M.Ed., M.A.T., M.A. or M.S. programs are eligible to attend the hooding and/or College Commencement ceremonies held each May. It is the policy at Meredith College for students to have fulfilled all degree requirements and be cleared for graduation by the [Office of the Registrar](#) in order to participate in commencement. Students who anticipate fulfilling the graduation requirements in Summer and meet the criteria below may petition to participate in the May graduation ceremonies. To petition for permission, the student must:

- Complete the online Petition to Participate by April 1;
- Demonstrate that all requirements for the degree will be met by the July 31<sup>st</sup> or August 31<sup>st</sup> graduation date;
- Be in good financial, social and academic standing with the College.

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

## The Family Educational Rights and Privacy Act

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law requiring Meredith College to

protect the confidentiality of student educational records. Meredith College has adopted the policies outlined below to comply with the law, to inform students of their privacy rights, and to maintain the protection of student educational records.

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

- Name, address, telephone number, e-mail address
- 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 to the appropriate office by the 20th classroom day of the Fall or Spring semester. It is not retroactive.

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

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

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

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

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

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

## Procedures for Accessing Education Records

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

## Definitions

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

**Records** are information records in any medium, including, but not limited to, the following; handwriting, print, electronic media, tapes, film, microfilm, and microfiche. Educational records do not include: (1) personal notes, (2) records available only to law



enforcement personnel, (3) employment records, unless the student's status is a condition of employment or (4) medical and psychiatric records (These are accessible by the student's physician), (5) directory information previously defined.

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

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

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

## Exclusions

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

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

## Destruction of Education Records

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

## 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](#).

# Graduate School Faculty and Staff Directory

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

## Administration

**AIMEE SAPP, Ph.D. (2024)**  
*President of the College*

**ANITA THOMAS, Ph.D. (2025)**  
*Senior Vice President and Provost*

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

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

**TAMMI JACKSON, JD, Ed.D. (2021)**  
*Vice President for Business and Finance*

**KRISTI EAVES-MCLENNAN, B.A., M.B.A. (2000)**  
*Vice-President for Marketing and Communications*

## Graduate School

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

**JOHN SAPARILAS, M.A. (2025)**  
*Director of Graduate Admissions, Enrollment*

**SHAWNA LYNCH-WATKINS (2025)**  
*Senior Associate Director of Graduate Admissions & Lifelong Learning*

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

## School of Arts and Humanities

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

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

## DEPARTMENT OF COMMUNICATION

**TBA**  
*Director, Digital Communication Post-Baccalaureate Program*

## DEPARTMENT OF SOCIOLOGY & CRIMINOLOGY

**BIANCA HARRIS, M.A. (2020)**  
*Director of Master of Arts in Criminal Justice Program*

**LORI BROWN, Ph.D. (1992)**  
*Academic Advisor for Master of Arts in Criminal Justice Program and Professor of Sociology*

## School of Business

**KIMBERLY BURKE, Ph.D. (2021)**  
*Dean, School of Business and Professor of Business*

**LISA DELISE, Ph.D. (2018)**  
*Department Head, School of Business and Associate Professor of Business*

**BING YU, Ph.D. (2008)**  
*Director, MBA Program and Professor of Business*

**STEPHANIE WINFREY, B.S. (2024)**  
*Student Support & Events Coordinator*

**ELIANDRAS SIMS, B.M. (2024)**  
*Departmental Assistant*

## School of Education, Health and Human Sciences

**SHERYL LONG, Ph.D. (2023)**  
*Dean, School of Education, Health and Human Sciences*

**ROSE CAFALDO (2019)**  
*Assistant to the Dean*

## DEPARTMENT OF EDUCATION

**HEATHER BOWER, Ph.D. (2013)**  
*Department Head and Associate Professor of Education*

**COURTNEY GEORGE Ph.D. (2011)**  
*Director, Graduate Programs in Education and Associate Professor of Education*

**DONNA KOCUR, M.Ed. (2010)**  
*Graduate Program Manager and Field Placement Manager*

## DEPARTMENT OF NUTRITION, HEALTH AND HUMAN PERFORMANCE

**JENNIFER McMILLEN, Ph.D. (2014)**  
*Department Head and Professor of Nutrition Health and Human Performance*

**TRACY SMITH, M.S. (2013)**  
*Director, MS in Nutrition and Graduate Program Manager and Admissions Counselor*

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

**AMY BOWEN, R.D., L.D.N. (2014)**  
*Program Coordinator, Dietetic Internship*

**MICHELE COONEY (2023)**  
*Departmental Assistant*

## DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK

**GWYNN MORRIS, Ph.D. (2008)**

*Department Head and Professor of Psychology*

**JOSEPH MAZZOLA, Ph.D. (2018)**

*Director, MA Industrial-Organizational Psychology  
Program and Associate Professor of Psychology*

**DOREEN DONNELLY, B.A. (2022)**

*Graduate Program Manager and Admissions Counselor*

## School of Natural and Mathematical Sciences

**ELIZABETH WOLFINGER, Ph.D. (1992)**

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

**MATTIE HAWKINS, B.A. (2005)**

*Administrative Assistant*

## MASTER OF ARTS IN BIOMEDICAL SCIENCES

**CAROLINA PEREZ-HEYDRICH, Ph.D. (2013)**

*Department Chair and Associate Professor of Biological  
Sciences*

**JASON ANDRUS, Ph.D. (2008)**

*Director, Master of Arts in Biomedical Sciences, and  
Professor of Biological Sciences*

## PRE-HEALTH POST-BACCALAUREATE PROGRAM

**CAROLINA PEREZ-HEYDRICH, Ph.D. (2013)**

*Department Chair and Associate Professor of Biological  
Sciences*

**KARTHIK AGHORAM, Ph.D. (2005)**

*Director Pre-Health Post-Baccalaureate Certificate and  
Professor of Biological Sciences*

## Paralegal Program

**MARISA CAMPBELL, J.D. (2000)**

*Director, Paralegal Program*

## Faculty 2025-2026

### SCHOOL OF ARTS & HUMANITIES

#### DEPARTMENT OF SOCIOLOGY & CRIMINOLOGY

**Lori Brown, Ph.D. (1992)**

*Professor of Sociology & Criminology*

A.B., University of Louisville;

A.M., Temple University;

Ph.D., Indiana University

**Bianca Harris, M.C.J. (2020)**

*Director, Master of Arts in Criminal Justice*

B.S., University of North Carolina at Chapel Hill;

M.C.J., Boston University

#### POST-BACCALAUREATE CERTIFICATE - DIGITAL COMMUNICATION & MEDIA

**Eugenia Ferrero, Ph.D., J.D. (2023)**

*Associate Professor of Communication*

B.A., St. Thomas University;

M.A., The American University;

J.D., University of Georgia at Athens;

Ph.D., Georgia State University

**Teresa Holder, Ph.D. (2014)**

*Professor of Communication; Department Head*

A.B., Tennessee Temple University;

A.M., Indiana State University;

Ph.D., Ohio University

**Lynn Owens, Ph.D. (2022)**

*Associate Professor of Communication*

B.A., University of Pennsylvania;

M.S., Northwestern University;

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

## SCHOOL OF BUSINESS

**Michael Altman, M.S. (2019)**

*Assistant Professor of Practice*

B.A., York University;

M.S., Rochester Institute of Technology

**Yunsik Choi, Ph.D. (2018)**

*Associate Professor of Business*

B.A., M.A., Soonil University;

M.S., Ph.D., Clemson University

**Lisa Delise, Ph.D. (2018)**

*Associate Professor of Management; Department Head*

B.S., Tulane University;

Ph.D., University of Tennessee, Knoxville

**Courtney Hixon-Robinson, Ph.D. (2025)**

*Assistant Professor of Business*

B.S., Xavier University of Louisiana;

M.S., Fairleigh Dickinson University;  
M.B.A., American InterContinental University;  
Ph.D., University of Rhode Island

**Jeff Langenderfer, J.D., Ph.D. (2006)**

*Professor of Business*

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

**Aaron Nichols, Ph.D. (2025)**

*Assistant Professor of Business*

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

**Brian Routh, D.B.A. (2020)**

*Associate Professor of Accounting*

B.S., M.S., University of North Carolina at Wilmington;  
D.B.A., Anderson University

**Bing Yu, Ph.D. (2008)**

*Professor of Business; Director, Master of Business Administration*

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

## SCHOOL OF EDUCATION, HEALTH AND HUMAN SCIENCES

### DEPARTMENT OF EDUCATION

**Heather Bower, Ed.D. (2013)**

*Associate Professor of Education, Department Head,  
Coordinator of Assessment and Data Manager*

A.B., Wittenberg University;  
M.S., Ed.D., University of North Carolina at Chapel Hill

**Nitasha Clark, Ph.D. (2024)**

*Assistant Professor of Education*

B.A., University of North Carolina Wilmington;  
M.A., University of Southern Mississippi;  
Ph.D., University of North Carolina at Chapel Hill

**Andrew Garbisch, Ph.D. (2023)**

*Assistant Professor of Education*

B.A., St. Mary's University of Minnesota;  
M.A., East Carolina University;  
Ph.D., University of North Carolina at Chapel Hill

**Courtney George, Ph.D. (2011)**

*Associate Professor of Education*

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

**Monica B. McKinney, Ph.D. (2000)**

*Professor of Education*

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

**Cindy A. Morton-Rose, Ph.D. (2012)**

*Assistant Professor of Education*

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

**Jennifer Olson, Ph.D. (2006)**

*Professor of Education*

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

**Julie Schrock, Ph.D. (2002)**

*Professor of Education*

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

**Cecilia Toole, Ph.D. (2011)**

*Professor of Education*

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

## DEPARTMENT OF NUTRITION, HEALTH AND HUMAN PERFORMANCE

**Christine Battle, M.S., R.D.N (2024)**

*Clinical Instructor, Dietetic Internship*

B.A., Michigan State University;  
B.S., Rutgers University;  
M.S., The University of Southern Mississippi

**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

**Lauren White Davis, M.S.N, R.D.N (2024)**

*Clinical Instructor, Nutrition, Health and Human Performance*

B.F.A., East Carolina University;  
M.S.N., Pace University

**Rachel Findley, M.S., R.D.N. (2015)**

*Assistant Professor, Food and Nutrition; Director,  
Didactic Program in Dietetics*

B.S., M.S., Meredith College

**Rebecca Hagedorn-Hatfield, Ph.D., R.D.N (2020)**

*Assistant Professor of Food and Nutrition*

B.S., Ph.D., West Virginia University;

**Coleman Hale, Ph.D., R.D.N (2022)**

*Assistant Professor, Food and Nutrition; Director, MS-  
Accelerated Dietitian Nutritionist Track*

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

**Jennifer McMillen, Ph.D. (2014)**

*Associate Professor of Nutrition, Health and Human Performance; Department Head*



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

**Cathie Ostrowski, M.S., R.D., L.D.N., F.A.N.D. (2004)**

*Assistant Professor of Practice, Nutrition, Health & Human Performance; Director, Dietetic Internship*  
B.S., M.S., D'Youville College

**Amanda Watkins, Ph.D., R.D.N (2024)**

*Assistant Professor of Nutrition, Health, and Human Performance*

B.A., Northern Arizona University;  
M.S., Ph.D., Arizona State University

## DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK

**Joseph Mazzola, Ph.D. (2018)**

*Associate Professor of Psychology; Director Master of Arts in Industrial-Organizational Psychology*  
B.S., Bowling Green State University;  
M.A., Ph.D., University of South Florida

**Jenna McChesney, Ph.D. (2022)**

*Assistant Professor of Psychology*  
B.A., Radford University;  
M.A., Minnesota State University;  
Ph.D., North Carolina State University

**Candalyn Rade, Ph.D. (2021)**

*Assistant Professor of Psychology*  
B.A., Taylor University;  
M.S., Ph.D., North Carolina State University

## SCHOOL OF NATURAL AND MATHEMATICAL SCIENCES DEPARTMENT OF BIOLOGICAL SCIENCES

**Karthik Aghoram, Ph.D. (2005)**

*Professor of Biological Sciences; Director, Pre-Health Post-Baccalaureate Certificate*  
B.S., M.S. Bangalore University;  
Ph.D., Florida State University

**Jason Andrus, Ph.D. (2008)**

*Professor of Biological Sciences; Director, Master of Arts in Biomedical Sciences*  
B.S., Wake Forest University;  
Ph.D., North Carolina State University

**Nataliya Butz, Ph.D. (2018)**

*Assistant Professor of Biological Sciences*  
B.S., M.S., Kiev State University (Ukraine);  
Ph.D., Institute for Molecular Biology and Genetics (Ukraine)

**Susan Gardner, Ph.D. (2016)**

*Assistant Professor of Biological Sciences*  
B.S., Duquesne University;  
Ph.D., North Carolina State University

**Caroline Perez-Heydrich, Ph.D. (2013)**

*Associate Professor of Biological Sciences; Department Head*  
B.S., Davidson College;  
M.P.H., University of North Carolina at Chapel Hill;  
Ph.D., University of Florida at Gainesville

**Maria Pickering, Ph.D. (2014)**

*Associate Professor of Biological Sciences*  
A.B., University of California at Santa Barbara;  
Ph.D., University of Connecticut

**Robert Reid, Ph.D. (1979)**

*Professor of Biological Sciences*  
B.S., Dickinson College;  
A.M., Oberlin College;  
Ph.D., North Carolina State University

**Megan Serr, Ph.D. (2020)**

*Assistant Professor of Biological Sciences*  
B.S., California State University;  
M.S., University of Nebraska at Kearney;  
Ph.D., North Carolina State University

## PRE-HEALTH POST-BACCALAUREATE PROGRAM

**Karthik Aghoram, Ph.D. (2005)**

*Professor of Biological Sciences; Director, Pre-Health Post-Baccalaureate Certificate*  
B.S., M.S. Bangalore University;  
Ph.D., Florida State University

**Jason Andrus, Ph.D. (2008)**

*Professor of Biological Sciences; Director, Master of Arts in Biomedical Sciences*  
B.S., Wake Forest University;  
Ph.D., North Carolina State University

**Kaitlyn Leonard, Ph.D. (2020)**

*Assistant Professor of Biological Sciences*  
B.S., Wingate University;  
Ph.D., North Carolina State University

**Megan Serr, Ph.D. (2020)**

*Assistant Professor of Biological Sciences*  
B.S., California State University;  
M.S., University of Nebraska at Kearney;  
Ph.D., North Carolina State University

## PARALEGAL PROGRAM

**Marisa Campbell, J.D. (2000)**

*Director, Paralegal Program*

B.A., University of Michigan;  
M.I.A., Columbia University;  
J.D., University of Michigan Law School

# Graduate Student Handbook

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

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

## Facilities

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**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.

## On Campus Living

Female Meredith College graduate students who are enrolled in full-time study are eligible to live in the LEED certified Oaks Apartments. The Oaks includes furnished two and four-bedroom apartments with bathrooms, a kitchen, and a living room. Each resident is provided a standard full sized bed, 5 drawer dresser, desk, chair, and closet. In the main living area there is a kitchen table and chairs, living room furniture, and a television stand. Appliances are also furnished in each apartment and include the following: washer and dryer, full sized refrigerator, stove, microwave, and dishwasher. Photos of the Oaks are found on the Residence Life website: <https://www.meredith.edu/residence-life/residence-life-photo-gallery/>

Male Meredith College graduate students who are enrolled in full-time study are eligible to live in the Moore House, a furnished home on campus. The Moore House includes three separate bedrooms, two bathrooms (one of the bedrooms has its own bathroom and the other two bedrooms share a bathroom), a full kitchen, living room, and study area. The home is fully furnished and each bedroom comes equipped with a bed, closet, dresser, and nightstand. Each student is also provided with a desk and chair. The common areas include a kitchen table and chairs, living room furniture, and appliances including a stove, full sized refrigerator, washer and dryer, dishwasher, and microwave. Photos are available upon request while a virtual tour of the home is being completed.

On-campus housing may be limited depending upon the number of spaces available in the Oaks Apartments and Moore House.

Students interested in on-campus living should contact the Office of Residence Life at [reslife@meredith.edu](mailto:reslife@meredith.edu).



## 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](#).

## Important Phone Numbers

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

Accounting	8363
BeeHive Café	8328
Belk Dining Hall	8377
Campus Events	8533
Campus Chaplain	8347
Campus Police and Parking	8888
Carlyle Campbell Library	8532
Commuter Life/Special Services	8583
Counseling Center	8427
Disabilities Services	8427
Financial Assistance Office	8565
Graduate Admissions Office	8423
Health Center	8535
International Student Advisor	8429
Learning Center	2800
Meredith Performs Box Office	2840
Paralegal Program Office	8354
Registrar	8593
Student Leadership & Service Office	8338
Supply Store	8545
Technology Services Help Desk	2323
Volunteer Services (SLS Office)	8338

## Academic Calendar

### 2025-2026 Academic Calendar

2025-2026 Academic Calendar (subject to change)

#### FALL SEMESTER 2025

Arrival of new students	SAT AUG 16
Registration and Add/Drop	TUE AUG 19
Classes begin	WED AUG 20

Last day to add and drop (no grade) courses  
Drop with a grade of "W" begins (refer to the fee schedule)

Labor Day Holiday - no classes

Follows a Monday Schedule

Last day to make a grading change

Mid-Term

Progress Reports due at NOON

Autumn Recess

Classes Resume at 8:00 a.m.

Spring 2026 Pre-registration begins

Wellness Day - no classes

Last Day to withdraw, request LOA or drop a class (with a grade of "W")

Follows a Tuesday Schedule

Thanksgiving Recess

Classes Resume at 8:00 a.m.

Last day of classes

Reading Days

Final Examinations

Last Day of Fall 2025

Grades Due at NOON

TUE AUG 26  
WED AUG 27  
MON SEP 1  
**WED SEP 3**  
WED SEP 17  
WED OCT 8  
FRI OCT 10  
SAT OCT 11 -  
TUE OCT 14  
WED OCT 15  
THU OCT 23  
TUE NOV 4  
WED NOV 5  
**THU NOV 6**  
WED NOV 26 -  
SUN NOV 30  
MON DEC 1  
THU DEC 4  
FRI DEC 5, SAT DEC 6  
MON DEC 8 -  
MON DEC 15  
MON DEC 15  
WED DEC 17

#### SPRING SEMESTER 2026

Registration and drop/add

Classes begin

Last Day to add and drop (no grade) courses

Drop with a grade of "W" begins

Holiday--Martin Luther King Day

Last day to make a grading change

Wellness Day - no classes

Mid-Term

Progress Reports due at NOON

Spring Recess

All Offices closed for spring recess

Classes resume at 8:00 a.m.

Last day to withdraw, request LOA or drop a class (with a grade of "W")

FRI JAN 9  
MON JAN 12  
FRI JAN 16  
SAT JAN 17  
MON JAN 19  
MON FEB 9  
WED FEB 18  
TUE MAR 3  
FRI MAR 6  
MON MAR 16 -  
SUN MAR 22  
FRI MAR 20  
MON MAR 23  
MON MAR 30

Fall 2026 Pre-registration begins	THU APR 2
Celebrating Student Achievement--No classes held	TUE APR 14
Last day of classes	WED APR 29
Reading Day	THU APR 30
	FRI MAY 1
Final Examinations (includes SAT)	-
	THU MAY 7
Last Day of Spring 2026	THU MAY 7
Commencement	SAT MAY 9
Grades due for all students at NOON	MON MAY 11

## SUMMER SEMESTER 2026

**Classes will not meet Monday, May 25; Friday, June 19; or Friday, July 3.**

First five-week session	5/18 - 6/18 Final grades due 6/22
Second five-week session	6/22 - 7/24 Final grades due 7/27
First three-week session	5/18 - 6/5 Final grades due 6/8
Second three-week session	6/8 - 6/26 Final grades due 6/29
Third three-week session	6/29 - 7/17 Final grades due 7/20
Full Summer session	5/18 - 7/24 Final grades due 7/27

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.

## 2026-2027 Academic Calendar

**2026-2027 Academic Calendar (subject to change)**

### FALL SEMESTER 2026

Arrival of New students	SAT AUG 15
Registration & drop/add	TUE AUG 18
Classes Begin	WED AUG 19
Last Day to add and drop (no grade) courses	TUE AUG 25
Drop with grade of "W" begins	WED AUG 26
Labor Day- no classes	MON SEP 7
Follows a Monday Schedule	<b>WED SEP 9</b>
Last day to make a grading change	WED SEP 16
Mid-Term	WED OCT 7
	SAT OCT 17 -
Autumn Recess	TUE OCT 20
	WED OCT 21
Classes Resume at 8:00 am	
Progress Reports due at NOON	FRI OCT 9

Spring 2027 Pre-registration begins	THU OCT 29
Campus Wellness Day - no classes	TUE NOV 3
Last Day to withdraw, request LOA or drop a class with grade of 'W'	WED NOV 4
Follows a Tuesday Schedule	<b>THU NOV 5</b>
	WED NOV 25 -
Thanksgiving Recess	SUN NOV 29
	MON NOV 30
Classes Resume at 8:00 am	
Last day of classes	WED DEC 3
Reading Days	FRI DEC 4, SAT DEC 5
	MON DEC 7 -
Final Examinations	MON DEC 14
	MON DEC 14
Last Day of Fall 2026	WED DEC 16
Grades Due	

## 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'	FRI MAR 29
Fall 2027 Pre-registration begins	THU APR 1
Celebrating Student Achievement (no classes)	THU APR 15
Follows a Thursday Schedule	<b>TUE APR 20</b>
Last day of classes	WED APR 29
Reading Day	THU APR 29
Final Examinations (includes Saturday exams)	FRI APR 30, SAT MAY 1, MON MAY 3, TUE MAY 4, WED MAY 5, THU MAY 6
Last Day of Spring 2027	THU MAY 6
Commencement	SAT MAY 8
Grades due for all students at NOON	MON MAY 10

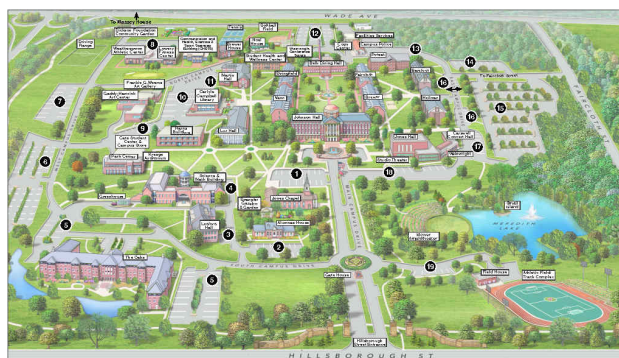
## SUMMER SEMESTER 2027

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

<b>First five-week session</b>	5/17 - 6/17	Final grades due 6/21
<b>Second five-week session</b>	6/21 – 7/23	Final grades due 7/26
<b>First three-week session</b>	5/17 – 6/4	Final grades due 6/7
<b>Second three-week session</b>	6/7 – 6/25	Final grades due 6/28
<b>Third three-week session</b>	6/28 – 7/16	Final grades due 7/19
<b>Full Summer session</b>	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 Registrar's Office.

## Campus Map



### Meredith College Parking Areas

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

**MEREDITH**  
COLLEGE

# Degrees & Certificates

## Department of Biological Sciences

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

Carolina Perez-Heydrich, Ph.D., *Head, Department of Biological Sciences*

Karthik Aghoram, Ph.D., *Director, Pre-Health Program*

Jason Andrus, Ph.D., *Director, Biomedical Sciences Program*

Christie Burley, MBA, MDiv, MTS, *Program Manager and Admissions Counselor Pre-Health Post-Baccalaureate Certificate and Master of Arts in Biomedical Sciences*

### Master of Arts in Biomedical Sciences

#### Degree Type

Master of Arts

#### Mission Statement

A Master of Arts in Biomedical Sciences will provide a strong foundation for students in the areas of pre clinical science, healthcare ethics and preventative health. The rigorous curriculum will provide a strong scientific and ethical foundation for students pursuing in medicine, dentistry, physician assistant studies and physical therapy. Students will also develop teamwork and leadership skills, which will prepare them for futures as healthcare providers or leaders in the healthcare industry including clinical research.

#### Goals

Students who graduate with a Meredith College Master of Arts in Biomedical Sciences will demonstrate:

- Advanced knowledge of scientific foundations that underlie clinical care
- Advanced knowledge of the socioeconomic determinants of health and ethics of healthcare delivery
- Proficiency in concepts related to the application of statistical analysis, clinical research and modern evidence-based practice
- Strong professional skills necessary to submit a strong application to health professions programs

#### Program of Study

The Master of Arts in Biomedical Sciences in the Department of Biological Sciences is a 31 credit, 2-semester program designed to provide academic and professional training for students preparing to apply to various professional programs in healthcare. The

curriculum consists of 11 core courses. Admitted students will have completed an undergraduate degree in a life-sciences related field

### Required Coursework

#### Core Curriculum

Course #	Title	Credits
MBS-600	Professional Development I	1
MBS-601	Professional Development II	1
MBS-610	Medical Biochemistry	4
MBS-620	Human Physiology	3
MBS-630	Medical Microbiology	4
MBS-640	Public Health	3
MBS-650	Advanced Immunology	3
MBS-660	Pharmacology	3
MBS-670	Biostatistics for Healthcare	3
MBS-680	Healthcare Ethics	3
MBS-690	Current Topics in Biomedicine	3
Total Credits		31

### Pre-Health Post-Baccalaureate Certificate

#### Degree Type

Post-Baccalaureate Certificate

#### Mission Statement

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

#### Goals

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

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

### Admission

Applicants for admission must submit all materials under the Application Procedure. The admissions process for the Pre- Health Post-Baccalaureate Certificate program is highly selective. Students must demonstrate potential for academic success in a rigorous course of study in the sciences as well as a



dedication to the field of healthcare. A minimum overall undergraduate GPA of 3.0/4.0 is expected. Students must also submit a personal statement related to their desire to pursue a career in healthcare.

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

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

## Program of Study

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

## Preparation Track

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

## Core of Required Courses

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

Sub-Total Credits	26.00
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## Enhancement Track

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

## Core of Required Courses

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

Sub-Total Credits	26.00
Total Credits	26

## Department of Education

Sheryl Long, Ph.D., Dean, *School of Education, Health and Human Sciences*

Heather Bower, Ph.D., *Head, Department of Education*

Courtney George, Ph.D., *Director, Graduate Programs in Education*

## Mission Statement

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

## 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](#).

## 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.

## Master of Arts in Teaching

**Degree Type**  
Master of Arts

## Purpose of the Meredith College MAT Program

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

## Program Goals of the Master of Arts in Teaching

The candidate will be able to:

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

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

## Culminating Experiences

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

## Foreign Language Requirement for ESL

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

## M.A.T Program Overview

### M.A.T in Elementary Education

Course #	Title	Credits
EDUG-679	Graduate Practicum	1-3
EDUG-700	Learning in Cultural Contexts	3
EDUG-704	Leadership in Schools and Society	3
EDUG-705	Instructional Technology and Assessment	3
EDUG-724	Teaching and Integrating Science and Health	3
EDUG-725	Teaching and Integrating Social Studies and the Arts	3
EDUG-726	Developing Mathematical Understanding for General and Special Educators	3
EDUG-729	Reading Methods for General and Special Educators	3
EDUG-731	Writing Methods for Teaching All Learners	3
EDUG-790	MAT Internship	3
EDUG-799	Student Teaching and Classroom Behavior Management Colloquium	3
	Sub-Total Credits	31.00

## M.A.T. in English as a Second Language

*Candidates must show evidence of having studied a college-level foreign language for one year or equivalent.*

Course #	Title	Credits
EDUG-642	Culturally Sustaining Methods of Teaching ESL	3
EDUG-644	Second Language Acquisition and Literacy	3
EDUG-646	Adolescent Literacy and Sheltered Instruction Across the Content Areas	3
EDUG-648	Grammar and Linguistics for ESL Teachers	3
EDUG-679	Graduate Practicum	1-3
EDUG-700	Learning in Cultural Contexts	3
EDUG-704	Leadership in Schools and Society	3
EDUG-705	Instructional Technology and Assessment	3
EDUG-713	Collaboration with Professionals and Families for Special and General Educators and Specialists	3
EDUG-790	MAT Internship	3
EDUG-799	Student Teaching and Classroom Behavior Management Colloquium	3
	Sub-Total Credits	31.00

## M.A.T. in Special Education

Course #	Title	Credits
EDUG-679	Graduate Practicum	1-3
EDUG-700	Learning in Cultural Contexts	3
EDUG-704	Leadership in Schools and Society	3
EDUG-705	Instructional Technology and Assessment	3
EDUG-713	Collaboration with Professionals and Families for Special and General Educators and Specialists	3
EDUG-715	Procedures, Policies, and Assessment for Special Educators	3
EDUG-716	Overview of Exceptionalities and Learning Strategies for Special Educators	3
EDUG-726	Developing Mathematical Understanding for General and Special Educators	3
EDUG-729	Reading Methods for General and Special Educators	3
EDUG-731	Writing Methods for Teaching All Learners	3
EDUG-790	MAT Internship	3
EDUG-799	Student Teaching and Classroom Behavior Management Colloquium	3
Sub-Total Credits		34.00
Total Credits		31-34

## Master of Education

### Degree Type

Master of Education

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

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

## Program Goals of the Master of Education

The candidate will be able to:

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

## License Renewal Credits

Students holding baccalaureate degrees from regionally accredited colleges or universities may take courses in the Master of Education program. Students may use these credits to apply to the renewal of their teaching license. It is the responsibility of students to secure approval from the State Department of Public Instruction prior to pursuing coursework. Students may also apply up to 6 credit hours of Post-Baccalaureate Study (PBS) coursework toward the Master of Education or Licensure-only programs.

## Culminating Experiences

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

## Foreign Language Requirement for ESL

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



## M.Ed. with AIG

[\*EDUG-679\*](#): Graduate Practicum required for those with no experience teaching in an AIG program and/or no teaching experience across grade levels

Course #	Title	Credits
EDUG-610	Advanced Teaching and Learning	3
EDUG-630	Educational Research I	3
EDUG-631	Educational Research II	3
EDUG-635	Introduction to the Gifted Individual	3
EDUG-636	Models and Methods of Gifted Education	3
EDUG-637	Differentiation for the Academically/Intellectually Gifted Learner	3
EDUG-638	Special Topics in Gifted Education	3
EDUG-639	Creativity	3
EDUG-679	Graduate Practicum	1-3
	EDUG-681 or EDUG-704	3
EDUG-705	Instructional Technology and Assessment	3
EDUG-713	Collaboration with Professionals 3 and Families for Special and General Educators and Specialists	
	Sub-Total Credits	33.00-36.00

## M.Ed. with ESL

**Required by Advisement:** One graduate course in literacy

[\*EDUG-679\*](#) Graduate Practicum required for those with no experience teaching in an ESL program and/or no teaching experience across grade levels

Must show evidence of having studied a college-level foreign language for one year or equivalent

Course #	Title	Credits
	Choose Three (Required)	9
EDUG-630	Educational Research I	3
EDUG-631	Educational Research II	3
EDUG-642	Culturally Sustaining Methods of Teaching ESL	3
EDUG-644	Second Language Acquisition and Literacy	3
EDUG-646	Adolescent Literacy and Sheltered Instruction Across the Content Areas	3
EDUG-648	Grammar and Linguistics for ESL Teachers	3
EDUG-679	Graduate Practicum	1-3
	EDUG-681 or EDUG-704	3
	Sub-Total Credits	30.00-33.00

## M.Ed. with SPED

[\*EDUG-679\*](#) Graduate Practicum required for those with no teaching experience in exceptional children's programs (general curriculum) and/or no teaching experience across grade levels

Course #	Title	Credits
EDUG-611	Curriculum, Education and Society	3
EDUG-625	Inclusive Practices for Educators	3
EDUG-630	Educational Research I	3
EDUG-631	Educational Research II	3
EDUG-679	Graduate Practicum	1-3
EDUG-713	Collaboration with Professionals 3 and Families for Special and General Educators and Specialists	
EDUG-715	Procedures, Policies, and Assessment for Special Educators	3
EDUG-716	Overview of Exceptionalities and Learning Strategies for Special Educators	3
EDUG-726	Developing Mathematical Understanding for General and Special Educators	3
EDUG-729	Reading Methods for General and Special Educators	3
EDUG-731	Writing Methods for Teaching All Learners	3
	Sub-Total Credits	30.00-33.00

## M.Ed. with LIT

[\*EDUG-679\*](#) Graduate Practicum required for those with no experience as a literacy coach and/or no language arts teaching experience across grade levels

Course #	Title	Credits
	Choose Two	6
EDUG-611	Curriculum, Education and Society	3
EDUG-630	Educational Research I	3
EDUG-631	Educational Research II	3
EDUG-644	Second Language Acquisition and Literacy	3
EDUG-646	Adolescent Literacy and Sheltered Instruction Across the Content Areas	3
EDUG-670	Foundations of Literacy	3
EDUG-674	Literacy Assessment and Intervention, K-12	3
	EDUG-681 or EDUG-704	3
	EDUG-683 or EDUG-679	1-3
EDUG-731	Writing Methods for Teaching All Learners	3
	Sub-Total Credits	33.00-36.00

## M.Ed. with ELEM

Course #	Title	Credits
EDUG-610	Advanced Teaching and Learning	3
EDUG-611	Curriculum, Education and Society	3
EDUG-615	Mathematical Thinking in Children	3
EDUG-630	Educational Research I	3
EDUG-631	Educational Research II	3
	EDUG-681 or EDUG-704	3
EDUG-705	Instructional Technology and Assessment	3
	Literacy (choose one)	3
	Special Education (choose one)	3
	ESL (choose one)	3
	Electives (choose one not selected above):	3
	Sub-Total Credits	33.00

## M.Ed. with ELEM (if initial license is outside of K-6)

**By advisement, if already content-licensed and experienced** in a K-12, 6-9, or 9-12 specialty content area listed here, the associated specialty course(s) may be replaced by professional studies options.

Course #	Title	Credits
	Professional Studies (Required) 6-12 Choose 2-4	
	If SPED experience lacking (choose 1)	3
	If ESL experience lacking (choose 1):	3
EDUG-630	Educational Research I	3
EDUG-631	Educational Research II	3
EDUG-679	Graduate Practicum	1-3
EDUG-724	Teaching and Integrating Science and Health	3
EDUG-725	Teaching and Integrating Social Studies and the Arts	3
EDUG-726	Developing Mathematical Understanding for General and Special Educators	3
EDUG-729	Reading Methods for General and Special Educators	3
EDUG-731	Writing Methods for Teaching All Learners	3
	Sub-Total Credits	33.00-42.00

## Add-On Licensure Options:

## AIG—Add-On Licensure

### By Advisement:

[EDUG-679](#) Graduate Practicum (1 credit hour) required for those with no AIG teaching experience and/or no teaching experience across grade levels.

Course #	Title	Credits
EDUG-635	Introduction to the Gifted Individual	3
EDUG-636	Models and Methods of Gifted Education	3
EDUG-637	Differentiation for the Academically/Intellectually Gifted Learner	3
EDUG-638	Special Topics in Gifted Education	3
EDUG-679	Graduate Practicum	1-3
	Sub-Total Credits	12.00-13.00

## ESL—Add-On Licensure

### Required:

- One graduate reading course

### By Advisement:

- [EDUG-679](#) Graduate Practicum (1 credit hour) required for those with no ESL teaching experience and/or no teaching experience across grade levels.

*Must show evidence of having studied a college-level foreign language for one year or equivalent*

Course #	Title	Credits
EDUG-642	Culturally Sustaining Methods of Teaching ESL	3
EDUG-644	Second Language Acquisition and Literacy	3
EDUG-646	Adolescent Literacy and Sheltered Instruction Across the Content Areas	3
EDUG-648	Grammar and Linguistics for ESL Teachers	3
EDUG-679	Graduate Practicum	1-3
	Sub-Total Credits	12.00-15.00

## SPED—Add-On Licensure

Course #	Title	Credits
EDUG-679	Graduate Practicum	1-3
EDUG-713	Collaboration with Professionals 3 and Families for Special and General Educators and Specialists	3
EDUG-715	Procedures, Policies, and Assessment for Special Educators	3
EDUG-716	Overview of Exceptionalities and Learning Strategies for Special Educators	3
EDUG-726	Developing Mathematical Understanding for General and Special Educators	3
EDUG-729	Reading Methods for General and Special Educators	3
EDUG-731	Writing Methods for Teaching All Learners	3
Sub-Total Credits		19.00-22.00

## LIT—Add-On Licensure

[\*EDUG-679\*](#) Graduate Practicum required for those with no experience as a literacy coach and/or no language arts teaching experience across grade levels

Course #	Title	Credits
EDUG-644	Second Language Acquisition and Literacy	3
EDUG-670	Foundations of Literacy	3
EDUG-671	Adolescent Literacy and Learning Across the Content Areas	3
EDUG-674	Literacy Assessment and Intervention, K-12	3
EDUG-679	Graduate Practicum	1-3
EDUG-731	Writing Methods for Teaching All Learners	3
One graduate elective		
Sub-Total Credits		18.00-21.00

## CIS—Add-On Licensure

Course #	Title	Credits
EDUG-680	Advanced Curriculum, Instruction, and Assessment	3
EDUG-681	Leadership and Supervision	3
EDUG-682	Practicum in Advanced Curriculum, Instruction, Assessment	3
EDUG-683	Practicum in Leadership and Supervision	3
Sub-Total Credits		12.00
Total Credits		12-42

## EDUG-681 or EDUG-704

### Elective Credits 3

Course #	Title	Credits
EDUG-681	Leadership and Supervision	3
EDUG-704	Leadership in Schools and Society	3
Sub-Total Credits		6.00

## Choose Three (Required)

### Elective Credits 9

Course #	Title	Credits
EDUG-610	Advanced Teaching and Learning	3
EDUG-611	Curriculum, Education and Society	3
EDUG-705	Instructional Technology and Assessment	3
EDUG-713	Collaboration with Professionals 3 and Families for Special and General Educators and Specialists	3
Sub-Total Credits		12.00

## EDUG-681 or EDUG-704

### Elective Credits 3

Course #	Title	Credits
EDUG-681	Leadership and Supervision	3
EDUG-704	Leadership in Schools and Society	3
Sub-Total Credits		6.00

## Choose Two

### Elective Credits 6

Course #	Title	Credits
EDUG-610	Advanced Teaching and Learning	3
EDUG-625	Inclusive Practices for Educators	3
EDUG-705	Instructional Technology and Assessment	3
EDUG-713	Collaboration with Professionals 3 and Families for Special and General Educators and Specialists	3
Sub-Total Credits		6.00

## EDUG-683 or EDUG-679

### Elective Credits 1-3

Course #	Title	Credits
EDUG-683	Practicum in Leadership and Supervision	3
EDUG-679	Graduate Practicum	1-3
	Sub-Total Credits	4.00-6

### Literacy (choose one)

#### **Elective Credits 3**

Course #	Title	Credits
EDUG-670	Foundations of Literacy	3
EDUG-671	Adolescent Literacy and Learning Across the Content Areas	3
EDUG-731	Writing Methods for Teaching All Learners	3
	Sub-Total Credits	9.00

### Special Education (choose one)

#### **Elective Credits 3**

Course #	Title	Credits
EDUG-625	Inclusive Practices for Educators	3
EDUG-713	Collaboration with Professionals and Families for Special and General Educators and Specialists	3
EDUG-716	Overview of Exceptionalities and Learning Strategies for Special Educators	3
	Sub-Total Credits	9.00

### ESL (choose one)

#### **Elective Credits 3**

Course #	Title	Credits
EDUG-642	Culturally Sustaining Methods of Teaching ESL	3
EDUG-644	Second Language Acquisition and Literacy	3
EDUG-646	Adolescent Literacy and Sheltered Instruction Across the Content Areas	3
	Sub-Total Credits	9.00

### Electives (choose one not selected above):

#### **Elective Credits 3**

Course #	Title	Credits
EDUG-625	Inclusive Practices for Educators	3
EDUG-635	Introduction to the Gifted Individual	3
EDUG-639	Creativity	3
EDUG-642	Culturally Sustaining Methods of Teaching ESL	3
EDUG-644	Second Language Acquisition and Literacy	3
EDUG-646	Adolescent Literacy and Sheltered Instruction Across the Content Areas	3
EDUG-671	Adolescent Literacy and Learning Across the Content Areas	3
EDUG-674	Literacy Assessment and Intervention, K-12	3
EDUG-713	Collaboration with Professionals and Families for Special and General Educators and Specialists	3
EDUG-716	Overview of Exceptionalities and Learning Strategies for Special Educators	3
EDUG-731	Writing Methods for Teaching All Learners	3
	Sub-Total Credits	33.00

### Professional Studies (Required) Choose 2-4

#### **Elective Credits 6-12**

Course #	Title	Credits
EDUG-610	Advanced Teaching and Learning	3
EDUG-611	Curriculum, Education and Society	3
	EDUG-681 or EDUG-704	3
EDUG-705	Instructional Technology and Assessment	3
	Sub-Total Credits	12.00

### If SPED experience lacking (choose 1)

#### **Elective Credits 3**

Course #	Title	Credits
EDUG-625	Inclusive Practices for Educators	3
EDUG-713	Collaboration with Professionals and Families for Special and General Educators and Specialists	3
EDUG-716	Overview of Exceptionalities and Learning Strategies for Special Educators	3
	Sub-Total Credits	3.00

If ESL experience lacking (choose 1):

**Elective Credits 3**

Course #	Title	Credits
EDUG-642	Culturally Sustaining Methods of Teaching ESL	
EDUG-644	Second Language Acquisition and Literacy	3
EDUG-646	Adolescent Literacy and Sheltered Instruction Across the Content Areas	3
Sub-Total Credits		9.00

One graduate elective

By advisement

## Post-Baccalaureate Licensure Program in Family and Consumer Sciences

**Degree Type**

Post-Baccalaureate Education Licensure

Students in the program will be (1) hired by a school district to teach in the area they are pursuing licensure or (2) pursuing licensure-only as a post baccalaureate student. This program will be a pathway for pursuing licensure since changes have occurred in the North Carolina Department of Public Instruction licensure. These changes include the removal of lateral entry licensure and the induction of the Residency License.

For students in category (1): The Residency License is a North Carolina-specific pathway. Residency licensing allows qualified individuals to begin teaching while completing North Carolina licensure requirements through an approved Educator Preparation Program (EPP). The program involves four "partners:" (1) the individual, (2) a recognized Educator Preparation Program (EPP), (3) the Local Education Agency (LEA), and (4) the NC Department of Public Instruction (NC-DPI).

Eligibility for a Residency License requires that the prospective teacher:

- Has earned a bachelor's degree,
- Has earned a 2.7 cumulative GPA on their degree,
- Has either completed 24 semester hours of coursework in the requested licensure area or passed the content area examination(s) required by the N.C. State Board of Education for the requested licensure area. Is enrolled in a recognized EPP,

- Has completed pre service requirements prior to teaching, and
- Has been offered employment by an LEA.

NOTE: For any NC Residency licensed teacher, the Meredith College Licensure Officer must verify and sign the FORM R-L.

## Professional Studies

Course #	Title	Credits
EDUG-671	Adolescent Literacy and Learning Across the Content Areas	3
EDUG-700	Learning in Cultural Contexts	3
EDUG-705	Instructional Technology and Assessment	3
Sub-Total Credits		9.00

## FCS Methods Courses

Students are required to successfully complete 2 methods courses.

Course #	Title	Credits
FCSG 764	Methods of Teaching Family and Consumer Sciences	3
FCSG-765	Family and Consumer Sciences Education	3
Sub-Total Credits		6.00

## Internship

Course #	Title	Credits
EDUG-790	MAT Internship	3
EDUG-799	Student Teaching and Classroom Behavior Management Colloquium	3
Sub-Total Credits		6.00
Total Credits		21

## Post-Baccalaureate Licensure Program in the Arts

**Degree Type**

Post-Baccalaureate Education Licensure

Students in the program will be (1) hired by a school district to teach in the area they are pursuing licensure or (2) pursuing licensure-only as a post baccalaureate student. This program will be a pathway for pursuing licensure since changes have occurred in the North Carolina Department of Public Instruction licensure. These changes include the removal of lateral entry licensure and the induction of the Residency License.

For students in category (1): The Residency License is a North Carolina-specific pathway. Residency licensing allows qualified individuals to begin teaching while



completing North Carolina licensure requirements through an approved Educator Preparation Program (EPP). The program involves four "partners:" (1) the individual, (2) a recognized Educator Preparation Program (EPP), (3) the Local Education Agency (LEA), and (4) the NC Department of Public Instruction (NC-DPI).

## Professional Studies

Course #	Title	Credits
EDUG-671	Adolescent Literacy and Learning Across the Content Areas	3
EDUG-700	Learning in Cultural Contexts	3
EDUG-705	Instructional Technology and Assessment	3
	Sub-Total Credits	9.00

## Methods Courses

Students are required to successfully complete 2 methods courses.

Course #	Title	Credits
	Arts Methods Courses	
	Dance Methods Courses	
	Theatre Methods Courses	
	Sub-Total Credits	6.00

## Internship

Course #	Title	Credits
EDUG-790	MAT Internship	3
EDUG-799	Student Teaching and Classroom Behavior Management Colloquium	3
	Sub-Total Credits	6.00
	Total Credits	21

## Arts Methods Courses

Course #	Title	Credits
ARTG-735	Teaching and Methods: Art Pre-K-5	3
ARTG-736	Teaching and Methods: Art in Grades 6–12	3
	Sub-Total Credits	6.00

## Dance Methods Courses

Course #	Title	Credits
DNG-762	Methods of Teaching Dance, K-12	3
DNG-763	Reflective Teaching in Dance	3
	Sub-Total Credits	6.00

## Theatre Methods Courses

Course #	Title	Credits
THEG-716	Creative Dramatics	3
THEG-735	Methods of Teaching Theatre	3
	Sub-Total Credits	6.00

## Post-Baccalaureate Licensure in Secondary English

### Degree Type

Post-Baccalaureate Education Licensure

Students in the program will be (1) hired by a school district to teach in the area they are pursuing licensure or (2) pursuing licensure-only as a post baccalaureate student. This program will be a pathway for pursuing licensure since changes have occurred in the North Carolina Department of Public Instruction licensure. These changes include the removal of lateral entry licensure and the induction of the Residency License.

For students in category (1): The Residency License is a North Carolina-specific pathway. Residency licensing allows qualified individuals to begin teaching while completing North Carolina licensure requirements through an approved Educator Preparation Program (EPP). The program involves four "partners:" (1) the individual, (2) a recognized Educator Preparation Program (EPP), (3) the Local Education Agency (LEA), and (4) the NC Department of Public Instruction (NC-DPI).

Eligibility for a Residency License requires that the prospective teacher:

- Has earned a bachelor's degree,
- Has earned a 2.7 cumulative GPA on their degree,
- Has either completed 24 semester hours of coursework in the requested licensure area or passed the content area examination(s) required by the N.C. State Board of Education for the requested licensure area. Is enrolled in a recognized EPP,
- Has completed pre service requirements prior to teaching, and
- Has been offered employment by an LEA.

NOTE: For any NC Residency licensed teacher, the Meredith College Licensure Officer must verify and sign the FORM R-L.

## Professional Studies

Course #	Title	Credits
EDUG-671	Adolescent Literacy and Learning Across the Content Areas	3
EDUG-700	Learning in Cultural Contexts	3
EDUG-705	Instructional Technology and Assessment	3
Sub-Total Credits		9.00

## Secondary Methods Courses

Course #	Title	Credits
ENGG-764	The Teaching of English	3
ENGG-775	Advanced Grammar	6
Sub-Total Credits		9.00

## Internship

Course #	Title	Credits
EDUG-790	MAT Internship	3
EDUG-799	Student Teaching and Classroom Behavior Management Colloquium	3
Sub-Total Credits		6.00
Total Credits		21

## Post-Baccalaureate Licensure in Secondary Math

### Degree Type

#### Post-Baccalaureate Education Licensure

Students in the program will be (1) hired by a school district to teach in the area they are pursuing licensure or (2) pursuing licensure-only as a post baccalaureate student. This program will be a pathway for pursuing licensure since changes have occurred in the North Carolina Department of Public Instruction licensure. These changes include the removal of lateral entry licensure and the induction of the Residency License.

For students in category (1): The Residency License is a North Carolina-specific pathway. Residency licensing allows qualified individuals to begin teaching while completing North Carolina licensure requirements through an approved Educator Preparation Program (EPP). The program involves four "partners:" (1) the individual, (2) a recognized Educator Preparation Program (EPP), (3) the Local Education Agency (LEA), and (4) the NC Department of Public Instruction (NC-DPI).

Eligibility for a Residency License requires that the prospective teacher:

- Has earned a bachelor's degree,

- Has earned a 2.7 cumulative GPA on their degree,
- Has either completed 24 semester hours of coursework in the requested licensure area or passed the content area examination(s) required by the N.C. State Board of Education for the requested licensure area. Is enrolled in a recognized EPP,
- Has completed pre service requirements prior to teaching, and
- Has been offered employment by an LEA.

NOTE: For any NC Residency licensed teacher, the Meredith College Licensure Officer must verify and sign the FORM R-L.

## Professional Studies

Course #	Title	Credits
EDUG-671	Adolescent Literacy and Learning Across the Content Areas	3
EDUG-700	Learning in Cultural Contexts	3
EDUG-705	Instructional Technology and Assessment	3
Sub-Total Credits		9.00

## Secondary Methods Courses

Course #	Title	Credits
MATG-760	Mathematical Knowledge for Teaching	5
MATG-764	Methods of Teaching Middle/ Secondary Mathematics	6
Sub-Total Credits		11.00

## Internship

Course #	Title	Credits
EDUG-790	MAT Internship	3
EDUG-799	Student Teaching and Classroom Behavior Management Colloquium	3
Sub-Total Credits		6.00
Total Credits		20

## Post-Baccalaureate Licensure in Secondary Science

### Degree Type

#### Post-Baccalaureate Education Licensure

Students in the program will be (1) hired by a school district to teach in the area they are pursuing licensure or (2) pursuing licensure-only as a post baccalaureate student. This program will be a pathway for pursuing licensure since changes have occurred in the North

Carolina Department of Public Instruction licensure. These changes include the removal of lateral entry licensure and the induction of the Residency License.

For students in category (1): The Residency License is a North Carolina-specific pathway. Residency licensing allows qualified individuals to begin teaching while completing North Carolina licensure requirements through an approved Educator Preparation Program (EPP). The program involves four "partners:" (1) the individual, (2) a recognized Educator Preparation Program (EPP), (3) the Local Education Agency (LEA), and (4) the NC Department of Public Instruction (NC-DPI).

Eligibility for a Residency License requires that the prospective teacher:

- Has earned a bachelor's degree,
- Has earned a 2.7 cumulative GPA on their degree,
- Has either completed 24 semester hours of coursework in the requested licensure area or passed the content area examination(s) required by the N.C. State Board of Education for the requested licensure area. Is enrolled in a recognized EPP,
- Has completed pre service requirements prior to teaching, and
- Has been offered employment by an LEA.

NOTE: For any NC Residency licensed teacher, the Meredith College Licensure Officer must verify and sign the FORM R-L.

## Professional Studies

Course #	Title	Credits
EDUG-671	Adolescent Literacy and Learning Across the Content Areas	3
EDUG-700	Learning in Cultural Contexts	3
EDUG-705	Instructional Technology and Assessment	3
Sub-Total Credits		9.00

## Secondary Methods Courses

Course #	Title	Credits
EDUG-761	Secondary Methods	3
Sub-Total Credits		3.00

## Internship

Course #	Title	Credits
EDUG-790	MAT Internship	3
EDUG-799	Student Teaching and Classroom Behavior Management Colloquium	3
Sub-Total Credits		6.00

## Post-Baccalaureate Licensure in Secondary Social Studies

### Degree Type

Post-Baccalaureate Education Licensure

Students in the program will be (1) hired by a school district to teach in the area they are pursuing licensure or (2) pursuing licensure-only as a post baccalaureate student. This program will be a pathway for pursuing licensure since changes have occurred in the North Carolina Department of Public Instruction licensure. These changes include the removal of lateral entry licensure and the induction of the Residency License.

For students in category (1): The Residency License is a North Carolina-specific pathway. Residency licensing allows qualified individuals to begin teaching while completing North Carolina licensure requirements through an approved Educator Preparation Program (EPP). The program involves four "partners:" (1) the individual, (2) a recognized Educator Preparation Program (EPP), (3) the Local Education Agency (LEA), and (4) the NC Department of Public Instruction (NC-DPI).

Eligibility for a Residency License requires that the prospective teacher:

- Has earned a bachelor's degree,
- Has earned a 2.7 cumulative GPA on their degree,
- Has either completed 24 semester hours of coursework in the requested licensure area or passed the content area examination(s) required by the N.C. State Board of Education for the requested licensure area. Is enrolled in a recognized EPP,
- Has completed pre service requirements prior to teaching, and
- Has been offered employment by an LEA.

NOTE: For any NC Residency licensed teacher, the Meredith College Licensure Officer must verify and sign the FORM R-L.

## Professional Studies

Course #	Title	Credits
EDUG-671	Adolescent Literacy and Learning Across the Content Areas	3
EDUG-700	Learning in Cultural Contexts	3
EDUG-705	Instructional Technology and Assessment	3
Sub-Total Credits		9.00

## Secondary Methods Courses

Course #	Title	Credits
EDUG-761	Secondary Methods	3
Sub-Total Credits		3.00

## Internship

Course #	Title	Credits
EDUG-790	MAT Internship	3
EDUG-799	Student Teaching and Classroom Behavior Management Colloquium	3
Sub-Total Credits		6.00
Total Credits		18

# Department of Nutrition, Health and Human Performance

## Department of Nutrition, Health and Human Performance

Sheryl Long, Ph.D., *School of Education, Health and Human Sciences*

Jennifer McMillen, Ph.D., *Head, Department of Nutrition, Health, and Human Performance*

Tracy Smith, M.S., *Director, Graduate Nutrition Programs*

Coleman Hale, Ph.D., R.D.N, L.D.N, *Director, MS - Accelerated Dietitian Nutritionist Track*

Rachel Findley, M.S., R.D.N, *Director, MS - Didactic Program in Dietetics*

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

## Dietetic Internship

### Degree Type

Internship

## Dietetic Internship Mission Statement

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

## Internship Goals

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

## Accreditation Status

The Meredith College Dietetic Internship program is accredited by the [Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics](#).

## Prior Assessed Learning Policy

Meredith College Dietetic Internship (DI) participates in the Prior Assessed Learning Policy (PAL) process. Students who believe they have relevant nutrition and dietetics experience may apply for PAL, which may count as hours towards their supervised practice experience and assignments/competencies.

Credit is granted based on what was learned during the experience and identified competencies rather than how many hours were worked. Dietetic Internship assignments/competencies need to be met with adequate depth and breadth and meet, at a minimum, entry-level skills according to established DI evaluation criteria.

Any credit granted will shorten the required hours/length of the internship. Tuition rates will remain unchanged. There is no fee to review the student's PAL application.

### To qualify, a student must have completed experiences that meet the following criteria:

- All previous coursework or experiences required by the Didactic Program in Dietetics (DPD) are **excluded** from consideration for PAL credit. Experiences must have been completed after earning the Didactic Practice in Dietetics (DPD) Verification statement.
- All experiences submitted for PAL must be less than six years old.
- Learning that is part of a hands-on educational program may be considered (i.e. practicum completed for graduate degree credit).
- All PAL applications are reviewed, and approvals are granted case-by-case.
- Meredith College DI may award up to 160 hours of PAL credit per intern for qualified experience(s).
- Once the intern receives confirmation that PAL credit has been granted, the details of the PAL credit will be provided in writing, any missing competencies will be explained, any action

required by the student will be included, and the hours will be applied toward the program's total required supervised practice hours. Tuition will not be reduced if approval for PAL is granted.

- Regardless of the number of PAL credits granted, interns will be required to attend all class days and complete any program-specific project/presentation demonstrating knowledge and application.
- Please remember that your internship is a tremendous opportunity to learn and grow in your professional experience. You might not want to shorten that time, even if you can. The DI is a great way to broaden and deepen your experience and gain professional contacts. Once you begin working as an RD, it is unlikely you will have access to the wide variety of experiences and quality of mentorship that a preceptor can give.
- The Internship Director will make the final decision to approve PAL.
- Related practice areas include:
  1. Food Service Management
  2. Community Nutrition (WIC, Public Health Nutritionist, etc.)
  3. Community Nutrition (Wellness)
  4. Credit will not be given for any acute care clinical experiences.

#### **Examples of prior experiences may include:**

- Public Health Nutritionist
- WIC Nutritionist
- Food Service Director/Manager or Supervisor
- Dietetic Technician, Registered (DTR)

#### **Procedure:**

- Students interested in applying for PAL credit will contact the Program Director regarding their interest. The student must indicate which rotation(s) they are applying for PAL.
  1. Food Service Management
  2. Community Nutrition - WIC/Public Health
  3. Community Nutrition - Wellness
- Intern must complete and submit all required forms and documentation in the form of an e-portfolio (PAL Competency Documentation Application) via email to the Program Director by:
  - Spring Match: December 1st. Students will receive communication regarding the amount (if any) of PAL credit received by January 15th.
  - In addition, students will have the opportunity to apply for PAL upon acceptance to the program.

#### **Documentation e-portfolio submission should include, but not limited to:**

- Resume, including all relevant job titles and total hours worked in each position

- Detailed job descriptions
- A comprehensive portfolio that includes samples of projects, reports, presentation, audits (safety, sanitation, HACCP), lesson plans, meeting notes, nutrition education materials, menus, newsletters, marketing content, in-service training sessions, theme meals, budgeting, inventory, nutrition counseling notes, etc.
- Job Performance Evaluations (if applicable)
- A written summary of work performed, hours worked, responsibilities and skills achieved is to be countersigned by the supervisor. Students must include the supervisor's name, title, and contact information
- Completed Meredith College Dietetic Internship rotation evaluation(s) for related PAL assignments by a direct supervisor - please reach out to the DI Director at [ostrowsk@meredith.edu](mailto:ostrowsk@meredith.edu) to obtain these evaluations

### **Programs:**

#### **Traditional Pathway**

Meredith College admits a maximum of 12 interns. Visit the [Traditional Pathway website](#).

#### **Site Preceptor Pathway (SPP)**

Meredith College admits a maximum of 12 interns. Visit the [SPP website](#).

#### **Distance Pathway (DP)**

Meredith College admits a maximum of 8 interns. Visit the [DP website](#).

#### **Certification of Program Completion**

Verification of completion of the DI at Meredith College will be given to all students who successfully complete the coursework and the supervised practice components of the program. Verification statements and other required materials will be submitted to the Commission on Dietetic Registration (CDR) for eligibility for the RDN Exam.

To successfully complete the Meredith College Dietetic Internship Program and receive a signed program completion Verification Statement, students must meet all of the following criteria:

Students must:

- a. Pass all rotations and complete all competencies/Learning Outcomes for DIs
- b. Complete all assignments
- c. Work all assigned hours
- d. Turn in all evaluation forms



- e. Turn in all End of Rotation E-Portfolios
- f. Complete an enrichment rotation
- g. Have an average of a "B" in the Graduate Classes
- h. Have earned a Graduate Degree (Master's or Doctorate)

## Program of Study

Interns are required to complete six internship rotations as listed below. Additionally, interns complete two 3-credit-hour graduate-level courses.

### Internship Rotations

Course #	Title	Credits
FNG-600	Clinical Nutrition Internship Rotation	6
FNG-603	Community Nutrition - Wellness Supervised Field Experience	2
FNG-604	Community Nutrition - Public Health Supervised Field Experience	2
FNG-607	Food Service Management Internship Rotation I	2
FNG-608	Food Service Management Internship Rotation II	2
FNG-616	Enrichment Internship Rotation	1-2
	Sub-Total Credits	15.00-16

### Graduate Courses

Course #	Title	Credits
FNG-601	Advanced Clinical Nutrition Seminar	3
FNG-605	Professional Communication, Leadership and Informatics	3
	Sub-Total Credits	6.00
	Total Credits	21-22

## Master of Science in Nutrition

### Degree Type

Master of Science

### Mission Statement

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

### Program Goals

The candidate will:

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

## Program of Study

The Master of Science Degree in Nutrition is a 30-48 credit hour program. The curriculum contains coursework that provides a foundation in the science of nutrition while emphasizing both theoretical concepts and practical application. Students will learn how to critically evaluate literature through an understanding of biostatistics and research methods. They will study the role of food and nutrition in human physiology, disease and well-being.

Students in this program will also investigate the impact of food policy and how to administer a variety of nutrition education programs for groups and individuals. Students apply for and are admitted into one of three tracks; Dietetics (DPD), Accelerated Community (ACT), or Accelerated Dietitian Nutritionist (ADNT).

The Dietetics track is an ACEND accredited program designed for individuals with a career goal of becoming a Registered Dietitian Nutritionist (RDN) or Nutrition and Dietetics Technician, Registered (NDTR). A verification statement will be issued to students graduating with the Dietetics (DPD) track upon meeting all requirements as stated in the MS/DPD Policies and Procedures Manual. A Verification Statement is required to apply to dietetic internship programs.

The Accelerated Community track (ACT) prepares students for career paths such as nutrition education with community food and nutrition programs, food security, non-profit work, the food system including local, organic and sustainability, food marketing and communication, and food policy and advocacy. The ACT track is designed for individuals who are not interested in becoming credentialed in the field of nutrition as an RDN or NDTR. The ACT track is also

designed to broaden the knowledge base of students who completed a DPD with their nutrition undergraduate degree and/or current RDNs and to prepare individuals to work in nutrition science research or as a foundation for doctoral programs.

The Accelerated Dietitian Nutritionist Track (ADNT) designed for individuals with a career goal of becoming a registered dietitian nutritionist. The program provides a strong foundation in didactic coursework grounded in science to prepare students by integrating supervised experiential learning in clinical nutrition, community nutrition, and food service management. A verification statement will be issued to students graduating with the Accelerated Dietitian Nutritionist (ADNT) track upon meeting all requirements as stated in the MS/ADNT Policies and Procedures Manual. This verification statement will deem the student eligible to sit for the credentialing exam to become an RDN.

## Prerequisite Coursework

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

### Dietetics (Didactic Program in Dietetics) Track

The following courses must be completed before admission into the **Dietetics (DPD)** track of the MS Nutrition degree program. An overall GPA of 3.0/4.0 for all of the courses listed below is required to be considered for admission to this track.

- [BIO-112/BIO-142](#) – General Biology and Laboratory
- [BIO-339/BIO-349](#) – Anatomy & Physiology and Laboratory
- [BIO-334/BIO-344](#) – Microbiology and Laboratory
- [CHE-111/CHE-141](#) – General Chemistry I and Laboratory
- [CHE-221/CHE-241](#) – Organic Chemistry and Laboratory
- [FN-227](#) – Introductory Nutrition
- [MAT-175](#) – Introductory Statistics
- [PSY-100](#) – Introduction to Psychology

### Accelerated Community Track

The following courses must be completed to be considered for admission into the **Accelerated Community (ACT)** track of the MS Nutrition degree program

- [BIO-339/BIO-349](#) – Anatomy & Physiology
- [CHE-111/CHE-141](#) – General Chemistry I and Laboratory
- [FN-227](#) – Introductory Nutrition
- [MAT-175](#) – Introductory Statistics

## Accelerated Dietitian Nutritionist Track

The following courses must be completed to be considered for admission into the **Accelerated Dietitian Nutritionist (ADNT)** track of the MS Nutrition degree program. An overall GPA of 3.0/4.0 for all of the courses listed below is required to be considered for admission to this track.

- [BIO-112/BIO-142](#) - General Biology and Laboratory
- [BIO-339/BIO-349](#) - Anatomy & Physiology and Laboratory\*
- [BIO-334/BIO-344](#) - Microbiology and Laboratory
- [CHE-111/CHE-141](#) - General Chemistry I and Laboratory\*
- [CHE-221/CHE-241](#) - Organic Chemistry and Laboratory
- [FN-227](#) - Introductory Nutrition
- [MAT-175](#) - Introductory Statistics
- [PSY-100](#) - Introduction to Psychology

\*laboratory optional

## Master of Science in Nutrition Dietetics (DPD) Track (36 credit hours)

### Core Courses

Course #	Title	Credits
FNG-606	The Science of Food Preparation	3
FNG-610	Foundational Research Methods in Nutrition Science	3
FNG-613	Lifecycle Nutrition	3
FNG-622	Advanced Nutrient Metabolism	3
FNG-628	Nutrition and Food Policy	3
FNG-631	Nutrition Education	3
FNG-646	Biostatistics in Nutrition Science	3
Sub-Total Credits		21.00

### Capstone Courses

Course #	Title	Credits
FNG-614	Medical Nutrition Therapy, Assessment and Counseling I	4
FNG-615	Medical Nutrition Therapy, Assessment and Counseling II	4
FNG-618	Food Service Management I Laboratory	1
FNG-624	Food Service Management	3
FNG-690	Capstone: Dietetics	3
Sub-Total Credits		15.00

## Accelerated Community (ACT) Track (30 credit hours)

### Core Courses

Course #	Title	Credits
FNG-610	Foundational Research Methods in Nutrition Science	3
FNG-628	Nutrition and Food Policy	3
FNG-631	Nutrition Education	3
FNG-636	Sustainable Food Systems	3
FNG-638	Program Planning and Evaluation	3
FNG-640	Community Food Security	3
FNG-646	Biostatistics in Nutrition Science	3
FNG-659	Culinary Medicine and Cultural Food Practices	3
FNG-685	Capstone: Community Food Security	3
Sub-Total Credits		27.00

### Elective Courses (3 credit hours)

Course #	Title	Credits
FNG-623	Historic Food Preservation	3
FNG-635	Gastronomy	3
Sub-Total Credits		3.00

## Accelerated Dietitian Nutritionist (ADNT) Track (47 credit hours)

### Core Courses

Course #	Title	Credits
FNG-610	Foundational Research Methods in Nutrition Science	3
FNG-613	Lifecycle Nutrition	3
FNG-614	Medical Nutrition Therapy, Assessment and Counseling I	4
FNG-615	Medical Nutrition Therapy, Assessment and Counseling II	4
FNG-618	Food Service Management I Laboratory	1
FNG-622	Advanced Nutrient Metabolism	3
FNG-624	Food Service Management	3
FNG-628	Nutrition and Food Policy	3
FNG-629	Foundational Leadership & Professionalism	3
FNG-631	Nutrition Education	3
FNG-646	Biostatistics in Nutrition Science	3
Sub-Total Credits		33.00

## Experiential Learning (14 credit hours)

Course #	Title	Credits
FNG-600	Clinical Nutrition Internship Rotation	6
FNG-603	Community Nutrition - Wellness Supervised Field Experience	2
FNG-604	Community Nutrition - Public Health Supervised Field Experience	2
FNG-607	Food Service Management Internship Rotation I	2
FNG-616	Enrichment Internship Rotation	1-2
FNG-626	Food Service Systems	1
Sub-Total Credits		14.00-15
Total Credits		30-47

## Department of Psychology and Social Work

Sheryl Long, Ph.D., *Dean, School of Education, Health and Human Sciences*

Gwynn Morris, Ph.D., *Head, Department of Psychology and Social Work*

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

Doreen Donnelly, B.A., *Graduate Program Manager*

## Master of Arts in Industrial-Organizational Psychology

### Degree Type

Master of Arts

### Mission Statement

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

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

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

- Contribute meaningfully to the execution and delivery of complex projects that include a wide range of skills necessary (e.g. analytical skills, knowledge of various methodologies)
- Develop trust and strong collaborative relationships with team members, leadership and clients

- Deliver effective presentations and briefings to senior management and/or customers
- Demonstrate that project work adds value to the organization
- Work through ambiguity and uncertainty
- Maintain composure under pressure

## Program of Study

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

Strong collaborative relationships with the vibrant industries represented in the Research Triangle provide rich opportunities for internships and future employment opportunities for our graduates. Courses are taught across both Meredith's research-focused Psychology curriculum and our AACSB accredited Business program to provide students with the skills, application and confidence to succeed.

The Psychology program offers a 5-year accelerated Master of Arts in I-O. Any undergraduate 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. Please see the I-O Director for full details and eligibility requirements.

## Required Coursework

Course #	Title	Credits
PSYG-601	Advanced Statistical Methods and Research Design I	3
PSYG-602	Advanced Statistical Methods and Research Design II	3
PSYG-603	Data Analytics in Organizations	3
PSYG-605	Careers in I-O and Consulting Skills	3
PSYG-606	Leadership and Motivation	3
PSYG-607	Organizational Change and Group Dynamics	3
PSYG-608	Job Analysis and Performance Appraisal	3
PSYG-609	Personnel Selection and Training	3
	PSYG-622/PSY-522	3
	Sub-Total Credits	27.00

## Nine credits of electives from the Following:

[PSYG-613](#): Repeatable course. May take more than one topic course and have it count toward the degree.

Other MBA or relevant courses may be taken at the approval of the program director.

Course #	Title	Credits
PSYG-604	Ethical Decision-Making for Sustainable Future	1.5
PSYG-613	Topics in Industrial-Organizational Psychology	3
PSYG-614	Intercultural Consulting with Communities and Organizations	1-3
PSYG-621	Leading Inclusive Organizations	1.5
PSYG-623	Emerging Issues in People Management	1.5
PSYG-624	People Analytics	1.5
PSYG-629	Strategic Risk Management in Human Resources	1.5
PSYG-636	Introduction to Entrepreneurship	1.5
PSYG-637	Entrepreneurship and Corporate Innovation	1.5
PSYG-638	Introduction to Negotiation Science	1.5
PSYG-639	Advanced Negotiation Science	1.5
PSYG-661	Management Information Systems	1.5
PSYG-664	Data Storytelling for Business Leaders	1.5
PSYG-667	Unlocking the Future with Predictive Analytics	1.5
PSYG-668	Data Driven Decisions with Prescriptive Analytics	1.5
PSYG-686	Project Management Foundation and Frameworks	1.5
	Sub-Total Credits	9.00

## One of the Following Capstone Experiences:

Course #	Title	Credits
PSYG-640	Internship in Industrial-Organizational Psychology	1-3
PSYG-641	Thesis in Industrial-Organizational Psychology	3
	Sub-Total Credits	3.00

Or two additional courses not taken from the above sections. This option and the courses must be approved by the I/O MA Program Director. Courses not from the PSYG or MBA designation may be used if approved by the Program Director.

Total Credits	39
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## PSYG-622/PSY-522

**Elective Credits** 3

Course #	Title	Credits
PSYG-622	Psychological Testing and Evaluation	3
PSY-522	Psychological Testing & Eval	3
Sub-Total Credits		6.00

## Department of Sociology and Criminology

Sarah Roth, Ph.D., *Dean, School of Arts & Humanities*

Amie Hess, Ph.D., *Head, Department of Sociology and Criminology*

Bianca Harris, Director, *MA in Criminal Justice Program*

Lori Brown, Ph.D., *Faculty Advisor, MA in Criminal Justice Program*

### Master of Arts in Criminal Justice

#### Degree Type

Master of Arts

#### Mission Statement

The MA program's mission is to educate students with an innovative, trauma-informed approach to administrative and practitioner roles within the criminal justice system or related fields. The program is grounded in the practical application of theoretical, research-based knowledge. The program is committed to providing research and resources that benefit the criminal justice community and the general public.

#### Goals

Students who complete the master's degree in Criminal Justice will be able to demonstrate:

- An understanding of leadership theories and skills as they pertain to managing and leading criminal justice organizations
- An understanding of how substance use disorders and addiction impact policies, procedures, programs and practices in the administration of criminal justice.
- An ability to recognize trauma with an advanced goal of implementing and creating policies, procedures, and program designs to maximize the fundamentals of criminal justice and security protocols.
- An understanding of gender responsiveness as a guide to decision making and best practice protocols along the criminal justice continuum.
- An ability to distinguish between and utilize the various writing styles, skills and requirements needed throughout the criminal justice system

## Program of Study

The Masters of Arts in Criminal Justice in the Department of Sociology & Criminology is a 36-credit hour online graduate program. Students complete 24 credit hours in Core classes and 12 credit hours of electives (may include 6 to 9 credit hours of thesis credit). An internship would be an elective for anyone without field experience. The MA in Criminal Justice does not require a thesis; however, students must complete a capstone course ([CJG-609](#)) in their second year (with at least 18 credit hours completed) with a grade of B or better.

Students will be advised by the Criminal Justice Graduate Faculty Advisor in planning a course of study. Students are expected to attend a 2-3 hour orientation at the beginning of the program at Meredith College unless an exception is approved by the Director of the program.

## Required Coursework

### Core Curriculum

[CJG-609](#): Capstone course - must complete 18 credit hours before taking this course

Course #	Title	Credits
CJG-601	Foundations of Criminal Justice Administration	3
CJG-602	Criminological Theory	3
CJG-603	Data Analysis in Criminal Justice	3
CJG-604	Research Methods in Criminal Justice	3
CJG-606	Writing in Criminal Justice	3
CJG-607	Gender and Criminal Justice	3
CJG-608	Criminal Justice, Substance Use and Addiction	3
CJG-609	Leadership and Decision Making in Criminal Justice	3
Sub-Total Credits		24.00



## Electives

CJG-680: Only for those with no field experience

Course #	Title	Credits
CJG-611	Understanding Human Behavior 3 and Crime	
CJG-612	Drugs, Crime and the Criminal Justice System	3
CJG-613	Trauma and Criminal Behavior	3
CJG-620	Victimology	3
CJG-621	Big Data and Criminal Justice	3
CJG-622	Cybercrime	3
CJG-630	White Collar Crime	3
CJG-635	Juvenile Justice and Youth Crime Problems	3
CJG-644	Policing in a Democratic Society	3
CJG-652	Mass Incarceration and Collateral Consequences	3
CJG-670	Government Project and Program Implementation and Management	3
CJG-671	Government Project and Program Communications Management	3
CJG-675	Special Topics in Criminal Justice	3
CJG-680	Internship in Criminal Justice	3
CJG-681	Directed Readings in Criminal Justice	3
CJG-685	Thesis in Criminal Justice	3-6
	Sub-Total Credits	12.00
	Total Credits	36

## Master of Arts in Criminal Justice: Behavioral Forensics Concentration

### Degree Type

Master of Arts

Students who complete the master's degree in Criminal Justice with a concentration in Behavioral Forensics will be able to demonstrate:

- An understanding of leadership theories and skills as they pertain to managing and leading criminal justice organizations
- An understanding of how substance use disorders and addiction impact policies, procedures, programs and practices in the administration of criminal justice.
- An ability to recognize trauma with an advanced goal of implementing and creating policies, procedures, and program designs to maximize the fundamentals of criminal justice and security protocols.

- An understanding of gender responsiveness as a guide to decision making and best practice protocols along the criminal justice continuum.
- An ability to distinguish between and utilize the various writing styles, skills and requirements needed throughout the criminal justice system
- An ability to describe types of mental illness and psychological disorders most relevant to the criminal justice system
- An understanding of societal, cultural and individual factors influencing mental health and criminal behavior

## Core Curriculum

Course #	Title	Credits
CJG-601	Foundations of Criminal Justice Administration	3
CJG-602	Criminological Theory	3
CJG-603	Data Analysis in Criminal Justice	3
CJG-604	Research Methods in Criminal Justice	3
CJG-606	Writing in Criminal Justice	3
CJG-607	Gender and Criminal Justice	3
CJG-608	Criminal Justice, Substance Use and Addiction	3
CJG-609	Leadership and Decision Making in Criminal Justice	3
	Sub-Total Credits	24.00

## Behavioral Forensic Concentration Courses

Course #	Title	Credits
CJG-611	Understanding Human Behavior 3 and Crime	
CJG-613	Trauma and Criminal Behavior	3
CJG-618	Custodial Care, Criminal Justice & the Law	3
	CJG-625 or CJG-620	3
CJG-626	Violence & Threat Assessment	3
CJG-655	Psychopathology in Criminal Justice	3
	Sub-Total Credits	18.00

## Electives

3 credit hours CJG Elective

Sub-Total Credits	3.00
Total Credits	45

### CJG-625 or CJG-620

**Elective Credits 3**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CJG-625	Sex Offender Behavior	3
CJG-620	Victimology	3
Sub-Total Credits		3.00

## Post-Baccalaureate Certificate - Criminal Justice

### Degree Type

Post-Baccalaureate Certificate

Applicants to the Criminal Justice Post-Baccalaureate Certificate program will complete the admissions process for Post-Baccalaureate Study. Students who successfully complete all courses at Meredith College will receive a certificate of completion signed by the Dean of the School of Arts and Humanities.

### Required Coursework

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CJG-601	Foundations of Criminal Justice Administration	3
Sub-Total Credits		3.00

## Electives

### Choose 5

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CJG-602	Criminological Theory	3
CJG-603	Data Analysis in Criminal Justice	3
CJG-604	Research Methods in Criminal Justice	3
CJG-606	Writing in Criminal Justice	3
CJG-607	Gender and Criminal Justice	3
CJG-608	Criminal Justice, Substance Use and Addiction	3
CJG-611	Understanding Human Behavior and Crime	3
CJG-612	Drugs, Crime and the Criminal Justice System	3
CJG-613	Trauma and Criminal Behavior	3
CJG-620	Victimology	3
CJG-621	Big Data and Criminal Justice	3
CJG-622	Cybercrime	3
CJG-630	White Collar Crime	3
CJG-635	Juvenile Justice and Youth Crime Problems	3
CJG-644	Policing in a Democratic Society	3
CJG-652	Mass Incarceration and Collateral Consequences	3
CJG-670	Government Project and Program Implementation and Management	3
CJG-671	Government Project and Program Communications Management	3
CJG-675	Special Topics in Criminal Justice	3
Sub-Total Credits		15.00
Total Credits		18

## Post-Baccalaureate Certificate - Criminal Justice and Substance Use Disorder

### Degree Type

Post-Baccalaureate Certificate

Applicants to the Criminal Justice and Substance Use Disorder Post-Baccalaureate Certificate program will complete the admissions process for Post-Baccalaureate Study. Students who successfully complete all courses at Meredith College will receive a certificate of completion signed by the Dean of the School of Arts and Humanities.

## Required Coursework

Course #	Title	Credits
CJG-608	Criminal Justice, Substance Use and Addiction	3
CJG-611	Understanding Human Behavior and Crime	3
CJG-612	Drugs, Crime and the Criminal Justice System	3
CJG-613	Trauma and Criminal Behavior	3
Total Credits		12

## Post-Baccalaureate Certificate in Behavioral Forensics

### Degree Type

Post-Baccalaureate Certificate

Applicants to the Behavioral Forensics Post-Baccalaureate Certificate program will complete the admissions process for Post-Baccalaureate Study. Students who successfully complete all courses at Meredith College will receive a certificate of completion signed by the Dean of the School of Arts and Humanities.

## Certificate in Behavioral Forensics

Course #	Title	Credits
CJG-611	Understanding Human Behavior and Crime	3
CJG-613	Trauma and Criminal Behavior	3
CJG-618	Custodial Care, Criminal Justice & the Law	3
CJG-626	Violence & Threat Assessment	3
CJG-655	Psychopathology in Criminal Justice	3
	CJG-625 or CJG-620	3
Sub-Total Credits		18.00

## Certificate in Behavioral Forensics (if BA/BS/MA is outside of CJ)

Course #	Title	Credits
CJG-601	Foundations of Criminal Justice Administration	3
CJG-611	Understanding Human Behavior and Crime	3
CJG-613	Trauma and Criminal Behavior	3
CJG-618	Custodial Care, Criminal Justice & the Law	3
CJG-626	Violence & Threat Assessment	3
CJG-655	Psychopathology in Criminal Justice	3
	CJG-625 or CJG-620	3
Sub-Total Credits		21.00
Total Credits		18-21

## CJG-625 or CJG-620

### Elective Credits 3

Course #	Title	Credits
CJG-625	Sex Offender Behavior	3
CJG-620	Victimology	3
Sub-Total Credits		3.00

## Paralegal

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

## Paralegal Program

### Mission Statement

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

## Student Learning Outcomes

- Outcome 1: Students will develop critical thinking skills to perform paralegal tasks.
- Outcome 2: Students will develop organizational skills that allow them to sort through and manage information
- Outcome 3: Students will develop written and oral communication skills to communicate well with employers, peers, clients, and other entities in the legal community
- Outcome 4: Students will develop a knowledge of legal ethics and develop their own statement of principles to guide their career
- Outcome 5: Students will develop the skills to obtain employment and to work effectively and positively beginning on the first day of a new job

## Program Outcomes

- Outcome 6: The Paralegal Program curriculum will stay current in its curriculum offerings and develop in its graduates the necessary paralegal skills to meet the needs of the legal community.
- Outcome 7: The Paralegal Program will increase awareness in the general public and enhance paralegal utilization in the legal community

## Instructors

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

## Unauthorized Practice of Law

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

## Culminating Experiences

Students will complete a professional portfolio. This portfolio will serve as a go-to document that graduates can refer to in their professional careers.

## Paralegal Core Requirements

Course #	Title	Credits
LEG-010	Legal Survey	
LEG-011	Legal Research	
LEG-012	Law Office Management	
LEG-013	Professional Development	
LEG-026	Advanced Legal Research and Writing	

## Specialty Course

*Must complete 1 of the following courses below:*

Course #	Title	Credits
LEG-020	Civil Litigation Specialty	
LEG-021	Real Estate Specialty	
LEG-023	Corporate Specialty	
	Total Credits	0

## School of Arts & Humanities

## School of Arts & Humanities

Sarah Roth, Ph.D., *Dean, School of Arts & Humanities*  
Robin Colby, Ph.D., *Head, Department of English*  
Emily Howard, M.F.A., *Head, Department of Art*  
Teresa Holder, Ph.D., *Head, Department of Communication*

## Post-Baccalaureate Digital Communication Certificate

### Degree Type

Post-Baccalaureate Certificate

### Mission Statement

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

### Goals

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

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

## Program of Study

The Post-Baccalaureate Digital Communication Certificate at Meredith College is an interdisciplinary program consisting of 25 credit hours of coursework: three 3-credit hour courses, a 1-credit hour portfolio, and 15 credit hours of elective credit.

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

## Required Coursework

### Core Curriculum

Course #	Title	Credits
ART-180	Computer Literacy for Design	3
COM-365	Digital Media Convergence	3
ENG-358	Professional Writing	3
IDS-403	Digital Communication Portfolio	1
Sub-Total Credits		10.00

### Digital Communication Electives

Course #	Title	Credits
Sub-Total Credits		15.00
Total Credits		25

### Digital Communication Electives

**Elective Credits 15**

Choose from the following:

Course #	Title	Credits
ART-131	Digital Photography I	3
ART-230	Digital Photography II	3
ART-242	Graphic Design and Typography	3
ART-360	Interactive Design	3
BUS-250	Applied Data Analysis for Business, Decisions	3
BUS-303	Management & Organiz Behavior	3
BUS-305	Management Information Systems	3
BUS-360	Principles of Marketing	3
BUS-362	Social Media Marketing	3
COM-316	PR Techniques	3
COM-350	Business and Professional Communication	3
COM-380	Interactive & Social Media	3
COM-480	Interpersonal Communication Internship	3-6
CS-110	Ethics & Information Technology	1
CS-120	Spreadsheets	1
CS-121	Spreadsheets II	1
CS-140	Databases	1
CS-156	Web Site Design and Management	3
CS-230	Web Programming with Databases	3
ENG-245	Introduction to Journalism	3
ENG-247	Publishing and Editing	3
ENG-250	Text and Image	3
GEO-203	Geographic Information Systems [GIS]	3
Sub-Total Credits		15.00

## Post-Baccalaureate Digital Media Certificate

### Degree Type

Post-Baccalaureate Certificate

### Mission Statement

The Post-Baccalaureate Digital Media Certificate 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.

### Goals

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

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

## Required Coursework

### Core Curriculum

Course #	Title	Credits
ART-180	Computer Literacy for Design	3
ENG-358	Professional Writing	3
COM-365	Digital Media Convergence	3
IDS-403	Digital Communication Portfolio	1
Sub-Total Credits		10.00

### Digital Media Electives

Choose from the following:

Course #	Title	Credits
Sub-Total Credits		6.00
Total Credits		16



## Digital Media Electives

### Elective Credits 6

Choose from the following:

Course #	Title	Credits
ART-131	Digital Photography I	3
BUS-250	Applied Data Analysis for Business, Decisions	3
BUS-303	Management & Organiz Behavior	3
BUS-305	Management Information Systems	3
BUS-360	Principles of Marketing	3
COM-316	PR Techniques	3
COM-350	Business and Professional Communication	3
COM-380	Interactive & Social Media	3
COM-480	Interpersonal Communication Internship	3-6
	CS-110/CS-120/CS-140	1
CS-156	Web Site Design and Management	3
ENG-245	Introduction to Journalism	3
ENG-247	Publishing and Editing	3
ENG-250	Text and Image	3
GEO-203	Geographic Information Systems [GIS]	3
	Sub-Total Credits	43.00-46

## School of Business

Kimberly Burke, Ph.D. *Dean, School of Business*

Lisa Delise, Ph.D., *Department Head, School of Business*

Bing Yu, Ph.D., *Director, Master of Business Administration*

Ele Roberts, B.S., *Associate Director of MBA Admissions*

Stephanie Wimmer, *Student Support & Event Coordinator*

## School of Business Mission Statement

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

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

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

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

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

## Master of Business Administration

### Degree Type

Master of Business Administration

### Program of Study

The MBA program consists of 33 credit hours of coursework, of which 15 hours must be taken within specified functional areas of business. Students have significant choice in fulfilling the remaining hours. Students may choose a concentration comprised of 9 credit hours of courses that are not used to fulfill the 15 hours of functional area requirements. For some students, additional foundations courses (3 to 6 credit hours) may be required, depending on transcript review.

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

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

Up to six credit hours of 600-level transfer credit may be applied to a graduate degree program at Meredith subject to approval by the Program Director. All transfer courses must carry a grade of B or better and be taken at an AACSB-accredited institution. All requests for transfer courses are subject to approval from the Program Director. Transfer course(s) must fall within the six-year limit for program completion.

The School of Business offers a 5-year accelerated MBA. Any undergraduate student wishing to complete the 4 + 1 accelerated program needs to be admitted to Meredith College. General guidelines and eligibility for this program would be a 3.0 or greater GPA at Meredith. Please see the [MBA Director](#) for full details and eligibility requirements.

## MBA Required Coursework

### Required Area Courses (15 credits):

- 1 Accounting Course
- 2 Business Analytics & Information Systems Courses
- 1 Finance Course
- 2 Management Courses
- 1 Marketing Course
- 1 Operations & Supply Chain Management Course
- [MBA-699](#)

### Flex Credits (18 credits):

Choose up to 12 MBA Courses not used to fulfill requirements above

## Accounting Courses

Choose one from the following (1.5 credits):

Course #	Title	Credits
MBA-631	Accounting for Managers	1.5
MBA-632	Introduction to Accounting Analytics and Visualization	1.5
Sub-Total Credits		1.50

## Business Analytics & Information Systems Courses

Choose 2 from the following (3 credits):

Course #	Title	Credits
MBA-661	Management Information Systems	1.5
MBA-662	Foundations of Business Analytics	1.5
MBA-663	Exploring and Visualizing Data	1.5
Sub-Total Credits		3.00

## Finance Courses

Choose one from the following (1.5 credits):

Course #	Title	Credits
MBA-651	Corporate Finance	1.5
MBA-653	Financial Management	1.5
Sub-Total Credits		1.50

## Management Courses

Choose 2 from the following (3 credits):

Course #	Title	Credits
MBA-601	High-Impact Leadership	1.5
MBA-602	Managing Effective Teams	1.5
MBA-603	Leveraging Change	1.5
MBA-604	Ethical Decision-Making for a Sustainable Future	1.5
MBA-612	HR Essentials for Managers	1.5
MBA-621	Leading Inclusive Organizations	1.5
Sub-Total Credits		3.00

## Marketing Courses

Choose one from the following (1.5 credits):

Course #	Title	Credits
MBA-671	Contemporary Issues in Marketing	1.5
MBA-673	Demystifying Marketing Strategy	1.5
Sub-Total Credits		1.50

## Operations & Supply Chain Management Courses

Choose one from the following (1.5 credits):

Course #	Title	Credits
MBA-681	Operations Strategy and Process Design	1.5
MBA-683	Supply Chain and Quality Management	1.5
Sub-Total Credits		1.50

## Strategy Course

Course #	Title	Credits
MBA-699	Integrated Strategic Management	3
Sub-Total Credits		3.00

## Flex Credits

Choose up to 12 MBA courses (18 credits) not used to fulfill requirements above.

For students who choose a concentration below, those 9 hours are included in Flex Credits.

Sub-Total Credits	18.00
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## Human Resource Management Concentration

MBA Required Area Courses: 15 credit hours  
Concentration Courses: 9 credit hours  
Additional Flex Credits: 9 credit hours

7.5 credits chosen from HR Courses:

[MBA-612](#), [MBA-613](#), [MBA-614](#), [MBA-623](#), [MBA-624](#) and [MBA-629](#)

1.5 credits chosen from:

[MBA-638](#), [MBA-686](#), or Any HR Course not chosen above or used to fulfill the Management Requirement

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Sub-Total Credits	9.00
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## Innovative Management Concentration

MBA Required Area Courses: 15 credit hours  
Concentration Courses: 9 credit hours  
Additional Flex Credits: 9 credit hours

6 credit hours chosen from:

[MBA-638](#), [MBA-686](#), one additional Project Management Course ([MBA-687](#), [MBA-688](#), or [MBA-689](#)), and one Entrepreneurship Course ([MBA-636](#) or [MBA-637](#))

3 credit hours chosen from:

[MBA-623](#), [MBA-639](#), [MBA-654](#), [MBA-655](#), [MBA-671](#), one Project Management Course not chosen above, one Entrepreneurship Course not chosen above, and one Business Analytics course not used to fulfill the Business Analytics/IS requirement ([MBA-663](#), [MBA-664](#), [MBA-665](#), [MBA-667](#), or [MBA-668](#)).

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Sub-Total Credits	9.00
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## Project Management Concentration

MBA Required Area Courses: 15 credit hours  
Concentration Courses: 9 credit hours  
Additional Flex Credits: 9 credit hours

6 credit hours of Project Management Courses:

[MBA-686](#), [MBA-687](#), [MBA-688](#) and [MBA-689](#)

3 credit hours chosen from:

[MBA-638](#), [MBA-639](#), [MBA-664](#), [MBA-665](#), [MBA-667](#), and [MBA-668](#)

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Sub-Total Credits	9.00
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## Business Analytics Concentration

MBA Required Area Courses: 15 credit hours  
Concentration Courses: 9 credit hours  
Additional Flex Credits: 9 credit hours

6 credit hours chosen from Business Analytics Courses:

[MBA-663](#), [MBA-665](#), [MBA-667](#), [MBA-668](#), and [MBA-669](#)

3 credit hours chosen from:

[MBA-624](#), [MBA-632](#), [MBA-664](#), [MBA-655](#), [MBA-674](#), and any Business Analytics course not chosen above

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Sub-Total Credits	9.00
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Total Credits	33
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# Courses

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## Art

### **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-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-230 : Digital Photography II**

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

**Required Prerequisites**

[ART-131](#)

**Notes**

[ART-230](#) is not required to take this course.

May be repeated for credit.

Studio fee assessed.

### **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

**Required Prerequisites**

[ART-110](#) and [ART-180](#)

**Notes**

Studio fee assessed.

### **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

**Required Prerequisites**

[ART-180](#)

**Notes**

Studio fee assessed.

# Business

## **BUS-250 : Applied Data Analysis for Business, Decisions**

The managerial use of statistical concepts and methods to address real world business problems. Emphasis is placed on the utilization of quantitative methods as applied to business decision making and operations. Applications of technology for data analysis and management will be included as an integral part.

**Credits** 3

### **Instructional Method**

LEC

### **Required Prerequisites**

Prerequisite: One math course-must be [MAT-175](#) or an equivalent statistics course.

Recommended Prerequisite: 3 credits of ACC/BUS/ECO courses.

### **Semester Offered**

Fall

Spring

## **BUS-303 : Management & Organiz 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

### **Notes**

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.

### **Notes**

Not open to Freshmen

### **Semester Offered**

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

### **Notes**

Not open to Freshmen

### **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

### **Required Prerequisites**

[BUS-360](#)

# Communication

## **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-350 : Business and Professional Communication**

The nature of communication theory and practice in business and professional settings. Development of individual, dyadic, group, and organizational communication proficiencies. Supervisory/subordinate and peer communication, active listening, group communication, and presentational speaking.

**Credits** 3

### **Instructional Method**

LEC

### **Required Prerequisites**

[COM-225](#)

### **Semester Offered**

Spring



**COM-365 : Digital Media Convergence**

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

**Semester Offered**

Fall

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-480 : Interpersonal 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 Standing

Majors in the Communication department with a 2.000 or higher GPA

**Semester Offered**

Fall

Spring

# Computer Studies

**CS-110 : Ethics & 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

**Required Prerequisites**

[CS-120](#) or competency in spreadsheets

**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 : Web Site Design and 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-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

**Required Prerequisites**

[CS-140](#), [CS-156](#) and [CS-190](#) with a minimum grade of C or better

## Cooperative Education

**COE-600 : Graduate Cooperative Education**

A cooperative educational experience with companies and agencies approved by the Career Planning Office and the student's advisor. Participating students are supervised by a faculty advisor assigned by the program.

**Credits** 3

**Instructional Method**

COP

**Required Prerequisites**

3 credit hours of graduate credit at Meredith

**Notes**

A student must be enrolled for at least one graduate level course in the semester in which they are enrolled in a cooperative experience.

This course may be taken once.

Credits will be in addition to the requirements of the program.

**Semester Offered**

Fall

Spring

Summer

## Department of Biological Sciences

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

Carolina Perez-Heydrich, Ph.D., *Head, Department of Biological Sciences*

Karthik Aghoram, Ph.D., *Director, Pre-Health Program*

Jason Andrus, Ph.D., *Director, Biomedical Sciences Program*

Christie Burley, MBA, MDiv, MTS, *Program Manager and Admissions Counselor Pre-Health Post-Baccalaureate Certificate and Master of Arts in Biomedical Sciences*

**MBS-600 : Professional Development I**

In this 2-part course, students will receive training in professionalism. Training workshops will include Strengths Finder sessions, resume writing, finding community service and healthcare observation opportunities, crafting personal statements, navigating the complexities of the various application systems and strategies for admissions-test preparation.

**Credits** 1

**Instructional Method**

LEC

**Semester Offered**

Fall

**MBS-601 : Professional Development II**

In this 2-part course, students will receive training in professionalism. Training workshops will include Strengths Finder sessions, resume writing, finding community service and healthcare observation opportunities, crafting personal statements, navigating the complexities of the various application systems and strategies for admissions-test preparation.

**Credits** 1

**Instructional Method**

LEC

**Semester Offered**

Spring

**MBS-610 : Medical Biochemistry**

Biochemistry is the study of molecular mechanisms that underlie biological systems. It provides the molecular basis for biomedical science. This case-study based course will discuss metabolic interrelationships, reaction rates, control mechanisms, integration of metabolic networks, with an emphasis on clinical implications.

**Credits** 4

**Instructional Method**

LEC

**Semester Offered**

Fall

**MBS-620 : Human Physiology**

Human Physiology provides students with an understanding of the function and integration of organ systems within the human body. This case-study based course will discuss the structure and function of human organ systems, homeostasis and the clinical implications of perturbations in these systems.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

**MBS-630 : Medical Microbiology**

Comprehensive examination of mammalian viral, bacteria and fungal pathogens, with emphasis on the pathogenic mechanisms of disease, host responses, development of resistance. Case studies pertaining to diagnosis, prevention and therapies will be included.

**Credits** 4

**Instructional Method**

LEC

**Semester Offered**

Fall

**MBS-640 : Public Health**

Public Health is the interdisciplinary study of socio-ecological determinants of health that underlie the well-being of individuals and communities. In this case-study based course, lectures, discussions and debates will be used to provide students with a strong foundation in concepts related to the humanistic aspects of healthcare delivery.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

**MBS-650 : Advanced Immunology**

Detailed examination of the human immune system, including comprehensive examination of innate and adaptive host responses to pathogens, cancer, and environmental triggers. Emphasis on case studies and current research publications covering immunological diagnosis of disease, disorders of the immune system, and advance in the field.

**Credits** 3

**Instructional Method**

LEC

**Required Prerequisites**

[MBS-630](#)

**Semester Offered**

Spring

**MBS-660 : Pharmacology**

Introduction to the fundamentals of clinical pharmacology as a translational scientific discipline focused on rational drug development and utilization in therapeutics. The course focuses on the following core principles of pharmacology: pharmacokinetics; drug metabolism and transport; drug therapy in special populations; assessment of drug effects; drug discover and development; pharmacogenomics and pharmacotherapy.

**Credits** 3

**Instructional Method**

LEC

**Required Prerequisites**

[MBS-610](#)

**Semester Offered**

Spring

**MBS-670 : Biostatistics for Healthcare**

An advanced course in biostatistics with a strong emphasis on statistical applications in public health and medical 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.

**Credits** 3

**Instructional Method**

LEC

**Required Prerequisites**

[MBS-640](#)

**Semester Offered**

Spring

**MBS-680 : Healthcare Ethics**

This course will discuss ethical, cultural and moral issues in the context of modern health care delivery. Through the use of case-studies, lectures and discussions, students will be able to: articulate an ethical issue, assemble necessary 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

**Semester Offered**

Spring

### MBS-690 : Current Topics in Biomedicine

This course will present students with current topics in Biomedical Sciences. Topics will vary each year and will focus on background knowledge and current problems and case studies within the topics. Examples of topics may include Developmental Biology, Health Economics, Parasitology/Pathology; Molecular Medicine.

**Credits** 3

**Instructional Method**

LEC

**Required Prerequisites**

[MBS-610](#), [MBS-620](#), [MBS-630](#), and [MBS-640](#)

**Semester Offered**

Spring

## Department of Education

Sheryl Long, Ph.D., Dean, *School of Education, Health and Human Sciences*

Heather Bower, PhD., *Head, Department of Education*

Courtney George, Ph.D., *Director, Graduate Programs in Education*

## Mission Statement

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

## 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](#).

## 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.

**ARTG-735 : Teaching and Methods: Art Pre-K-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. Twelve hours of studio art must be completed prior to registering for this class.

**Credits** 3

**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.

**ARTG-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

**Required Prerequisites**

[ART-221](#) or [ART-222](#)  
12 credit hours of studio art must be completed before registering for this course, or permission of instructor.

**Notes**

Offered in rotation with [ARTG-735](#)  
Studio fee assessed.

**Semester Offered**

Fall

**DNG-762 : Methods of Teaching Dance, K-12**

A study of teaching methods for dance in public school settings, grounded in an investigation of the theoretical foundations for dance education. Content includes readings, observations, reflection, writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**DNG-763 : Reflective Teaching in Dance**

A course designed to provide the student with directed field experience in teaching dance. Course assignments will offer practical preparation for the teaching internship and theoretical grounding to support the student's individual teaching philosophy. Course content includes readings with written reflection, developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical reflection about teaching and learning.

**Credits** 3

**Instructional Method**

FLP

**Required Prerequisites**

[DNG-762](#)

**Semester Offered**

Varies-Contact Prog. Director

**EDUG-644 : Second Language Acquisition and Literacy**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

**EDUG-648 : Grammar and Linguistics for ESL Teachers**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Spring



**EDUG-671 : Adolescent Literacy and Learning Across the Content Areas**

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

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Summer

**EDUG-679 : Graduate Practicum**

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

**Credits 1**

-3

**Instructional Method**

LEC

**Semester Offered**

Fall

Spring

Summer

**EDUG-700 : Learning in Cultural Contexts**

This course explores major theories and models for understanding how children and adolescents learn; seeks to understand the complex interaction among biological, sociocultural, and psychological factors that influence learning; applies this knowledge about learning to learning and teaching in schools; and investigates the interplay between school culture and students' cultures and the implications for student achievement. The course begins with a sharp focus on the students 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

**EDUG-713 : Collaboration with Professionals and Families for Special and General Educators and Specialists**

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

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Summer

**EDUG-724 : Teaching and Integrating Science and Health**

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

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Fall

**EDUG-725 : Teaching and Integrating Social Studies and the Arts**

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

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Summer

**EDUG-726 : Developing Mathematical Understanding for General and Special Educators**

This course will examine and apply the theory, research and instructional practices essential to developing mathematical understanding for general and special education pre-service teachers. Experiences in this course will focus on helping all students develop a sound, foundational understanding of mathematical concepts through the use of research validated instructional strategies and tools. Candidates will plan instruction that develops and extends student thinking and knowledge of the mathematics curriculum, and will learn to assess student's mathematical understanding. Field experiences offer opportunities to apply concepts and skills learned in this course.

**Credits 3****Instructional Method**

LEC

**Semester Offered**

Spring

**EDUG-729 : Reading Methods for General and Special Educators**

This course will examine the theory, research and instructional practices essential to reading development. Special education and general education teacher candidates will learn to use multiple models and approaches for assessing literacy learning and plan lessons that meet the needs of all learners. Candidates will learn to integrate children's literature and writing into their instruction in a manner that is culturally sustaining and developmentally appropriate. Field Experiences required.

**Credits 3****Instructional Method**

LEC

**Semester Offered**

Spring

**EDUG-731 : Writing Methods for Teaching All Learners**

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

**Credits 3****Instructional Method**

LEC

**Semester Offered**

Spring

**EDUG-761 : Secondary Methods**

Prospective science and social studies teachers will begin building a file of teaching materials, including activities, lesson plans, and unit plans. Students will focus on standards-based curriculum, data-driven instruction and assessment, and effective pedagogies for the middle and high school classroom.

**Credits 3****Instructional Method**

LEC

**Semester Offered**

Summer

**EDUG-790 : MAT Internship**

Designed to provide a full-time experience at the appropriate grade level within the area of specialization. Internships are offered in the areas of Elementary Education (K-6), English as a Second Language (K-12), or Special Education (K-12). The candidate engages in a variety of supervised instructional activities, with gradual induction into full-time teaching responsibilities. The candidate will be supervised by both a cooperating teacher in a public school classroom and a college supervisor from the Meredith faculty.

**Credits 3****Instructional Method**

LEC

**Required Prerequisites**

All program requirements must be met prior to enrollment.

**Required Corequisites**[EDUG-799](#)**Notes**

Internship fee assessed.

**Semester Offered**

Fall

Spring

**EDUG-799 : Student Teaching and Classroom Behavior Management Colloquium**

A capstone seminar taken concurrently with the graduate internship. This course is designed to strengthen the professional skills of reflection as related to instructional practice, assessment and evaluation of student learning, and analysis of personal and effective classroom practices, focusing especially on classroom and behavior management. Emphasis is placed on the five areas of the North Carolina Professional Teaching Standards. You will create, implement, and reflect on a classroom management plan that covers routines, procedures, structures, and behavior. Additionally, in this class you will learn strategies for teaching new behaviors to students who have not yet learned the behaviors that allow them to be successful at school.

**Credits 3****Instructional Method**

LEC

**Required Corequisites**[EDUG-790](#)**Semester Offered**

Fall

Spring

**ENGG-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. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for a year.

**Credits 3****Instructional Method**

LEC

**Required Prerequisites**

Undergraduate degree in English; admission to teacher education at Meredith College through the PBL for 6-9 and 9-12 English.

**Semester Offered**

Fall

**ENGG-775 : Advanced Grammar**

A systematic and rigorous examination of traditional grammar at the graduate level, including the study of elements of sentence structure and applications to proofreading and language conventions appropriate to the purpose, audience, and context of written and oral communication. This course explores usage problems and focuses on fundamental issues underlying all errors of grammatical usage.

Required for PBL students pursuing a career in teaching 6-9 or 9-12 English.

**Credits 6****Instructional Method**

LEC

**Semester Offered**

Spring

**FCSG-765 : Family and Consumer Sciences 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. Required of secondary family and consumer sciences education majors.

**Credits 3****Instructional Method**

LEC

**Semester Offered**

Fall

**FCSG 764 : Methods of Teaching Family and 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

**Notes**

Required for secondary family and consumer sciences licensure students and food and nutrition majors. Open to students admitted to the teacher education program, nutrition majors or with permission of the instructor.

**Semester Offered**

Spring

**MATG-760 : Mathematical Knowledge for Teaching**

This course will examine the types of mathematical knowledge needed for teaching secondary mathematics (both middle and high school). Instruction in the course will model a more investigative approach to secondary mathematics through hands-on activities with standards-based curricula in secondary mathematics. The course will examine learning theories in mathematics in view of recent national and state recommendations for mathematics curricula and instruction—i.e., the National Council of Teachers of Mathematics' Principles and Standards 2000 and North Carolina statewide learning goals as articulated in the Standard Course of Study—based on the Common Core State Standards in Mathematics. The goal of this course is to provide you with a foundation of school mathematics from an advanced perspective. Mathematics knowledge for teaching involves more than knowing the school mathematics that you all have studied and passed in order to become college mathematics majors. Rather, mathematics knowledge for teaching is a highly specialized understanding of the conceptual foundations behind school mathematics that will give you the tools, as a teacher, to make instructional decisions that are developmentally appropriate for your students, helping them to make connections as they learn new mathematical concepts.

**Credits 5****Instructional Method**

LEC

**Semester Offered**

Spring

**MATG-764 : Methods of Teaching Middle/Secondary Mathematics**

You must demonstrate intellectual understanding of the subject matter through readings, reports, homework, discussions, and projects. The main emphasis of this course will be on helping you acquire professional teaching skills. Exhibiting qualities of initiative, willingness to take on responsibilities, assertiveness, promptness, cheerfulness, consideration of others, independence, and a love of hard work are indicators that you are seriously preparing to teach mathematics. Issues of diversity and equity will pervade the course as we explore the goal of mathematical power for all our students and the diverse ways of learning our students bring to the classroom. Technology will be used and evaluated critically in the course for its added value to learning.

**Credits 6****Instructional Method**

LEC

**Semester Offered**

Fall

**THEG-716 : 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****Semester Offered**

Offered As Needed

**THEG-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**[THEG-716](#) or permission of instructor**Semester Offered**

Offered As Needed

## Dietetic Internship

**FNG-601 : Advanced Clinical Nutrition Seminar**

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

**Credits 3****Instructional Method**

SEM

**Semester Offered**

Fall

**FNG-605 : Professional Communication, Leadership and Informatics**

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

**Credits 3****Instructional Method**

LEC

**Semester Offered**

Fall

**FNG-608 : Food Service Management Internship Rotation II**

A second rotation in supervised practice food service management experiences that permit the attainment of the skills coincident with an entry-level registered dietitian nutritionist.

**Credits** 2

**Instructional Method**

FLP

**Semester Offered**

Fall

## English

**ENG-245 : Introduction to Journalism**

An introductory course in news, feature, and, editorial writing. Topics to be examined include the role, history, and production of newspapers.

**Credits** 3

**Instructional Method**

LEC

**Required Prerequisites**

[ENG-111](#)

**Semester Offered**

Varies-Contact Dept. Head

**ENG-247 : Publishing and Editing**

A course in editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing.

**Credits** 3

**Instructional Method**

LEC

**Required Prerequisites**

[ENG-111](#)

**Semester Offered**

Varies-Contact Dept. Head

**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 communications minors to contribute to communication projects and teams in the workplace.

**Credits** 3

**Instructional Method**

LEC

**Required Prerequisites**

[ENG-111](#)

**Semester Offered**

Varies-Contact Dept. Head

**ENG-358 : Professional Writing**

A sequence of writing assignments designed to provide experience in writing for different audiences and in different formats, including a proposal, an academic paper, a review, a how-to piece, and an opinion piece. A brief review of grammar and proofreading.

**Credits** 3

**Instructional Method**

LEC

**Required Prerequisites**

[ENG-111](#)

**Semester Offered**

Fall

Spring

## Geoscience

**GEO-203 : Geographic Information Systems [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

## Health & Education

**HEDG-710 : Foundation and Methods in Health Education K-12**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Spring



# Health and Physical Education

## **ESSG-710 : Pedagogical Applications in Health and Physical Education**

A study of effective instruction in health and physical education for K-12 students focusing on specific teaching skills critical to enhancing student engagement and learning. Course content includes creating a respectful learning environment, classroom management, assessment and evaluation, diversity, professionalism and ethics. Students will have the opportunity for examination and critical analysis of effective teaching research.

**Credits 3**

### **Instructional Method**

LEC

### **Semester Offered**

Fall

## **ESSG-711 : Program Design and Implementation in Health and Physical Education**

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

**Credits 3**

### **Instructional Method**

LEC

### **Semester Offered**

Summer

## **ESSG-712 : Teaching Physical Education in Elementary School: MAT**

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

**Credits 3**

### **Instructional Method**

LEC

### **Semester Offered**

Summer

## **ESSG-713 : Teaching Physical Education in Secondary Schools: MAT**

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

**Credits 3**

### **Instructional Method**

LEC

### **Semester Offered**

Spring

# Interdisciplinary Studies

## **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 credits in the Digital Communication Post-Baccalaureate Certificate Program or permission of Program Director.

### **Semester Offered**

Summer

# Master of Arts in Criminal Justice

## **CJG-601 : 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**

### **Instructional Method**

LEC

### **Semester Offered**

Fall

## **CJG-602 : 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**

### **Instructional Method**

LEC

### **Semester Offered**

Spring

## **CJG-603 : Data Analysis in 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**

### **Instructional Method**

LEC

### **Required Prerequisites**

Students who have not completed an introductory course in statistics within the past five years will be required to complete a college-level statistics course as a prerequisite

### **Semester Offered**

Fall

## **CJG-604 : Research Methods in 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**

### **Instructional Method**

LEC

### **Semester Offered**

Spring

## **CJG-606 : 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**

### **Instructional Method**

LEC

### **Semester Offered**

Fall

**CJG-607 : Gender and 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

**Instructional Method**

LEC

**Semester Offered**

Fall

**CJG-608 : Criminal Justice, Substance Use and 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

**Instructional Method**

LEC

**Semester Offered**

Fall

**CJG-609 : Leadership and Decision Making in Criminal Justice**

This course serves as a capstone course for the Master of Arts in Criminal Justice degree, providing an opportunity for the integration of information offered in the program and its relationship to emergent issues.

This course focuses on the relationship between leaders and various constituencies with a focus on effective and ethical leadership practices. Theoretical concepts regarding leadership in organizations, including its origins, aspects, and consequences will be examined along with problems and alternative solutions in criminal justice management. The case study method and current readings provide a mixture of practical and educational experience intended to foster and disseminate new ideas for management strategies, especially as this is impacted by leadership styles, human resources, and the environment. Decision making and policy formulation in organizations will be examined and this will include goal setting and the planning process., rational models of decision making, valuation of alternatives, prediction of outcome, cost-benefit analysis, decision trees, uncertainty and risk assessment, and procedures for evaluation of outcomes. Students will complete a significant project incorporating the major elements of the course.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Spring

Summer

**CJG-611 : Understanding Human Behavior and 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

**Instructional Method**

LEC

**Semester Offered**

Spring

**CJG-612 : Drugs, Crime and the 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****Instructional Method**

LEC

**Semester Offered**

Summer

**CJG-613 : Trauma and 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****Instructional Method**

LEC

**Semester Offered**

Fall

Summer

**CJG-618 : 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****CJG-620 : 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****Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**CJG-621 : Big Data and 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

**Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**CJG-622 : 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

**Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**CJG-625 : 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

**CJG-626 : 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

**CJG-630 : 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

**Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director



**CJG-635 : Juvenile Justice and Youth Crime Problems**

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****Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**CJG-644 : Policing in a 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****Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**CJG-652 : Mass Incarceration and Collateral 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****Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**CJG-655 : 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](#)

**CJG-670 : Government Project and Program Implementation and 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

**Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**CJG-671 : Government Project and Program 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

**Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**CJG-675 : 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

**Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**CJG-680 : Internship in Criminal Justice**

This course is only available for students who have had no work experience in Criminal Justice. An internship/practicum is a "field apprentice" course during which students work under supervision in a criminal justice, private security or other related agency or department in an agency. Written daily logs of activities and a written report of internship experiences is required. Specifically, the course will focus on workplace interactions, performance evaluations, worker accountability, the use of discretion in criminal justice settings, and the process of reform in criminal justice organizations.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

Spring

Summer

**CJG-681 : Directed Readings in Criminal Justice**

This course is designed to allow students to pursue specialized interest in specific topics in Criminal Justice.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

Spring

Summer

**CJG-685 : Thesis in Criminal Justice**

This course provides students with an opportunity to integrate theories, concepts and aspects of criminology and criminal justice literature with methods and techniques for conducting research, through the completion of an original research project. The thesis project should constitute original research and is conducted under the supervision of a Master's Thesis Committee.

**Credits** 3

-6

**Instructional Method**

LEC

**Semester Offered**

Fall

Spring

Summer

# Master of Business Administration

## **MBA-510 : Foundations in Quantitative Methods**

An introduction to the theory, principles, and application of statistical and other quantitative analytic techniques. Special emphasis is on the acquisition of skills needed in preparation for core MBA courses.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

Spring

## **MBA-550 : Foundations in Finance**

A survey of issues related to the acquisition and management of funds by the firm. Topics in the course include time value of money, analysis of financial statements, asset valuation, forecasting of cash flows, capital budgeting, and cost of capital.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

Spring

## **MBA-601 : 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

## **MBA-602 : 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

## **MBA-603 : 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

## **MBA-604 : Ethical Decision-Making for a 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

## **MBA-612 : 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

**MBA-613 : Attracting an Effective Workforce**

Organizations rely on HR professionals to attract and recruit a highly effective workforce. This course focuses on how HR can optimize a talent pool to meet organizational objectives and provides students with skills to strategically manage job analysis, workforce planning, recruitment, and selection processes to ensure person-job fit. The course explores modern HR practices, including global staffing, data-driven recruitment, talent acquisition technologies, nontraditional employment, and flexible work arrangements.

**Credits** 1.5

**Instructional Method**

LEC

**MBA-614 : Sustaining a Competitive Workforce**

This course prepares students to design and implement strategies that sustain a competitive workforce by optimizing employee performance, engagement, and well-being. The course focuses on key HR functions (compensation, benefits, performance management, training, and career development), organizations use to create environments where employees can thrive. The roles of organizational culture, trust in HR, and effective communication in fostering employee satisfaction and retention are explored. The course covers strategies to ensure internal equity and external competitiveness in compensation and alignment of HR strategies with business objectives, to create a competitive and engaged workforce.

**Credits** 1.5

**Instructional Method**

LEC

**MBA-621 : 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

**MBA-623 : Emerging Issues in People Management**

This course explores how rapid societal, technological, and economic changes reshape the way organizations manage their people. To stay competitive and sustainable, companies must create an inclusive experience, while addressing challenges such as remote work, the gig economy, and automation. HR leaders must navigate the ethical use of technologies and analytics to support decision-making, enhance well-being, and ensure organizational agility. The course addresses emerging trends in people management, identifying competencies and practices that support future-focused HR professionals in helping organizations adapt for the future.

**Credits** 1.5

**Instructional Method**

LEC

**MBA-624 : People Analytics**

This course introduces students to people analytics, focusing on how data-driven insights can inform and enhance people management strategies. The course explores use of data to improve HR functions such as hiring, employee engagement, performance management, and workforce planning. Students will learn how to evaluate the quality and usefulness of HR data, analyze and visually represent HR data, interpret key metrics, and use evidence-based decision-making to address real-world business challenges from an HR perspective.

**Credits** 1.5

**Instructional Method**

LEC

**Required Prerequisites**

Basics of Quantitative Analysis waiver course or recent statistics course

**MBA-629 : Strategic Risk Management in Human Resources**

This course provides an examination of risk management from a human resources perspective, equipping students with the knowledge and tools needed to mitigate HR-related risks within an organization. Through the exploration of topics such as legal compliance, internal investigations, crisis management, executive-level succession planning, health and safety, and critical issues like harassment and privacy, students will learn how an HR department can help safeguard an organization against legal, ethical, and reputational risks.

**Credits** 1.5

**MBA-630 : Managerial Accounting for Decision Makers**

An approach to analysis of data and information relevant to management decision making. Topics covered include budgeting, differential costs in alternative decisions, allocation of cost, cost relationships, pricing, standard costing, and performance evaluation. This course also emphasizes the planning and use of information technology for business processes and decision making in business.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

Spring

**MBA-631 : 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

**MBA-632 : Introduction to Accounting Analytics and Visualization**

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

**MBA-636 : 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

**MBA-637 : Entrepreneurship and Corporate Innovation**

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

**MBA-638 : 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

**MBA-639 : 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

**Required Prerequisite Courses**

MBA-638

**MBA-651 : 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

**Required Prerequisites**

Basics of Finance waiver course or recent Corporate Finance course

**MBA-653 : 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

**Required Prerequisites**

Basics of Finance waiver course or recent Corporate Finance course

**MBA-654 : Behavioral Finance and Investment**

This course will use insights from behavioral economics, psychology, and other social sciences to develop theoretical frameworks, quantitative tools, and practical issues that are critical for investment management. It will provide a comprehensive understanding of how human behavior impacts financial markets and investors' decision-making processes. The topics include asset allocation, portfolio optimization, and the psychology of investing. The course focuses on application of portfolio theory to investment practice in the real world while including a discussion of psychological biases' influence on investor behavior. Thus, this course is a blend of investment theory and state-of-the-art practice. Students will learn how to establish appropriate investment objectives based on their risk tolerance level and develop optimal portfolio strategies. The course is taught through lectures, investment simulation, portfolio clinics, and case studies. Basic knowledge and skills in statistics, economics, and Excel are essential.

**Credits** 1.5

**Instructional Method**

LEC

**Required Prerequisites**

One completed MBA-level required course in Finance or Basics of Quantitative Analysis waiver course (or recent statistics course) *and* Basics of Finance waiver course (or recent Corporate Finance course)

**MBA-655 : Foundations of FinTech and Cryptocurrency**

This course explores the interdisciplinary combination between finance (Fin) and technology (Tech). It focuses on applying new technologies, such as Blockchain and AI, in financial markets and financial services. The course topics include blockchain technology, digital currencies, smart contracts, and decentralized finance (DeFi). The course will study how new technology reduces transaction costs in financial markets and evaluate the impact of financial innovation on financial markets, consumers, and society.

**Credits** 1.5

**Instructional Method**

LEC

**Required Prerequisites**

One completed MBA-level required course in Finance or Basics of Quantitative Analysis waiver course (or recent statistics course) *and* Basics of Finance waiver course (or recent Corporate Finance course)

**MBA-661 : 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

**Required Prerequisites**

Basics of Quantitative Analysis waiver course or recent statistics course

**MBA-662 : 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

**Required Prerequisites**

Basics of Quantitative Analysis waiver course or recent statistics course



**MBA-663 : 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

**Required Prerequisite Courses**

MBA-662

**MBA-664 : Data Storytelling for Business Leaders**

This course helps students develop the ability to transform data into clear, compelling narratives is a vital skill for business leaders. Through hands-on projects and case studies, this course equips students with the techniques and framework needed to create impactful data visualizations to tell stories that drive informed decision-making.

**Credits** 1.5

**Instructional Method**

LEC

**MBA-665 : Uncovering Hidden Insights in Data**

This course teaches students how to investigate relationships, identify patterns, and uncover root causes behind observed trends and outcomes. The course topics include: Root cause analysis (RCA) that identifies underlying factors; Hypothesis testing and ANOVA methods that compare groups and validates assumptions; and correlation and regression analysis methods that measure relationships and predict outcomes.

**Credits** 1.5

**Instructional Method**

LEC

**Required Prerequisite Courses**

MBA-662

MBA-663

**MBA-667 : Unlocking the Future with Predictive Analytics**

This course provides students with the tools and techniques needed to forecast future outcomes using historical data. The course topics include: Time series analysis and forecasting models to identify future outcomes; Predictive modeling techniques (regression, classification) that use historical data to predict future outcomes; and introduction to machine learning algorithms (decision trees, random forests) that can discover new insights.

**Credits** 1.5

**Instructional Method**

LEC

**Required Prerequisite Courses**

MBA-662

MBA-663

**MBA-668 : Data Driven Decisions with Prescriptive Analytics**

This course teaches students to use optimization and decision models to recommend data-driven courses of action. The course topics include: Optimization techniques (linear programming, decision trees) to identify best solutions; Simulation techniques (Monte Carlo simulation) to explore potential relationships using hypothetical data; and Application of prescriptive analytics techniques (resource allocation, pricing, supply chain optimization) to recommend courses of action.

**Credits** 1.5

**Instructional Method**

LEC

**Required Prerequisite Courses**

MBA-662

MBA-663

**MBA-669 : Business Analytics in Action**

This course integrates previous business analytics courses and challenges students to apply descriptive, diagnostic, predictive, and prescriptive analytics in a comprehensive business project. The course topics include: Project-based learning with real-world or simulated business data, Application of all four areas of analytics (descriptive, diagnostic, predictive, and prescriptive), and data storytelling and communication.

**Credits** 1.5

**Instructional Method**

LEC

**Required Prerequisite Courses**

MBA-662

MBA-663

MBA-667

**MBA-671 : Contemporary Issues in Marketing**

This course explores ethical dilemmas and critical debates in modern marketing, including corporate advocacy and corporate social responsibility. Students will analyze issues related to the use of technology, analytics, and AI in marketing and the role of marketing in political and social movements. Students will develop a framework for navigating complex marketing decisions. By the end of the course, students will be prepared to critically evaluate marketing practices and make principled, strategic decisions in an evolving business landscape.

**Credits** 1.5

**Instructional Method**

LEC

**MBA-673 : Demystifying Marketing Strategy**

This course introduces students to quantitative strategic decision making with marketing as the primary realm of application. Through case analysis, students will explore firm financial analysis, opportunity valuation, segmentation and targeting, product development, and integrated marketing communications.

**Credits** 1.5

**Instructional Method**

LEC

**MBA-674 : Marketing Analytics: Turning Data into Insights**

This course equips students with the tools and techniques needed to leverage data for effective marketing decision-making. Through practical examples, case studies, and hands-on projects, students will gain the skills to collect, analyze, and interpret marketing data, applying their insights to real-world scenarios.

**Credits** 1.5

**Instructional Method**

LEC

**Required Prerequisites**

Basics of Quantitative Analysis waiver course or recent statistics course

**MBA-681 : 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

**Required Prerequisites**

Basics of Quantitative Analysis waiver course or recent statistics course

**MBA-683 : 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

**Required Prerequisites**

Basics of Quantitative Analysis waiver course or recent statistics course

**MBA-685 : Business Internship**

Supervised experience in a business, government, to the student's area of interest. Graduate internships involve management-related work experience that is substantial, provides significant contributions to organization goals, and involve considerable responsibility. Pass/Fail grading.

**Credits** 3

**Instructional Method**

LEC

**Notes**

May be completed only once.

The internship may count as a concentration elective provided that the work is primary related to the concentration.

Students may *not* use a pre-existing position as their internship.

**Semester Offered**

Fall

Spring

Summer

**MBA-686 : 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

**MBA-687 : 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

**MBA-688 : 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.

**Credits** 1.5

**Instructional Method**

LEC

**Required Prerequisite Courses**

MBA-686

**MBA-689 : 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

**Required Prerequisite Courses**

MBA-686

**MBA-690 : Independent Study**

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

**Credits** 1.5

-3

**Instructional Method**

IND

**Semester Offered**

Varies-Contact Dept. Head

**MBA-695 : Special Topics in Business**

This course is offered as needed. It is normally an examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interests and needs.

**Credits** 1.5

-3

**Instructional Method**

LEC

**Semester Offered**

Varies-Contact Dept. Head

**MBA-699 : Integrated Strategic Management**

A capstone course which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing and implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial and economic factors. Students will apply newly acquired concepts in strategy creation.

**Credits** 3

**Instructional Method**

SEM

**Required Prerequisites**

Completion of 18 credit hours of 600-level courses

**Notes**

To be taken in student's final Fall or Spring semester.

**Semester Offered**

Fall

Spring

**PSYG-604 : 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

**PSYG-621 : 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

**PSYG-623 : Emerging Issues in People Management**

This course explores how rapid societal, technological, and economic changes reshape the way organizations manage their people. To stay competitive and sustainable, companies must create an inclusive experience, while addressing challenges such as remote work, the gig economy, and automation. HR leaders must navigate the ethical use of technologies and analytics to support decision-making, enhance well-being, and ensure organizational agility. The course addresses emerging trends in people management, identifying competencies and practices that support future-focused HR professionals in helping organizations adapt for the future.

**Credits** 1.5**Instructional Method**

LEC

**PSYG-624 : People Analytics**

This course introduces students to people analytics, focusing on how data-driven insights can inform and enhance people management strategies. The course explores use of data to improve HR functions such as hiring, employee engagement, performance management, and workforce planning. Students will learn how to evaluate the quality and usefulness of HR data, analyze and visually represent HR data, interpret key metrics, and use evidence-based decision-making to address real-world business challenges from an HR perspective.

**Credits** 1.5**Instructional Method**

LEC

**Required Prerequisites**

Basics of Quantitative Analysis waiver course or recent statistics course

**PSYG-629 : Strategic Risk Management in Human Resources**

This course provides an examination of risk management from a human resources perspective, equipping students with the knowledge and tools needed to mitigate HR-related risks within an organization. Through the exploration of topics such as legal compliance, internal investigations, crisis management, executive-level succession planning, health and safety, and critical issues like harassment and privacy, students will learn how an HR department can help safeguard an organization against legal, ethical, and reputational risks.

**Credits** 1.5**PSYG-636 : 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

**PSYG-637 : Entrepreneurship and Corporate Innovation**

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

**PSYG-638 : 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

**PSYG-639 : 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

**Required Prerequisite Courses**

MBA-638

**PSYG-661 : 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

**PSYG-664 : Data Storytelling for Business Leaders**

This course helps students develop the ability to transform data into clear, compelling narratives is a vital skill for business leaders. Through hands-on projects and case studies, this course equips students with the techniques and framework needed to create impactful data visualizations to tell stories that drive informed decision-making.

**Credits** 1.5

**Instructional Method**

LEC

**PSYG-667 : Unlocking the Future with Predictive Analytics**

This course provides students with the tools and techniques needed to forecast future outcomes using historical data. The course topics include: Time series analysis and forecasting models to identify future outcomes; Predictive modeling techniques (regression, classification) that use historical data to predict future outcomes; and introduction to machine learning algorithms (decision trees, random forests) that can discover new insights.

**Credits** 1.5

**Instructional Method**

LEC

**Required Prerequisite Courses**

MBA-662

MBA-663

**PSYG-668 : Data Driven Decisions with Prescriptive Analytics**

This course teaches students to use optimization and decision models to recommend data-driven courses of action. The course topics include: Optimization techniques (linear programming, decision trees) to identify best solutions; Simulation techniques (Monte Carlo simulation) to explore potential relationships using hypothetical data; and Application of prescriptive analytics techniques (resource allocation, pricing, supply chain optimization) to recommend courses of action.

**Credits** 1.5

**Instructional Method**

LEC

**Required Prerequisite Courses**

MBA-662

MBA-663

**PSYG-686 : 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

## Master of Education

**EDUG-610 : Advanced Teaching and Learning**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

**EDUG-611 : Curriculum, Education and Society**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Summer

**EDUG-615 : Mathematical Thinking in Children**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Spring

**EDUG-625 : Inclusive Practices for Educators**

Designed to provide the practicing general classroom teacher 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 regular classroom; and the practical procedures, collaborative practices, and instructional strategies that lead to successful inclusion.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Spring

**EDUG-630 : Educational Research I**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

**EDUG-631 : Educational Research II**

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

**Credits** 3

**Instructional Method**

LEC

**Required Prerequisites**

[EDUG-630](#)

**Semester Offered**

Spring

**EDUG-635 : Introduction to the Gifted Individual**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall



**EDUG-636 : Models and Methods of Gifted Education**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Spring

**EDUG-637 : Differentiation for the Academically/ Intellectually Gifted Learner**

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

**Credits** 3

**Instructional Method**

LEC

**Required Prerequisites**

[EDUG-636](#)

**Semester Offered**

Spring

Summer

**EDUG-638 : Special Topics in Gifted Education**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Summer

**EDUG-639 : Creativity**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

**EDUG-642 : Culturally Sustaining Methods of Teaching ESL**

An introduction to the field of ESL and bilingual education, focusing on the methods and materials for teaching various language skills and knowledge areas. Attention will be given to culturally sustaining pedagogy. Field experiences required.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

**EDUG-646 : Adolescent Literacy and Sheltered Instruction Across the Content Areas**

A course focusing on the needs of adolescent multilingual learners and how to teach language and literacy through the content areas with sheltered instruction methods. Emphasis is given to adapting materials and assessments, content-based instruction, and collaboration in order to meet the needs of students.

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Spring

**EDUG-670 : Foundations of Literacy**

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

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Varies-Contact Dept. Head

**EDUG-671 : Adolescent Literacy and Learning Across the Content Areas**

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

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Summer

**EDUG-674 : Literacy Assessment and Intervention, K-12**

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

**Credits 3**

**Instructional Method**

LEC

**Required Prerequisites**

Prerequisite or Corequisite: [EDUG-670](#)

**Semester Offered**

Varies-Contact Dept. Head

**EDUG-680 : Advanced Curriculum, Instruction, and Assessment**

Students explore models of curriculum and current research on learning and teaching. Students identify and organize relevant information, analyze data, and consult research to create a data action plan for monitoring and evaluating curriculum and instruction. Students also develop a plan for improvement of curriculum and instruction based on analysis of assessment data related to student achievement, district and school goals/missions, and other factors. Special emphasis is placed on learning to work effectively in and with teams.

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Fall

**EDUG-681 : Leadership and Supervision**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Spring

**EDUG-682 : Practicum in Advanced Curriculum, Instruction, Assessment**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

**EDUG-683 : Practicum in Leadership and Supervision**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Spring

**EDUG-704 : Leadership in Schools and Society**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Summer

**EDUG-705 : Instructional Technology and Assessment**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Spring

**EDUG-715 : Procedures, Policies, and Assessment for Special Educators**

This course provides candidates with a broad knowledge and understanding of a wide range of legal issues related to special education services for students with disabilities. 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

**Required Prerequisites**

[EDUG-710](#)

**Semester Offered**

Summer

**EDUG-716 : 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

**EDUG-800 : Graduate Study**

Provides enrollment for students with pending degree requirements but not registered for any other courses. Pass/Fail.

**Credits 1**

**Instructional Method**

LEC

**Notes**

May be repeated as needed.

**Semester Offered**

Fall

Spring

Summer

# Master of Science in Nutrition

**FNG-600 : Clinical Nutrition Internship Rotation**

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

**Credits 6**

**Instructional Method**

FLP

**Semester Offered**

Fall

Spring

**FNG-603 : Community Nutrition - Wellness Supervised Field Experience**

Supervised practice community experiences in a wellness setting that permit the attainment of the skills coincident with an entry-level dietitian nutritionist.

**Credits 2**

**Instructional Method**

FLP

**Required Prerequisites**

Enrollment in the Dietetic Internship program

**Semester Offered**

Fall

Spring

Summer

**FNG-604 : Community Nutrition - Public Health Supervised Field Experience**

Supervised practice community experiences in a public health setting that permit the attainment of the skills coincident with an entry-level dietitian nutritionist.

**Credits 2**

**Instructional Method**

FLP

**Required Prerequisites**

Enrollment in the dietetic internship program

**Semester Offered**

Fall

Spring

Summer

**FNG-606 : The Science of Food Preparation**

This course will explore the fundamental processes of food chemistry for carbohydrates, lipids, and protein through lecture and hands-on laboratory work. Safe food handling practices for preparing, serving, and storing/preserving food will be discussed and practiced. Students will also explore recipe creation, sensory evaluation, and menu design for a variety of culinary settings.

**Credits** 3

**Instructional Method**

LEC

**Notes**

Course fee assessed.

**Semester Offered**

Spring

**FNG-607 : Food Service Management Internship Rotation I**

Supervised practice food service management experiences that permit the attainment of the skills coincident with an entry-level registered dietitian nutritionist.

**Credits** 2

**Instructional Method**

FLP

**Semester Offered**

Fall

Spring

**FNG-610 : Foundational Research Methods in Nutrition Science**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

**FNG-613 : Lifecycle Nutrition**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

Spring

**FNG-614 : Medical Nutrition Therapy, Assessment and Counseling I**

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

**Credits** 4

**Instructional Method**

LEC

**Semester Offered**

Fall

Spring

**FNG-615 : Medical Nutrition Therapy, Assessment and Counseling II**

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

**Credits 4**

**Instructional Method**

LEC

**Required Prerequisites**

[FNG-614](#)

**Semester Offered**

Spring

Summer

**FNG-616 : Enrichment Internship Rotation**

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

**Credits 1**

-2

**Instructional Method**

FLP

**Semester Offered**

Fall

Spring

**FNG-617 : Food Service Management I**

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

**Credits 3**

**Instructional Method**

LEC

**Required Corequisites**

[FNG-618](#)

**Semester Offered**

Fall

**FNG-618 : Food Service Management I Laboratory**

Laboratory experiments designed to apply food service production and management skills in quantity food settings. This course is designated for Food and Nutrition majors to supplement work in [FNG-624](#). Three laboratory hours per week.

**Credits 1**

**Instructional Method**

LEC

**Required Corequisites**

[FNG-624](#)

**Notes**

Lab fee assessed.

**Semester Offered**

Fall

**FNG-622 : Advanced Nutrient Metabolism**

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

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Spring

**FNG-623 : Historic Food Preservation**

A lab-based course focused on food preservation methods of local, seasonal produce. Food sanitation and safety will be integrated into the course through ServSafe training. Students will gain an understanding of the principles and science behind food safety techniques and food preservation methods. Students will learn to safely preserve food by methods of boiling water canning, pressure canning, pickling, freezing and drying. Each student will research a specific food preservation method and lead the class in a food preservation workshop that includes a presentation of the literature, recipe selection and teaching demonstration of the concept. Students will be required to complete the USDA Guide to Home Canning self-study modules and pass a food preservation certification exam.

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Summer



**FNG-624 : Food Service Management**

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

**Credits 3**

**Instructional Method**

LEC

**Required Corequisites**

[FNG-618](#)

**Semester Offered**

Fall

**FNG-626 : Food Service Systems**

Supplemental class providing concrete skill building in foodservice, financial and human resource management. This course permits the attainment of the skills coincident with an entry-level registered dietitian nutritionist.

**Credits 1**

**Instructional Method**

FLP

**Semester Offered**

Fall

**FNG-628 : Nutrition and Food Policy**

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

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Spring

Summer

**FNG-629 : Foundational Leadership & Professionalism**

This course is designed to prepare students for their career as a nutrition professional. The class builds foundational skills focusing on career professionalism, ethics, leadership, RD exam preparation, and communication. Students will complete and present their work and accomplishments in the form of a digital portfolio.

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Spring

**FNG-631 : Nutrition Education**

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

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Fall

**FNG-635 : Gastronomy**

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

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Summer

**FNG-636 : Sustainable Food Systems**

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

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Spring

**FNG-637 : Nutritional Epidemiology**

This course will provide students with graduate level introduction to the principles, concepts and skills needed to analyze and interpret epidemiological studies relating diet/nutritional status to health. This course will provide an understanding of the measures (anthropometry, biomarkers and dietary assessment techniques) to critically evaluate nutritional epidemiology literature. Discussions will highlight causality, study design, validity, reliability, bias in disease surveillance and outbreak investigations. Policy implications that arise from epidemiologic research will also be briefly considered.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**FNG-638 : Program Planning and Evaluation**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

Summer

**FNG-640 : Community Food Security**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Spring

**FNG-646 : Biostatistics in Nutrition Science**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Fall

**FNG-650 : Micronutrients, Dietary Supplements and Nutraceuticals**

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

**Credits** 3

**Instructional Method**

LEC

**Required Prerequisites**

[CHE-112](#) or [BIO-322](#)

**Semester Offered**

Varies-Contact Prog. Director

**FNG-656 : Obesity and Weight Management**

A comprehensive review of literature in the field of overweight and obesity and its health consequences in child and adult cohorts. Program, policy, and position papers of organizations dealing with obesity will be evaluated. Strategies for weight management including diet, physical activity and behavior will be studied.

Current research in treatment, pharmacological and surgical intervention.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**FNG-657 : Food and Nutrition Communication**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**FNG-658 : Cultural Food Practices**

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

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Varies-Contact Prog. Director

**FNG-659 : Culinary Medicine and Cultural Food Practices**

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 complementary to the management of these health conditions. Dietary approaches and interventions based on scientific research will be examined. Exploration of cultural food practices for the purpose of increasing cultural competency and effective communication with clients and community members.

**Credits** 3

**Instructional Method**

LEC

**Semester Offered**

Spring

**FNG-675 : Topics in Foods, Nutrition, and Dietetics**

Advanced study of a variety of current, new and/or controversial topics in the field of foods, nutrition, and dietetics.

**Credits** 1

-3

**Instructional Method**

LEC

**Required Prerequisites**

Permission of graduate advisor.

**Notes**

Course fee assessed.

**Semester Offered**

Varies-Contact Prog. Director

**FNG-685 : Capstone: Community Food Security**

This course is designed to represent a period of transition from the role of graduate student to that of professional. With the guidance of FN faculty, students will explore their personal and career goals, identify a field experience or research project, and develop a literature review, and goals and objectives for their capstone experience.

**Credits** 3

**Instructional Method**

LEC

**Required Prerequisites**

Prerequisite or Corequisite: [FNG-610](#)

**Semester Offered**

Summer

**FNG-690 : Capstone: Dietetics**

Clinical nutrition preparation for dietetic interns. This course provides the student with a review of and advanced training in medical nutrition therapy in the clinical arena of dietetics. Upon completion of the course, the entering intern will be prepared for the clinical dietetic internship experience.

**Credits** 3

**Instructional Method**

LEC

**Notes**

Course fee assessed.

**Semester Offered**

Spring

**FNG-800 : Graduate Study**

Provides enrollment for students extending the thesis beyond [FNG-686](#) Thesis/Project and/or taking written comprehensive examinations but not registered for another course.

**Credits** 1

**Instructional Method**

LEC

**Notes**

May be repeated as needed.

**Semester Offered**

Varies-Contact Dept. Head

# Paralegal

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

## **LEG-010 : Legal Survey**

*45 classroom hours*

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

### **Instructional Method**

LEC

### **Semester Offered**

Fall

Spring

## **LEG-011 : Legal Research**

*45 classroom hours*

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

### **Instructional Method**

LEC

### **Required Prerequisites**

Prerequisite or Corequisite: [LEG-010](#)

### **Semester Offered**

Fall

Spring

## **LEG-012 : Law Office Management**

*45 classroom hours*

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

### **Instructional Method**

LEC

### **Required Prerequisites**

Prerequisite or Corequisite: [LEG-010](#)

### **Notes**

Students are expected to be proficient in Microsoft Word, Excel, PowerPoint and Outlook.

### **Semester Offered**

Fall

## **LEG-013 : Professional Development**

*15 classroom hours*

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

### **Instructional Method**

LEC

### **Required Prerequisites**

Prerequisite or Corequisite: [LEG-010](#), [LEG-011](#), [LEG-012](#)

### **Notes**

Recommended to take during the student's last year of the program.

### **Semester Offered**

Fall

Spring

**LEG-020 : Civil Litigation Specialty***105 classroom hours*

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

**Instructional Method**

LEC

**Required Prerequisites**[LEG-010](#), [LEG-011](#), and [LEG-012](#)

Required Prerequisite or Corequisites:

[LEG-013](#), [LEG-026](#)**Semester Offered**

Spring

**LEG-021 : Real Estate Specialty***105 classroom hours*

Learning Outcomes: Students will gain a thorough understanding of legal concepts and terminology pertaining to real property law, title examination, title insurance and transfer of interests in real property. Students will learn the techniques of title examination and will gain experience in conducting complete title searches. Students will become familiar with the procedures and documents used in a real estate closing. Students will gain a thorough understanding of the legal and ethical responsibilities of attorneys and paralegals in title examination and real estate transactions. Topics include: Principles of real property: estates in land, future interests, concurrent ownership, easements, fixtures; leases; recordation and priorities; title and title insurance. Types of deeds; legal descriptions, plats, and surveys; transfers by deed, will or inheritance; administration of estates; transfers by judicial sale, adverse possession, and operation of law. Purpose and methods of title examination; running a chain of title; abstracting deeds; estates; adverse conveyances; objections to title: restrictive covenants and zoning; city and county taxes; special assessments; U.C.C. filings; judgments, liens, lis pendens, and special proceedings. Preparation of exceptions sheet and report on title; organization of base title file. Contracts of sale; preparation for closing; closing checklists; preparation of notes, deeds, deeds of trust; closing statements; tax proration. Electives: Within this specialty, students will enroll in five 4-week courses in substantive areas of the law. Students will receive one grade for the specialty course which will include the grades they have received in the short courses.

**Instructional Method**

LEC

**Required Prerequisites**[LEG-010](#), [LEG-011](#), and [LEG-012](#)

Required Prerequisite or Corequisite:

[LEG-013](#), [LEG-026](#)**Semester Offered**

Spring



**LEG-023 : Corporate Specialty***105 classroom hours*

Learning Outcomes: Students will gain a thorough understanding of the laws pertaining to the structure, formation and operation of corporations and partnerships. Students will be able to prepare and file articles of incorporation and to prepare bylaws, minutes, notices and other documents for corporate meetings. Students will learn to maintain corporate minute books and shareholder records. Students will be able to prepare documents relating to mergers, acquisitions and dissolutions. Students will become familiar with the basic principles of contract, employment and business regulatory law and will learn to draft contracts and other documents relating to corporate financing and other corporate transactions. Topics include: types of business organizations; sole proprietorships, partnerships, 15 corporations; considerations in selecting form of organization; nonprofit and professional corporations. Organizing the corporation; subscription agreements; articles of incorporation; bylaws; filing and formalities; shareholder agreements; foreign corporations; qualification in other jurisdictions. Financial structure of corporations; equity and debt securities; classes of stock; capital; dividends and distributions to shareholders; repurchase of shares; federal and state securities laws; registration requirements and exemptions. Corporate meetings: organizational meeting; directors' regular and special meetings; annual meeting of shareholders; shareholder rights and duties; voting; minutes; action without meeting. Regulatory statutes and compliance: consumer protection; environmental protection; antitrust; employment laws. Agency; employment agreements; restrictive covenants and covenants not to compete; trade secret protection. Secured transactions; notes, security agreements and financing statements. Changes in corporate structure and dissolution; amendment of articles of incorporation; merger and consolidation; sale of assets; liquidation and dissolution; rights of dissenting shareholders. Litigation involving corporations. Electives: Within this specialty, students will enroll in five 4-week courses in substantive areas of the law. Students will receive one grade for the specialty course which will include the grades they have received in the short courses.

**Instructional Method**

LEC

**Required Prerequisites**[LEG-010](#), [LEG-011](#), and [LEG-012](#)

Required Prerequisite or Corequisite:

[LEG-013](#), [LEG-026](#)**Required Corequisites**[LEG-026](#)**Semester Offered**

Spring

**LEG-026 : Advanced Legal Research and Writing***56 classroom hours*

This course is a continuation of the semester-long Legal Research and Writing Course. This semester's portion of the course will advance students' efficiency in legal research and depth of legal analysis through research and writing assignments. Students will research, analyze and apply the law to various factual scenarios, and express their work through legal writing. Peer review of assignments will improve students' level of comfort their work being edited by others and will increase proficiency in editing the work of others. Like its predecessor, this course is designed to closely mimic the practice of a paralegal in order to prepare students to leave the Paralegal Program experienced, prepared and confident. To this end, course requirements are strict, deadlines are absolute and communication is critical to course success. Together, these two courses will challenge students to complete a case brief, components of an appellate brief and/or record, a series of legal memos with escalating complexity in research, analysis and application of the above sources of law, and an annotated bibliography.

In addition to the skills learned in the Advanced Legal Research and Writing course, students will also have the opportunity to learn two substantive areas of the law. These two seminar courses will include their own syllabi and the grades from those seminars will be incorporated into the grade for the course.

**Instructional Method**

LEC

**Required Prerequisites**[LEG-011](#)**Semester Offered**

Spring

**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.

**Required Prerequisites**

Juniors or Senior standing only.

Permission from the Director of the Paralegal program.

**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.

#### **Required Prerequisites**

- Prerequisite or Corequisite: [LEG-400](#)
- Junior or Senior standing only.
- 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.

#### **Required Prerequisites**

- Prerequisite or Corequisite: [LEG-400](#)
- Junior or Senior standing only.
- 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

Spring

## Psychology

### **PSY-510 : Applied Social Psychology**

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

#### **Credits 3**

#### **Instructional Method**

LEC

#### **Required Prerequisites**

Admission to the Early I/O Master's program.

#### **Semester Offered**

Fall

### **PSY-522 : Psychological Testing & Eval**

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

#### **Semester Offered**

Spring

## Psychology Graduate

### **PSYG-601 : Advanced Statistical Methods and Research Design I**

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

#### **Credits 3**

#### **Instructional Method**

LEC

#### **Semester Offered**

Fall

**PSYG-602 : Advanced Statistical Methods and Research Design II**

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

**Credits 3****Instructional Method**

LEC

**Semester Offered**

Spring

**PSYG-603 : Data Analytics in Organizations**

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

**Credits 3****Instructional Method**

LEC

**Semester Offered**

Fall

**PSYG-605 : Careers in I-O and Consulting Skills**

An overview of careers in the field of Industrial Organizational Psychology. A focus on cultivating broadly applicable careers skills, such as consulting skills.

**Credits 3****Instructional Method**

LEC

**Semester Offered**

Fall

Spring

**PSYG-606 : Leadership and Motivation**

One of two courses providing an advanced examination of the processes that underlie human experiences in organizational settings and the application of these psychological principles to practical problems. A focus on concepts unique to this domain, including: job attitudes, motivation, leadership, and organizational climate.

**Credits 3****Instructional Method**

LEC

**Semester Offered**

Spring

**PSYG-607 : Organizational Change and Group Dynamics**

One of two courses providing an advanced examination of the processes that underlie human experiences in organizational settings and the application of these psychological principles to practical problems. A focus on concepts unique to this domain, including: occupational health psychology, program evaluation, groups/teams, organizational change & theory.

**Credits 3****Instructional Method**

LEC

**Semester Offered**

Spring

**PSYG-608 : 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.

**Credits 3****Instructional Method**

LEC

**Semester Offered**

Offered As Needed

**PSYG-609 : Personnel Selection and Training**

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: personnel selection, diversity & inclusion, recruiting, utility theory, and training.

**Credits 3****Instructional Method**

LEC

**Semester Offered**

Fall

**PSYG-613 : Topics in Industrial-Organizational Psychology**

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

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Fall

**PSYG-614 : Intercultural Consulting with Communities and Organizations**

This course is meant to give students hands-on experience with assessing community and organizational needs and consulting with companies in another country. There will be a particular focus on gaining the intercultural and professional skills students will need when interacting with clients in diverse professional contexts. Students will gain an understanding of how national and cultural similarities and differences affect how one assesses and tackles organizational challenges.

**Credits 1**

-3

**Required Prerequisites**

Admission to the MA-I/O Psychology Program.

**PSYG-622 : Psychological Testing and Evaluation**

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

**Credits 3**

**Instructional Method**

LEC

**Semester Offered**

Spring

**PSYG-640 : Internship in Industrial-Organizational Psychology**

A field experience in applied Industrial-Organizational Psychology involving application of theoretical and practical knowledge and skills in an organization to provide students with exposure to and experience in the profession of Industrial-Organizational Psychology. Students will meet with their internship course instructor as requested and completion of several assignments are required as part of the course completion. Developmental supervision by point of contact in placement site is required and must be planned in advance.

**Credits 1**

-3

**Instructional Method**

LEC

**Required Prerequisites**

Instructor's consent required.

**Notes**

Students must discuss their placement intentions with the instructor during the semester BEFORE the field experience is to take place.

**Semester Offered**

Fall

Spring

**PSYG-641 : Thesis in Industrial-Organizational Psychology**

The development and completion of a thesis project including idea generation, literature review, methodology/survey development, data collection, and final write up. The study will be on a topic chosen by the student, but should be relevant to Industrial-Organizational Psychology. The research is student driven, and they will meet regularly with a thesis advisor. Both a research proposal and thesis defense meeting are required to complete the course.

**Credits 3**

**Instructional Method**

LEC

**Required Prerequisites**

Permission of I-O Psychology MA Director and thesis advisor.

**Semester Offered**

Offered As Needed