



**GRADUATE SCHOOL CATALOGUE
AND HANDBOOK**
2017-18

The John E. Weems Graduate School at Meredith College

Master of Arts in Psychology: Industrial/Organizational Concentration

Master of Business Administration

Master of Education

Master of Arts in Teaching

Master of Science in Nutrition

Business Foundations Certificate

Entrepreneurship and Family Business Certificate

Dietetic Internship

Pre-Health Post-Baccalaureate Certificate

Paralegal Program

Volume 25

2017-18

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

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

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Overview

Chartered in 1891, Meredith College has been educating the South's – and now, some of the world's – brightest and most promising women for 126 years. Our enduring commitment to innovation and fresh perspectives over the years has allowed us to confidently expand our programs - and keeps us going strong. Meredith is one of the largest independent women's colleges in the U.S., with an enrollment of approximately 2,000 students. Rigorous academics in a personalized environment is the hallmark of a Meredith education. Our students are challenged academically through more than 70 majors, minors, and concentrations, and their learning is reinforced through experiential opportunities on campus, in the community, and around the world. Internships, service-learning, study abroad, and undergraduate research allow students to apply their strengths and acquire the knowledge and skills employers desire. Our students are prepared for success when they graduate - whether they pursue careers or continue studies in graduate or professional schools.

At the graduate level, coeducational programs in psychology, business, education, and nutrition, as well as post-baccalaureate certificate programs in pre-health and business, and a dietetic program, provide outstanding and challenging studies for women and men seeking new careers and professional advancement.

Meredith is committed to helping students discover their greatest strengths and understand how to use those strengths to succeed. And our location in North Carolina's flourishing capital city and near the famed Research Triangle Park offers numerous advantages, including career, research, internship, and service opportunities for students, faculty, and staff.

Mission

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

Vision

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

Values

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

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

History of the College

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

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

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

Over the course of 126 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 Programs 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 men and women.

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

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

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

Mission Statement

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

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

Guiding Principles

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

Graduate Programs

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

- Master of Arts in Psychology Industrial/Organizational Concentration (M.A.)
- Master of Business Administration (M.B.A.) with concentrations in Entrepreneurship and Family Business, Human Resource Management and Project Management
- Master of Education (M.Ed.) with concentrations in Academically and Intellectually Gifted (AIG), Elementary Education, English as a Second Language (ESL), Reading, Special Education (general curriculum), or Curriculum Instructional Specialist (CIS)
- Master of Arts in Teaching (M.A.T.) with specialty in Elementary Education, English as a Second Language (ESL), Special Education (general curriculum), or Health and Physical Education
- Master of Science in Nutrition (M.S.) with tracks in Dietetics and Food and Nutrition Studies

Also offered are the following post-baccalaureate programs:

- Business Foundations Certificate
- Entrepreneurship and Family Business Certificate
- Dietetic Internship
- Paralegal Certificate
- Teacher Licensure
- Pre-Health Certificate

Statement of Honor

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

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

Faculty

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

professors model intellectual inquiry for students and bring the best of their disciplines to the curriculum.

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

Nondiscrimination Policy

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

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

Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Meredith College.

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

Program Accreditations and Approvals

The College maintains the following program accreditations:

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

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

- North Carolina Bar Qualified. Meredith's Paralegal Program is a North Carolina State Bar Qualified Program retroactively to 1980
- American Association for Paralegal Education Institutional Membership (AAfPE). Meredith's Paralegal Program has been an institutional member since 1987.
- Accreditation Council for Education in Nutrition and Dietetics (ACEND) (2011, 2011, 2016). The-MS Didactic Program in Dietetics post baccalaureate Dietetic Internship Program are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND) (120 South Riverside Plaza, Ste. 2000, Chicago, IL 60606-6995, telephone (312) 899-4876).
- National Council for Accreditation of Teacher Education (NCATE) (2016).

The college has approval of programs from the following agency:

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

Graduate and Post-Baccalaureate Program Admissions

Office of Graduate Programs

Park Center

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

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

Email: graduate@meredith.edu

www.meredith.edu/graduate

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

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

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

Application Procedures

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.

Master of Arts in Psychology: Industrial/Organizational Concentration

- January 15 (Fall)

Master of Business Administration

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

Business Foundations Certificate

- August 1 (Fall)
- January 2 (Spring)

Entrepreneurship and Family Business Certificate

- April 1 (Summer)

Master of Arts in Teaching

- April 1 (Early-decision for fall, summer)

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

Master of Education

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

Master of Science in Nutrition

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

Dietetic Internship

- February 15

See the Dietetic Internship program section of this catalogue for DI application procedures on page 46.

Pre-Health Post-Baccalaureate Certificate

- March 15

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.

Graduate application materials may be obtained online at www.meredith.edu/graduate 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

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

Paralegal Program application materials may be obtained online at www.meredith.edu/legal or by contacting the Paralegal Program Office at:

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

REQUIREMENTS FOR ADMISSION

Master of Arts in Psychology: Industrial/Organizational Concentration

- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended
- Two completed recommendation forms from people with knowledge of the candidate's academic, professional and/or work performance and potential
- Official report of scores of the Graduate Record Examinations (GRE), taken within the last five years, sent directly from the Educational Testing Service. We accept the highest combination of scores.
- Statement of work experience (resume or C.V.)
- Responses to essay questions
- Once a complete application has been received, the applicant may be contacted for an interview. Admission decisions are based on a combination of factors, including, but not limited to, academic performance, professional and /or research experience, ability, program fit and test scores.
- Applications will be reviewed monthly beginning in mid-January, with decisions issued on a rolling basis through early summer (or when the program is filled).

Master of Business Administration

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

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

Business Foundations Certificate

- Application for post-baccalaureate study and non-refundable \$25 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes
- Resumé

Entrepreneurship and Family Business Certificate

- Application for post-baccalaureate study and non-refundable \$25 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes or online
- Resumé

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. For CIS applicants, official transcripts must demonstrate earned Master's degree related to education.
- Two completed recommendation forms, in sealed envelopes or online, from people with knowledge of the applicant's professional work or ability
- Official report of scores of the Graduate Record Examinations® (GRE®) taken within the last 5 years, mailed directly from the Educational Testing Service, or official mailed scores from the Miller Analogies Test (MAT®). Target scores GRE Verbal = 148 or higher, Quantitative = 150 or higher, Analytical = 4.0 or higher. Miller Analogies Test target score = 400 or higher. Plan to take the exam early. We accept the highest combination of scores.
- Statement of work experience (resume or C.V.)
- Copy of K-12 teaching license issued in the United States*
- Responses to essay questions

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

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

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. Applicants for the M.A.T. in Health and Physical Education must have a bachelor's degree with a major in exercise and sports science, physical education, health and wellness or related field.
- Two completed academic and/or professional recommendations, in sealed envelopes or online, from professionals who can speak to your work performance and potential
- Official report of scores of the Graduate Record Examinations® (GRE®), taken within the last 5 years, mailed directly from the Educational Testing Service. Target scores GRE Verbal = 148 or higher, Quantitative = 150 or higher, Analytical = 4.0 or higher. Plan to take the exam early. We accept the highest combination of scores.
- Statement of Work Experience (resume or C.V.)
- Responses to essay questions

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

Teacher Licensure

M.Ed. or M.A.T. alumni should contact the Graduate Programs in Education program manager for application requirements if reapplying.

A college graduate of a regionally-accredited college wishing to pursue teacher licensure should apply for admission through the Education Department. Candidates must submit an application and an official transcript. Upon admission, the candidate will receive guidance from the Meredith Department of Education concerning course selection and registration procedures. Candidates must take a minimum of 30 semester hours at Meredith to complete the licensure program.

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

Master of Science in Nutrition

- Application must indicate the track for which you are applying: Dietetics Track or Food and Nutrition Studies Track.
- Application and non-refundable \$60 application fee

- Official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap or online.
- Two completed recommendation forms, in sealed envelopes or online, from individuals with knowledge of the applicant's professional work or ability. One professional recommendation should be provided by a supervisor from an employment or volunteer position.
- Official report of scores of the Graduate Record Examinations® (GRE®), mailed directly from the Educational Testing Service
- Statement of work experience (resume or C.V.)
- Responses to essay questions

Dietetics Track

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

- Target GRE scores equal to or greater than 40%tile Verbal and 40%tile for Quantitative; and a writing score of 3.5 or greater.
- A minimum overall GPA of 3.3/4.0 for all courses listed as required prerequisites for admission to this track;
- Completion of, or current enrollment in General Biology and laboratory, Anatomy & Physiology and laboratory, Microbiology and laboratory, General Chemistry I and laboratory, Organic Chemistry and laboratory, Principles of Food and laboratory, Introductory Nutrition, Introductory Psychology, and Introductory Statistics
- Professional writing skills demonstrated in essays and GRE Writing score.

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

Food and Nutrition Studies Track

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

- Target GRE scores of 40%tile Verbal and 40%tile for Quantitative;
- Target GPA of 3.0 for Bachelors.;
- Completion of, or current enrollment in Anatomy & Physiology and laboratory, General Chemistry I and laboratory, Introductory Nutrition, and Introductory Statistics.
- Professional writing skills demonstrated in essays and GRE Writing score.

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

Dietetic Internship

The following application materials must be submitted through the Dietetic Internship Centralized Application Services (DICAS):

- A completed Declaration of Intent to Complete Degree and a ACEND Verification Statement signed by the applicant and by the Program Director of a Didactic Program in Dietetics. A valid Verification Statement stating successful completion of a ACEND-approved Didactic Program in Dietetics must be submitted before the applicant can begin the internship
- An official baccalaureate transcript from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant has attended
- A completed DICAS application, which includes educational background, work experience, internships, activities and honors
- Three letters of recommendation from people with knowledge of the applicant's professional potential and character: one from the DPD Program Director, one from a professor and one from a supervisor
- Personal statement addressing the following questions:
 - Why do you want to enter the dietetics profession?
 - Discuss experiences that have helped to prepare you for your career.
 - What are your short-term and long-term goals?
 - What are your strengths and weaknesses or areas needing improvement?
- Test of English as a Foreign Language (TOEFL) scores (for international students only)
- A non-refundable application fee of \$50, payable to Meredith College, must be sent to Meredith College, Dietetic Internship Director.

All applicants to Dietetic Internships (DI) must participate in computer matching. Applicants should obtain instructions and appropriate forms to prioritize preferences. Applicants can obtain this material from D&D Digital Systems (see address below) and submit completed forms by stated due date. There is no charge for this material. However, there is

a \$50 charge for computer matching that is due with the applicant's prioritized ranking.

Address requests to:

D&D Digital Systems, 304 Main Street, Suite 301
Ames, IA 50010
515-292-0490
e-mail: dnd@netins.net
www.dnddigital.com/ada/

The postmark deadline for the application package and the D&D forms is February 15 (Date may vary slightly from year to year. Check current AND publications, AND website (www.eatright.org) or DPD Director for exact deadline date each year.)

Application Criteria

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

Notification of Admission

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

Pre-Health Post-Baccalaureate Certificate

- Completed **application**, including a 500-word personal statement
- \$40 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes or online. Bachelor's degree must be from an accredited institution. For international transcripts, a certified translation into English with a course-by-course evaluation is required, and can be mailed directly from a pre-approved organization
- Official report of scores of the SAT, GRE, or MCAT, mailed directly from the testing organization
- Two completed **recommendation forms**, in signed, sealed envelopes or online, from people with knowledge of your professional work or academic ability within your area of work or study.

Paralegal Program

- Application and non-refundable \$30 application fee
- Official transcripts from colleges and universities attended, in sealed envelopes
- 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 resumé

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

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

International and Permanent Resident Applicants

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

- If the original transcripts are not in English, a certified translation into English is required. In addition, a course-by-course evaluation of the applicant's academic documents compiled by an independent academic credential evaluation provider will be requested for any post-secondary work or Commonwealth advanced level examinations taken outside of the United States. Meredith recommends a member organization of The Association of International Credential Evaluators, Inc. (AIEC), National Association of Credential Evaluation Services (NACES), AACRAO International Education Services (IES) or World Education Services, Inc. (WES) for translation and evaluation services.
- Non-native English speakers and/or applicants whose principal language of instruction has not been English must submit official scores from the Test of English as a Foreign Language (TOEFL) reported directly from ETS.org; or official scores from International English Language Testing System (IELTS) reported directly from IELTS.org. The College does not accept any other English Language tests.

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

The required minimum total score on the exams are:

- The paper-based TOEFL exam = 550 (with a minimum section score of 50 in all sections)

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

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

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

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

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

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

Non-Degree, Post-Baccalaureate Study

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

- Application and non-refundable \$25 application fee
- Official transcript from degree-granting college or university, in a sealed envelope.
- For MBA program, a current resume is also required.
- For MED program, a copy of teacher's license is also required.

In most programs, a maximum of six graduate-level credit hours taken in this manner may be applied toward graduate degree requirements at Meredith. PBS students may register for classes only after degree-seeking students are registered or upon a space-available basis with approval of the program director or department head. If a PBS student decides to apply to be a degree candidate, all requirements for admission must be met, including the non-refundable

application fee for the graduate program. Enrollment as a PBS student does not guarantee program admission.

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

Visiting Students

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

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

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

Admission Tests

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

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

Applicants to Meredith's graduate program in Education, Nutrition or Psychology who have previously earned a master's degree or a doctorate from a regionally-accredited United States college or university may not be required to

take the admissions examination for that program (e.g., GRE®, GMAT®, or MAT®). Acceptance of an advanced degree in place of an admissions examination does not guarantee admission to a program. Applicants to the Master of Arts in Teaching Program must submit GRE® scores. The Miller Analogies Test will not be accepted for the MAT program.

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

Graduate Management Admission Test® (GMAT®)

GMAC

Attn: GMAT® Program

1600 Tyson's Blvd.

Suite 1400

McLean, VA 22102

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

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

Phone: 1-800-211-8378

Notification of Admission

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

Graduate Academic Policies

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

Honor and Integrity

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

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

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

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

Description of Honor Code Violations

The Honor Council acts on violations of the Honor Code.

Violations of the Honor Code include, among others

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

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

NOTE: A student may be accused of more than one violation as a result of a single incident. Ignorance of a rule or regulation shall not be accepted as a defense by the Honor Council.

Registration and Course Credit

Choice of Catalogue

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

Registration

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

Dropping/Adding a Course

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

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

Leave of Absence (LOA) and Withdrawal Policy

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

Students who withdraw or request a leave of absence from the College in the first 5 days of the semester, during the add/drop period, will be dropped from all of their classes. Classes that are dropped within the first 5 days of the semester (during the add/drop period) do not appear on an academic transcript. Classes dropped after the first 5 days of the semester and before the "last day to drop a class with a "W" are dropped with a grade of "W". The grade of "W" on the academic transcript will indicate withdrawal from a course. A grade of "W" does not affect a student's GPA or earned hours. A grade of "W" is included in the calculation of attempted hours for academic standing and financial assistance eligibility. The deadline to withdraw or request a leave of absence from the College and receive grades of "W" is the "last day to drop a class with a grade of W" as published in the academic calendar.

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

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

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

Leave of Absence Eligibility

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

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

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

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

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

Student must pay:

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

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

Transfer Credit and Credit from Other Programs

Cooperating Raleigh Colleges (CRC) Credit

Meredith College and North Carolina State, Shaw, St. Augustine's, Wake Technical Community College and William Peace Universities form a consortium through which these schools provide their collective educational resources to students at each of the six institutions. Under this agreement, full-time Meredith graduate students may take courses at these schools, with program advisor approval.

A student who wishes to register for a course at one of the CRC schools should obtain a special request form from the Registrar's Office and must secure the approval of their advisor. Except under unusual circumstances, approval will be given only for those courses not available at Meredith.

Prerequisite courses may also be taken through CRC with the prior approval of the student's advisor. All CRC graduate courses are considered transfer credit.

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. Courses taken at Cooperating Raleigh Colleges are considered transfer credit. Up to six hours of transfer credit may be applied to a graduate degree program or Paralegal Program at Meredith subject to approval by the Program Director. Up to three hours of transfer credit may be applied to the Graduate Add-on Licensure Program for Curriculum Instructional Specialist at Meredith subject to approval by the Program Director. The pre-requisite does not count toward this maximum. **All transfer courses must carry a grade of B or better.** Transfer course(s) must fall within the six-year limit for program completion (starting when the first graduate-level course was taken, including transfer courses) or three years for the Paralegal Program.

Academic Status and Grades

Grade Changes and Corrections

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

Academic Warning and Probation

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

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

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

Appeals Process

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

Academic Records

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

Grading

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

The following grading system applies to all graduate courses:

A	Excellent
B	Satisfactory
C	Low Passing
F	Failure
I	Incomplete
N	Missing grade
P	Passing
W	Withdrawal
Z	Interim grade
AU	Audit
NA	No Audit
AT	Transfer course with original grade of A+, A or A- reported by the credit granting institution
BT	Transfer course with original grade of B+, B or B- reported by the credit granting institution

PT Transfer course with original grade of P or S reported by the credit granting institution

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

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

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

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

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

Degree Requirements

Academic Advising

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

Graduate Degree Requirements

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

- A student may not apply more than six hours of C grades toward her/his degree.
- A student must complete requirements for her/his degree within six calendar years, starting when the first graduate-level course was taken, including transfer courses. A request for an extension must be made to the Program Director.
- A student must complete a culminating activity, designed to integrate the knowledge, skills, competencies and values addressed in each program. Activities that meet this requirement are specified and administered by each program.
- A student who has completed all coursework toward the degree but still needs to complete other degree

requirements must be registered for one hour per semester. This is accomplished by registering for course 800, which carries no graduate degree credit.

- Limits on the maximum number of graduate courses or hours that may be applied to the degree requirements are established by each program.
- A student may not apply more than six hours of transfer credit, including CRC credit, to a degree program.
- A student may not apply more than six hours of graduate credit taken at Meredith as a Post-Baccalaureate Study student toward degree requirements.
- All prerequisites and foundation courses must be completed with a grade of C or better.

Special Studies

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

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

Graduation

All graduating students must file an Application for Diploma form with the Registrar's office and pay a graduation fee. To participate in commencement, 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 College Commencement ceremony held each May. It is the policy at Meredith College for students to have fulfilled all degree requirements and be cleared for graduation by the Registrar's Office in order to participate in commencement. Students who anticipate to fulfill graduation requirements in August and meet the criteria below may petition to participate in the May graduation ceremony. To petition for permission, the student must:

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

*Emergency appeals must be submitted within 24 hours of the posting of final spring semester grades. The basis of the appeal must be related to the Spring semester preceding

commencement. The Registrar will consider the petition and render a binding decision that cannot be appealed.

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

Access to Education Records

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

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

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

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

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

- Meredith College employees with a legitimate educational purpose
- Officials of other schools in which the student seeks admission
- Federal or state officials as defined in paragraph 99.37 of the Family Educational Rights and Privacy Act of 1974
- State and local officials authorized by state statute
- A third party designated by federal or state authorities to evaluate a federal- or state- supported education program or to researchers performing certain types of studies

- Organizations conducting studies for, or on the behalf of, Meredith College for the purpose of assisting in accomplishing the College's stated goals
- Accrediting organizations, to carry out their functions
- Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1954 (Written consent may be allowed from either of these separated or divorced parents subject to any agreement between the parents or court order.) In the case of a student whose legal guardian is an institution, a party independent of the institution, appointed under state and local law to give parental consent, may be allowed to do so.
- In compliance with judicial order or subpoena
- Appropriate persons in connection with an emergency if such knowledge is necessary to protect the health or safety of a student or other person.

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

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

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

Procedures for Accessing Education Records

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

Definitions

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

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

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

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

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

Exclusions

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

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

Destruction of Education Records

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

Tuition and Fees

Accounting Office, Johnson Hall
(919) 760-8363

Tuition and Fees 2017-18

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

Master of Arts Psychology: Industrial/Organizational Concentration	TBD
MBA and MBA Foundations:	\$940 per credit hour
MBA Program Fee:	\$45 per credit hour
MBA International Fee:	\$279 additional fee per credit hour
Education:	\$565 per credit hour
Education Program Fee:	\$100 per semester (fall, spring)
MAT Student Teaching Fee:	\$505
Nutrition:	\$590 per credit hour
Nutrition Program Fee:	\$90 per semester (fall and spring)
Dietetic Internship:	\$11,500
Dietetic Internship (ISPP):	\$16,700
Dietetic Internship (Wake Med)	\$14,800
Pre-Health Post-Baccalaureate	\$9,852 per semester (fall, spring) – based on 12 credits per semester plus \$889 for each additional credit

Paralegal Program Tuition and Fees

Legal Survey	\$915.00
Legal Research	\$915.00
Westlaw Password	\$40.00
Law Office Management	\$915.00
Legal Specialty	\$3,255.00
Internship (optional)	\$160.00

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

Semester Credit Hours	Semester Charge
1	\$889
2	\$1,778
3	\$2,667
4	\$3,556
5	\$4,445
6	\$5,920

7	\$7,395
8	\$8,870
9	\$11,066
10	\$13,262
11	\$15,458
12-18	\$17,908

Student Health Insurance - \$2555 per year, billed at \$1065 for fall and \$1490 for spring/summer
(*Dietetic Internship and Pre-Health Post-Baccalaureate Certificate students*)

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 about parking see page 65.

Payment Methods

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

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

Payment Plan Option

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

FINANCIAL ASSISTANCE AND SCHOLARSHIPS

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

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

Graduate FAFSA Application Procedures

Graduate students who wish to apply for any kind of financial assistance should complete the Free Application for Federal Student Aid (FAFSA) between October 1 and May 1. Applications received after May 1 will be considered as funds are available. The FAFSA may be complete on-line at www.FAFSA.ed.org.

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

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

Loan Eligibility

Graduate and post-baccalaureate program students may be eligible to borrow funds from the Federal Direct Stafford 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 www.fafsa.ed.gov. * Upon receiving your FAFSA an award package will be completed and mailed to you.

*Include Meredith College code 00294500.

Forgivable Education Loans for Service (FELS)

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

Teacher Appreciation Grant

Licensed teachers 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. Students return these forms 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 seeking licensure in high need licensure areas as defined annually by the US Department of Education and the state of NC. For more information about this federal program, please visit the US Department of Education website. Contact the Office of Financial Assistance at Meredith to discuss eligibility and to receive a checklist of steps that must be completed in order to receive the TEACH grant. Once the steps on the checklist have been completed and the proper

documentation has been submitted to the financial assistance office, you may complete the TEACH grant agreement to serve located at <https://teach-ats.ed.gov/ats/studentHome.action>.

SCHOLARSHIPS

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.

Martin Marietta Scholarships for Graduate Education Programs

Martin Marietta scholarships for Education students are open to all degree-seeking graduate students, or add-on licensure students who demonstrate the following: financial need, academic success and commitment to teaching. In accordance with Martin Marietta guidelines, priority is given to students whose specialty is teaching English as a second language.

Witt-Beauchamp Scholarship for Dietetic Internship

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

Graduate Research Initiative Proposal (GRIP) Grant

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

Master of Arts in Psychology: Industrial/Organizational Concentration

Department of Psychology and Social Work
Ledford Hall

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

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

Mission Statement

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

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

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

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

Program of Study

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

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

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

Required Coursework

PSY/MBA 615 – DEVELOPING HUMAN CAPITAL

PSY/MBA 616 – ETHICAL AND LEGAL EMPLOYMENT ISSUES

PSY 601 – ADVANCED STATISTICAL METHODS AND RESEARCH DESIGN I

PSY 602 – ADVANCED STATISTICAL METHODS AND RESEARCH DESIGN II

PSY 603 – ADVANCED STATISTICAL METHODS AND RESEARCH DESIGN III

PSY 610 – APPLIED SOCIAL PSYCHOLOGY

PSY 611 – ORGANIZATIONAL PSYCHOLOGY

PSY 612 – INDUSTRIAL PSYCHOLOGY

PSY 622 – PSYCHOLOGICAL TESTING AND EVALUATION

PSY 640 – INTERNSHIP IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

General Electives (choose 1);

MBA 610 – GLOBAL CORPORATE COMMUNICATION

MBA 617 – MANAGING REWARD SYSTEMS

PSY 613 – TOPICS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Course Sequence:

Year 1, Fall Semester: PSY 601, PSY 610, PSY 611

Year 1, Spring Semester: PSY 602, PSY 612, PSY 622

Year 1, Summer: MBA 615, MBA 616; optional: MBA 617

Year 2, Fall Semester: PSY 603, PSY 613 or MBA 610 (if MBA 617 not taken during Summer)

Year 2, Spring Semester: PSY 640 (Internship)

Master of Psychology: Industrial/Organizational Course Descriptions

PSY 601 – ADVANCED STATISTICAL METHODS AND RESEARCH DESIGN I

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

PSY 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. *Spring, 3 hours.*

PSY 603 – ADVANCED STATISTICAL METHODS AND RESEARCH DESIGN III

The third course in this three-course sequence is a methodological capstone course focusing 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. *Fall, 3 hours.*

PSY 610 – APPLIED SOCIAL PSYCHOLOGY

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

PSY 611 – ORGANIZATIONAL PSYCHOLOGY

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

PSY 612 – INDUSTRIAL PSYCHOLOGY

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

PSY 613 – TOPICS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

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

PSY/MBA 615 – DEVELOPING HUMAN CAPITAL

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

PSY/MBA 616 – ETHICAL AND LEGAL EMPLOYMENT ISSUES

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

PSY 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. *Spring, 3 hours.*

PSY 640 – INTERNSHIP IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

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

MBA 610 – GLOBAL CORPORATE COMMUNICATION

This course focuses on the development of skills and behaviors required for successful global leadership. Emphasis is placed on enhancing the students' communication skills, both written and oral, individually and in teams. Students prepare a corporate communications audit of a multi-national corporation, critique executives' communication skills, and develop an understanding of their own leadership strengths through a personal development plan. *Fall and Spring, 3 hours.*

MBA 617 – MANAGING REWARD SYSTEMS

This course will develop extensive knowledge on attracting, motivating and retaining employees by the appropriate mix of compensation and benefits. The study of group and individual incentive plans, determining wage levels and structure, and developing pension plans will all be included in this course. Legal

considerations in the administration of compensation and benefits on both the national and international levels will also be a key component. *Summer, 3 hours.*

Master of Business Administration

School of Business

Harris Building

Kristie Ogilvie, Ph.D., *Dean, School of Business*

Jeff Langenderfer, J.D., Ph.D., *Associate Dean*

Mary Jane Lenard, Ph.D., *Department Head*

Allison Anthony, M.S., *Director, MBA Program*

School of Business Mission Statement

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

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

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

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

- Develop critical thinking ability to make decisions under conditions of uncertainty;
- Identify strengths and demonstrate growth in leadership capabilities;
- Communicate effectively to share complex business information;
- Collaborate with others in a diverse team environment; and
- Recognize ethical issues within a business context and identify socially responsible solutions.

Program of Study

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

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

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

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

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

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

Required Coursework*

MBA Core Curriculum: (24 credits)

MBA 610 – GLOBAL CORPORATE COMMUNICATION

MBA 630 – MANAGERIAL ACCOUNTING

MBA 635 – MANAGEMENT INFORMATION SYSTEMS

MBA 640 – MANAGEMENT AND ETHICAL LEADERSHIP

MBA 650 – MANAGERIAL FINANCE

MBA 670 – MARKETING STRATEGY

MBA 680 – OPERATIONS AND SUPPLY CHAIN MANAGEMENT

MBA 699 – INTEGRATED STRATEGIC MANAGEMENT

General MBA Electives: (9 credits)

MBA 615 – DEVELOPING HUMAN CAPITAL

MBA 616 – ETHICAL AND LEGAL EMPLOYMENT ISSUES

MBA 617 – MANAGING REWARDS SYSTEMS

MBA 625 – ENTREPRENEURIAL BOOTCAMP

MBA 626 – BUSINESS PLANNING AND DESIGN

MBA 627 – ENTREPRENEURIAL FINANCING AND STRATEGY

MBA 628 – MANAGING A GROWING VENTURE

MBA 643 – LEADING IN GLOBAL BUSINESS SETTINGS

MBA 645 – STRATEGIES FOR EFFECTIVE NEGOTIATION

MBA 644 – BUSINESS CONSULTING

MBA 646 – LAW AND ETHICS FOR MANAGERS

MBA 648 – PROJECT MANAGEMENT ESSENTIALS

MBA 649 – ADVANCED PROJECT MANAGEMENT

MBA 685 – BUSINESS INTERNSHIP

MBA 695 – SPECIAL TOPICS IN BUSINESS

Entrepreneurship and Family Business Concentration

MBA Core Curriculum: (24 credits)

Additional Required Courses: (9 credits)

MBA 626 – BUSINESS PLANNING AND DESIGN

MBA 627 – ENTREPRENEURIAL FINANCING AND STRATEGY

MBA 628 – MANAGING A GROWING VENTURE

Human Resource Management Concentration

MBA Core Curriculum: (24 credits)

Additional Required Courses: (9 credits)

MBA 615 – DEVELOPING HUMAN CAPITAL

MBA 616 – ETHICAL AND LEGAL EMPLOYMENT ISSUES

MBA 617 – MANAGING REWARDS SYSTEMS

Project Management Concentration

MBA Core Curriculum: (24 credits)

Additional Required Courses: (9 credits)

MBA 645 – STRATEGIES FOR EFFECTIVE NEGOTIATION

MBA 648 – PROJECT MANAGEMENT ESSENTIALS

MBA 649 – ADVANCED PROJECT MANAGEMENT

Portfolio and Exit Exam

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

**assumes successful completion of Foundations or equivalents, as determined by the Director. Elective offerings vary each summer.*

Business Foundations Certificate

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

MBA 510 – FOUNDATIONS IN QUANTITATIVE METHODS (3)

MBA 520 – FOUNDATIONS IN ECONOMICS (3)

MBA 530 – FOUNDATIONS IN ACCOUNTING (3)

MBA 550 – FOUNDATIONS IN FINANCE (3)

Entrepreneurship and Family Business Certificate

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

MBA 625 – ENTREPRENEURIAL BOOTCAMP (1)

MBA 626 – BUSINESS PLANNING AND DESIGN (3)

MBA 627 – ENTREPRENEURIAL FINANCING AND STRATEGY(3)

MBA 628 – MANAGING A GROWING VENTURE (3)

MBA Course Descriptions

MBA 510 – FOUNDATIONS IN QUANTITATIVE METHODS

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

MBA 520 – FOUNDATIONS IN ECONOMICS

An introduction to the theories, principles, and applications of microeconomics and macroeconomics. Topics include pricing decisions, elasticity, market structure analysis, business cycles, taxation, and monetary policy. *Fall and Spring, 3 hours.*

MBA 530 – FOUNDATIONS IN ACCOUNTING

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

MBA 550 – FOUNDATIONS IN FINANCE

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

MBA 610 – GLOBAL CORPORATE COMMUNICATION

A focus on the development of skills and behaviors required for successful global leadership. Emphasis is placed on enhancing the students' communication skills, written and oral, individually and in teams. Students prepare a corporate communications audit of a multi-national corporation, critique executives' communication skills, and develop an understanding of their own leadership strengths through a personal development plan. *Fall and Spring, 3 hours.*

MBA 615 – DEVELOPING HUMAN CAPITAL

An in-depth study of recruitment, selection, and retention of the human capital for an organization. Key topics include job analysis and design, testing, performance appraisals, training and

development, succession planning, and employee exit programs. Special attention is also given to international operations, expat repatriation and the effects of layoffs and downsizing organization morale. *Summer, 3 hours.*

MBA 616 – ETHICAL AND LEGAL EMPLOYMENT ISSUES

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

MBA 617 – MANAGING REWARD SYSTEMS

The study of attracting, motivating and retaining employees through the appropriate mix of compensation and benefits. Topics include group and individual incentive plans, determining wage levels, structure, and developing pension plans and legal considerations in the administration of compensation and benefits on both the national and international levels. *Summer, 3 hours.*

MBA 625 – ENTREPRENEURSHIP BOOTCAMP

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

MBA 626 – BUSINESS PLANNING AND DESIGN

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

MBA 627 – ENTREPRENEURIAL FINANCING AND STRATEGY

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

MBA 628 – MANAGING A GROWING VENTURE

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

MBA 630 – MANAGERIAL ACCOUNTING

An approach to analysis of data and information relevant to management decision making. Topics covered include budgeting, differential costs in alternative decisions, allocation of cost, cost relationships, pricing, standard costing, and performance evaluation. *Fall and Spring, 3 hours.*

MBA 635 – MANAGEMENT INFORMATION SYSTEMS

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

MBA 640 – MANAGEMENT AND ETHICAL LEADERSHIP

An exploration of the theory and application of management and leadership skills for enhancement of individual, team and organizational effectiveness. This course examines the ethical issues business managers routinely face and the implications for various stakeholders. *Fall and Spring, 3 hours.*

MBA 643 – LEADING IN GLOBAL BUSINESS SETTINGS

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

MBA 644 – BUSINESS CONSULTING

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

MBA 645 – STRATEGIES FOR EFFECTIVE NEGOTIATION

The strategies and tactics of effective negotiation for business leaders. Through exercises and role play, students will learn the art and science of negotiation and develop the planning techniques,

analytical perspectives, and interpersonal skills necessary for creating effective, ethical, and advantageous agreements. *Summer, 3 hours.*

MBA 646 – LAW AND ETHICS FOR MANAGERS

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

MBA 648 – PROJECT MANAGEMENT ESSENTIALS

This course is designed to equip students with the essential skills and knowledge to effectively define and plan projects. Topics include project planning, organizing, directing, and controlling. The focus will be on the application of tools and techniques that can be applied to defining projects, establishing task structure, planning and budgeting, and managing of resources to achieve the project objects, and post-project evaluation. *Summer, 3 hours.*

MBA 649 – ADVANCED PROJECT MANAGEMENT

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

MBA 650 – MANAGERIAL FINANCE

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

MBA 670 – MARKETING STRATEGY

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

MBA 680 – OPERATIONS AND SUPPLY CHAIN MANAGEMENT

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

technology in operations and supply chain management. *Fall and Spring, 3 hours.*

MBA 685 – BUSINESS INTERNSHIP

Supervised experience in a business, government, or non-profit organization where work is related to the student's area of interest. Graduate internships involve management-related work experience that is substantial, provides significant contributions to organization goals, and involve considerable responsibility. 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. Can be taken only once. Pass/Fail grading. *Fall, Spring, Summer, 3 hours.*

MBA 690 – INDEPENDENT STUDY

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

MBA 695 – SPECIAL TOPICS IN BUSINESS

This course is offered as needed. It is normally an examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interests and needs. *Summer, 3 hours.*

MBA 699 – INTEGRATED STRATEGIC MANAGEMENT

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

COE 600 – GRADUATE COOPERATIVE EDUCATION

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

Master of Education

Department of Education

Ledford Hall

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

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

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

Mission Statement

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

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

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

Program Goals of the Master of Education

The candidate will be able to:

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

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

License Renewal Credits

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

Teacher Licensure Only

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

Culminating Experiences

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

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

Foreign Language Requirement for ESL

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

Master of Education Course Descriptions

EDUG 605 – WEB 2.0 FOR TEACHING AND LEARNING

Designed to assist students in the development of strategies for the use of the current technologies in the K- 12 classroom. Students will critically examine the role of technology in the classroom, and understand the effective use of technology. Prerequisites: Basic computer knowledge. *Summer, 3 hours*

EDUG 610 – ADVANCED EDUCATIONAL PSYCHOLOGY

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

EDUG 611 – CURRICULUM, EDUCATION AND SOCIETY

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

EDUG 612 – MENTORING AND LEADING IN PUBLIC SCHOOLS

In this course, teachers develop an understanding and philosophy of teacher leadership in public schools. The course recognizes the teacher as a leader within a diverse professional community that is often focused on reform and change. Participants will critically reflect on various leadership theories with the purpose of discerning leadership styles and practices that best support them as teacher-leaders and/or future administrators. Recognizing and examining the human dynamics associated with leadership, highlighting best practices in motivation, management, mentoring, performance appraisal, and career/professional development, and applying these concepts to real-life scenarios and case studies will position the teacher-leader as a change agent within the educational community. *Summer, 3 hours*

EDUG 615 – MATHEMATICAL THINKING IN CHILDREN

Teachers examine what it means to know and learn K-5 mathematics based upon theory and research in cognitive

psychology and mathematics education. A variety of materials that help illustrate students' thinking in mathematical contexts are used to provoke consideration of how students develop mathematical knowledge. Regular "field experiences" with elementary school-aged children are required. *Spring, Even-Numbered Years, 3 hours*

EDUG 625 – INCLUSIVE PRACTICES FOR EDUCATORS

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

EDUG 630 – EDUCATIONAL RESEARCH I

Organized around classroom-based inquiry and focused on the development of teachers as researchers, this course emphasizes understanding of research design and methods; reading and interpreting empirical information in professional literature; collecting and interpreting data; and linking research findings to educational practice. Also emphasized are the uses of library and Internet resources; analysis and critique of educational research; collaboration with colleagues in the research process; and an introduction to elementary statistics. *Fall, 3 hours*

EDUG 631 – EDUCATIONAL RESEARCH II

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

EDUG 635 – INTRODUCTION TO THE GIFTED INDIVIDUAL

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

EDUG 636 – MODELS AND METHODS OF GIFTED EDUCATION

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

EDUG 637 – DIFFERENTIATION FOR THE ACADEMICALLY/INTELLECTUALLY GIFTED LEARNER

This course is designed to give practicing teachers the knowledge, skills, and attitudes needed for teaching academically/intellectually gifted learners in diverse settings. Because today's classrooms are increasingly diverse and inclusive, teachers must be able to identify and accommodate a range of learner needs, including those of gifted learners. Participants in this course will develop skill in using a variety of models and strategies to effectively respond to the particular learning needs of the gifted. Building on the knowledge and skills attained in the Models and Methods course and using widely-held standards for the effective teaching of gifted learners (CEC-NAGC Initial Knowledge & Skill Standards for Gifted and Talented Education), participants will analyze and evaluate lessons and units designed for use with the gifted. They will also create and teach standards-based lessons and units that demonstrate their understanding and effective use of instructional and management strategies recommended as appropriate for gifted learners. Prerequisite EDUG 636. *Varies, Contact Department Head, 3 hours*

EDUG 638 – SPECIAL TOPICS IN GIFTED EDUCATION

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

EDUG 639 – CREATIVITY

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

EDUG 641 – METHODS OF TEACHING ESL

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

EDUG 643 – SECOND LANGUAGE ACQUISITION

A broad view of second language acquisition from both psycholinguistic and sociolinguistic perspectives. Includes a comparison of first and second language learning, current theories of second language acquisition, the effect of social interaction upon speech styles, and how speech defines groups. Applications are made to second language teaching. Field experiences required. *Summer, 3 hours*

EDUG 645 – CULTURE AND THE LANGUAGE TEACHER

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

EDUG 647 – TEACHING ESL IN THE PUBLIC SCHOOLS

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

EDUG 648 – GRAMMAR AND LINGUISTICS FOR ESL TEACHERS

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

EDUG 670 – FOUNDATIONS OF LITERACY

This is a foundational course and a prerequisite to EDUG 675 and EDUG 676 in the Reading strand of the M.Ed. program. 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. *Fall, 3 hours*

EDUG 671 – ADOLESCENT LITERACY AND LEARNING ACROSS THE CONTENT AREAS

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

EDUG 675 – INTERVENTION IN THE READING PROCESS (K–3)

This course provides an in-depth study of the theories, research and instructional methods associated with early literacy development and intervention to support students who struggle to learn to read. In addition, candidates will study early literacy assessments, interpret data and plan appropriate interventions for their client. Progress monitoring of student literacy growth and collaboration with parents and other teaching professionals are integral to the practicum experience. *Fall, 3 hours*

EDUG 676 – INTERVENTION IN THE READING PROCESS (4–12)

This course provides an in-depth study of the theories, research and instructional methods associated with literacy development and intervention to support students at the upper elementary, middle or secondary level who have significant reading problems. Candidates will study literacy assessments, interpret data and plan appropriate interventions for their client. Progress monitoring of student literacy growth and collaboration with parents and other teaching professionals are integral to the practicum experience. *Spring, 3 hours*

EDUG 677 – THE TEACHING OF WRITING IN THE K–12 CLASSROOM

This goal of this course is to assist teachers in developing the writing skills of K-12 students. At the conclusion of the course students will show familiarity with current theories; be able to describe and assist students at various stages of the writing process, describe and assist children learning to write who have cultural and linguistic differences, show familiarity with writing evaluation techniques, writing across the curriculum, and integrate technology in the writing process. *Summer, 3 hours*

EDUG 679 – GRADUATE PRACTICUM

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

EDUG 680 - ADVANCED CURRICULUM, INSTRUCTION, ASSESSMENT

Students explore models of curriculum and current research on learning and teaching. Students identify and organize relevant information, analyze data, and consult research to create a data action plan for monitoring and evaluating curriculum and instruction. Students also develop a plan for improvement of curriculum and instruction based on analysis of assessment data related to student achievement, district and school goals/missions, and other factors. Special emphasis is placed on learning to work effectively in and with teams. Prerequisites: EDUG 611 or equivalent. *Fall, 3 hours.*

EDUG 681 – LEADERSHIP AND SUPERVISION

Students develop an understanding of leadership and supervision in public schools and systems. The course recognizes that educational leadership occurs within a diverse professional community that is often focused on reform and change. Students will critically reflect on various leadership theories with the purpose of discerning beliefs

and practices that can best support them as visionaries and leaders in classrooms, schools, school systems, and in the community. Recognizing and examining the human dynamics associated with leadership, highlighting best practices in communication, professional development, supervision, community engagement, and resource management, and applying these concepts to real-life scenarios and case studies, will position the student as a leader and change agent within the educational community. *Spring, 3 hours.*

EDUG 682 – PRACTICUM IN ADVANCED CURRICULUM, INSTRUCTION, ASSESSMENT

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

EDUG 683 – PRACTICUM IN LEADERSHIP AND SUPERVISION

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

EDUG 710 – OVERVIEW OF EXCEPTIONALITIES FOR SPECIAL EDUCATORS

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

EDUG 711 – READING AND WRITING METHODS FOR SPECIAL EDUCATORS

The purpose of the course is to develop the instructional competencies of school personnel to effectively teach students with persistent reading and writing problems as well as to select and implement comprehensive reading programs within their schools. Although the focus of this course is on students who have shown persistent problems learning to read and write (especially those students identified as having special

education needs who are participating in regular classrooms), the information is also appropriate for individuals interested in developing early intervention programs. Field experiences required. *Spring, 3 hours*

EDUG 712 – MATH AND WRITING METHODS FOR SPECIAL EDUCATORS

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

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

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

EDUG 714 – LEARNING STRATEGIES ACROSS THE CURRICULUM FOR SPECIAL EDUCATORS

This course examines models for teaching learning strategies, metacognitive strategies guiding the learning of content, for students with mild/moderate disabilities in grades K -12. Students will examine educational research on the application of literacy and learning strategies in the content areas and will learn ways to assess students' understandings and to use the assessment to plan for instruction. Prerequisites: EDUG 711 and EDUG 712. Field experiences required. *Summer, 3 hours*

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

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

EDUG 800 – GRADUATE STUDY

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

EDUG 801 – GRADUATE PORTFOLIO

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

M.Ed. Program Overview

M.Ed. with AIG	M.Ed. with ESL	M.Ed. with SPED	M.Ed. with RDG
<p>Professional Studies (Required)</p> <ul style="list-style-type: none"> • EDUG 605 Web 2.0 for Teaching and Learning • EDUG 610 Adv Educational Psych • EDUG 612 Mentoring and Leading in Public Schools • EDUG 713 Collaboration with Professionals & Families for Special & General Educators & Specialists 	<p>Required by Advisement:</p> <p>One graduate course in literacy</p> <p>Choose Three (Required):</p> <ul style="list-style-type: none"> • EDUG 605 Web 2.0 for Teaching and Learning • EDUG 610 Adv Educational Psych • EDUG 611 Curriculum Education & Society • EDUG 612 Mentoring and Leading in Public Schools • EDUG 713 Collaboration with Professionals & Families for Special & General Educators & Specialists 	<p>Professional Studies (Required)</p> <ul style="list-style-type: none"> • EDUG 611 Curriculum, Education and Society • EDUG 625 Inclusive Practices for Educators • EDUG 713 Collaboration with Professionals & Families for Special & General Educators & Specialists <p>Choose One:</p> <ul style="list-style-type: none"> • EDUG 605 Web 2.0 for Teaching and Learning • EDUG 610 Adv Educational Psych • EDUG 671 Adolescent Literacy and Learning Across the Content Areas • EDUG 675 Intervention in the Reading Process (K-3) • EDUG 677 The Teaching of Writing in the K-12 Classroom 	<p>Professional Studies (Required)</p> <ul style="list-style-type: none"> • EDUG 611 Curriculum, Education & Society • EDUG 612 Mentoring and Leading in Public Schools <p>Choose Two:</p> <ul style="list-style-type: none"> • EDUG 605 Web 2.0 for Teaching and Learning • EDUG 610 Adv Educational Psych • EDUG 625 Inclusive Practices for Educators • EDUG 713 Collaboration with Professionals & Families for Special & General Educators & Specialists
<p>Specialty Courses (Required)</p> <ul style="list-style-type: none"> • EDUG 635 Introduction to the Gifted Individual • EDUG 636 Models and Methods of Gifted Education • EDUG 637 Differentiation for the Gifted Learner • EDUG 638 Special Topics in Gifted Education • EDUG 639 Creativity • EDUG 679 Graduate Practicum required for those with no experience teaching in an AIG program and/or no teaching experience across grade levels 	<p>Specialty Courses (Required)</p> <ul style="list-style-type: none"> • EDUG 641 Methods of Teaching ESL • EDUG 643 Second Lang Acquisition • EDUG 645 Culture & the Lang Teacher • EDUG 647 Teaching ESL in the Public Schools • EDUG 648 Grammar and Linguistics for ESL Teachers • EDUG 679 Graduate Practicum required for those with no experience teaching in an ESL program and/or no teaching experience across grade levels <p>Must show evidence of having studied a college-level foreign language for one year or equivalent</p>	<p>Specialty Courses (Required)</p> <ul style="list-style-type: none"> • EDUG 710 Overview of Exceptionalities for Special Educators • EDUG 711 Reading and Writing Methods for Special Educators • EDUG 712 Math and Writing Methods for Special Educators • EDUG 714 Learning Strategies across the Curriculum for Special Educators • EDUG 715 Procedures, Policies, and Assessment for Special Educators • 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 	<p>Specialty Courses</p> <ul style="list-style-type: none"> • EDUG 670 Foundations of Literacy • EDUG 671 Adolescent Literacy and Learning Across the Content Areas • EDUG 675 Intervention in the Reading Process (K-3) • EDUG 676 Intervention in the Reading Process (4-12) • EDUG 677 The Teaching of Writing in the K-12 Classroom • EDUG 679 Graduate Practicum required for those with no language arts teaching experience.
<p>Research:</p> <ul style="list-style-type: none"> • EDUG 630 Educational Research I • EDUG 631 Educational Research II 	<p>Research:</p> <ul style="list-style-type: none"> • EDUG 630 Educational Research I • EDUG 631 Educational Research II 	<p>Research:</p> <ul style="list-style-type: none"> • EDUG 630 Educational Research I • EDUG 631 Educational Research II 	<p>Research:</p> <ul style="list-style-type: none"> • EDUG 630 Educational Research I • EDUG 631 Educational Research II
EDUG 801: Graduate Portfolio	EDUG 801: Graduate Portfolio	EDUG 801: Graduate Portfolio	EDUG 801: Graduate Portfolio
Total Hours: 33-36	Total Hours: 33-36	Total Hours: 33-36	Total Hours: 33-36

Add-On Licensure Options

AIG—Add-On Licensure	ESL—Add-On Licensure	SPED—Add-On Licensure	RDG—Add-On Licensure
<p>Required:</p> <ul style="list-style-type: none"> • EDUG 635 Introduction to the Gifted Individual • EDUG 636 Models and Methods of Gifted Education • EDUG 637 Differentiation for the Gifted Learner • EDUG 638 Special Topics in Gifted Education • EDUG 679 Graduate Practicum required for those with no AIG teaching experience and/or no teaching experience across grade levels. • EDUG 801 Graduate Portfolio 	<p>Required:</p> <ul style="list-style-type: none"> • EDUG 641 Methods of Teaching ESL • EDUG 643 Second Lang Acquisition • EDUG 645 Culture & the Lang Teacher • EDUG 647 Teaching ESL in the Public Schools • EDUG 648 Grammar and Linguistics for ESL Teachers <p>One graduate reading course</p> <ul style="list-style-type: none"> • EDUG 679 Graduate Practicum required for those with no ESL teaching experience and/or no teaching experience across grade levels. <p>Must show evidence of having studied a college-level foreign language for one year or equivalent</p> <ul style="list-style-type: none"> • EDUG 801 Graduate portfolio 	<p>Required:</p> <ul style="list-style-type: none"> • EDUG 625 Inclusive Practices for Educators • EDUG 710 Overview of Exceptionalities for Special Educators • EDUG 711 Reading and Writing Methods for Special Educators • EDUG 712 Math and Writing Methods for Special Educators • EDUG 713 Collaboration with Professionals & Families for Special & General Educators & Specialists • EDUG 714 Learning Strategies across the Curriculum for Special Educators • EDUG 715: Procedures, Policies, and Assessment for Special Educators • EDUG 679 Graduate Practicum • EDUG 801 Graduate Portfolio 	<p>Required:</p> <ul style="list-style-type: none"> • EDUG 670 Foundations of Literacy • EDUG 671 Adolescent Literacy and Learning Across the Content Areas • EDUG 675 Intervention in the Reading Process (K-3) • EDUG 676 Intervention in the Reading Process (4-12) • EDUG 677 The Teaching of Writing in the K-12 Classroom <p>One graduate elective (by advisement)</p> <ul style="list-style-type: none"> • EDUG 801 Graduate Portfolio
Total: 12-15	Total: 18-21	Total: 22-24	Total: 18

Continued on next page

M.Ed. Program Overview (continued)

M.Ed. with ELEM	M.Ed. with ELEM (if initial license is outside of K-6)
<p>Professional Studies (Required):</p> <ul style="list-style-type: none"> • EDUG 605 Web 2.0 for Teaching & Learning • EDUG 610 Adv Educational Psych • EDUG 611 Curriculum, Education & Society • EDUG 612 Mentoring and Leading in Public Schools 	<p>By advisement based on previous experience with particular content areas and/or students. Must take a total of 4 courses (12 hours) in this category:</p> <p>Professional Studies (Required): Choose 2-4</p> <ul style="list-style-type: none"> • EDUG 605 Web 2.0 for Teaching & Learning • EDUG 610 Adv Educational Psych • EDUG 611 Curriculum, Education & Society • EDUG 612 Mentoring and Leading in Public Schools <p>If SPED experience lacking (choose 1):</p> <ul style="list-style-type: none"> • EDUG 625 Inclusive Practices for Educators • EDUG 710 Overview of the Exceptionalities for Special Educators • EDUG 713 Collaboration with Professionals & Families for Special & General Educators & Specialists <p>If ESL experience lacking (choose 1):</p> <ul style="list-style-type: none"> • EDUG 641 Methods of Teaching ESL • EDUG 645 Culture and the Language Teacher • EDUG 647 Teaching ESL in the Public Schools
<p>Specialty Courses</p> <p>Literacy (choose one):</p> <ul style="list-style-type: none"> • EDUG 670 Foundations of Literacy • EDUG 671 Adolescent Literacy and Learning Across the Content Areas • EDUG 677 Teaching Writing in the K-12 Classroom <p>Mathematics (required):</p> <ul style="list-style-type: none"> • EDUG 615 Mathematical Thinking in Children <p>Special Education (choose one):</p> <ul style="list-style-type: none"> • EDUG 625 Inclusive Practices for Educators • EDUG 710 Overview of Exceptionalities • EDUG 713 Collaboration with Professionals and Families for Special and General Educators and Specialists <p>ESL (choose one):</p> <ul style="list-style-type: none"> • EDUG 641 Methods of Teaching ESL • EDUG 645 Culture and the Language Teacher • EDUG 647 Teaching ESL in the Public Schools <p>Elective (choose one not selected above):</p> <ul style="list-style-type: none"> • AIG—EDUG 635 or EDUG 639 • ESL—EDUG 641, EDUG 645, or EDUG 647 • LIT—EDUG 671, EDUG 675, or EDUG 677 • SPED—EDUG 625, EDUG 710, or EDUG 713 	<p>Specialty Courses</p> <ul style="list-style-type: none"> • EDUG 720 Integrating Literacy Instruction at the Primary Level • EDUG 721 Integrating Literacy Instruction at the Upper Elementary Level • EDUG 722 Developing Mathematical Understanding in the Primary Grades • EDUG 723 Developing Mathematical Understanding in the Intermediate and Upper Elementary Grades • EDUG 724 Teaching and Integrating Science and Health • EDUG 725 Teaching and Integrating Social Studies and the Arts <p>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 listed above.</p> <p>Other requirements</p> <ul style="list-style-type: none"> • EDUG 679 Graduate Practicum
<p>Research:</p> <ul style="list-style-type: none"> • EDUG 630 Educational Research I • EDUG 631 Educational Research II 	<p>Research:</p> <ul style="list-style-type: none"> • EDUG 630 Educational Research I • EDUG 631 Educational Research II
<p>EDUG 801: Graduate Portfolio</p>	<p>EDUG 801: Graduate Portfolio</p>
<p>Total Hours: 33</p>	<p>Total Hours: 37-39</p>

Add-On Licensure Options (continued)

CIS- Add-On Licensure
<p>Required:</p> <ul style="list-style-type: none"> • EDUG 611 Curriculum Education, Society (or equivalent; prerequisite) • EDUG 680 Advanced Curriculum, Instruction, Assessment • EDUG 681 Leadership and Supervision • EDUG 682 Practicum in advanced Curriculum, Instruction, Assessment • EDUG 683 Practicum in Leadership and Supervision • EDUG 801 Graduate Portfolio
<p>Total: 12</p>

Master of Arts in Teaching

Department of Education
Ledford Hall

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

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

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

Mission Statement

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

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

Purpose of the Meredith College MAT Program

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

Program Goals of the Master of Arts in Teaching

The candidate will be able to:

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

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

Culminating Experiences

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

Foreign Language Requirement for ESL

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

Master of Arts in Teaching Course Descriptions

EDUG 641 – METHODS OF TEACHING ESL

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

EDUG 643 – SECOND LANGUAGE ACQUISITION

A broad view of second language acquisition from both psycholinguistic and sociolinguistic perspectives. Includes a comparison of first and second language learning, current theories of second language acquisition, the effect of social interaction upon speech styles, and how speech defines groups. Applications are made to second language teaching. Field experiences required. *Summer, 3 hours.*

EDUG 645 – CULTURE AND THE LANGUAGE TEACHER

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

EDUG 647 – TEACHING ESL IN THE PUBLIC SCHOOLS

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

EDUG 648 – GRAMMAR AND LINGUISTICS FOR ESL TEACHERS

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

EDUG 700 – LEARNING IN CULTURAL CONTEXTS

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

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

EDUG 701 – POWER TOOLS FOR EDUCATORS: USING TECHNOLOGY FOR COMMUNICATION, PRESENTATION, INSTRUCTIONAL DESIGN, PLANNING, AND ASSESSMENT

To meet the needs of students, to operate effectively in a school environment, and to accomplish professional responsibilities, teachers must be able to use an array of 21st century tools to communicate, maintain and manage data, conduct research, design and present lessons, and to participate in professional networks. The purpose of this course is to introduce to the basic technology tools of teachers, their applications, and the ethics associated with the profession. Through this course, you will learn and practice forms of communication specific to teaching, parent conferences and class newsletters/websites. You will learn the basic elements of lesson planning and assessment and the software that supports these tasks. You will consider the uses of presentation software and web design to support student learning. You will carefully consider the ethical dimensions associated with communicating, presenting, data management, designing instruction, and assessing, including the key provisions of the Family Education Rights Privacy Act (FERPA) and guidelines for email communications. Field experiences required. *Summer, 3 hours.*

EDUG 702 – TEACHING DIVERSE LEARNERS IN THE CLASSROOM

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

EDUG 703 – BEHAVIOR AND CLASSROOM MANAGEMENT

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

EDUG 704 – LEADERSHIP IN SCHOOLS AND SOCIETY

This course helps teachers analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact schools. It examines the educational process in the context of modern society and how that process is influenced by the forces of the larger community. Recognizing the teacher as a leader within a professional community is an important component of the course. This course helps answer the questions, "how do schools work," "how did we get here," and "where are we going and how do we get there?" Field experiences required. *Summer 3 hours.*

EDUG 710 – OVERVIEW OF EXCEPTIONALITIES FOR SPECIAL EDUCATORS

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

EDUG 711 – READING AND WRITING METHODS FOR SPECIAL EDUCATORS

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

EDUG 712 – MATH AND WRITING METHODS FOR SPECIAL EDUCATORS

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

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

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

EDUG 714 – LEARNING STRATEGIES ACROSS THE CURRICULUM FOR SPECIAL EDUCATORS

This course examines models for teaching learning strategies, metacognitive strategies guiding the learning of content, for students

with mild/moderate disabilities in grades K -12. Candidates will examine educational research on the application of literacy and learning strategies in the content areas and will learn ways to assess students' understandings and to use the assessment to plan for instruction. Field experiences required. Pre-requisites EDUG 711 and EDUG 712. *Summer, 3 hours.*

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

This course provides candidates with a broad knowledge and understanding of a wide range of legal issues related to special education services for students with disabilities. Candidates will have a foundation in effective and efficient assessment and evaluative practices, including standardized and curriculum-based assessment. Field experiences required. *Summer, 3 hours.*

EDUG 720 – INTEGRATING LITERACY INSTRUCTION AT THE PRIMARY LEVEL

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

EDUG 721 – INTEGRATING LITERACY INSTRUCTION AT THE UPPER ELEMENTARY LEVEL

This course will examine the theory, research and instructional practices essential to literacy development at the upper elementary level. Candidates will learn to integrate children's literature, writing and reading instruction into a total program of balanced literacy instruction which is culturally relevant and developmentally appropriate for students. Particular emphasis will be given to using literacy skills as tools for learning content material. Candidates will learn to use multiple models and approaches for assessing literacy learning and plan lessons that meet the needs of all learners. Oral presentation required. *Spring, 3 hours.*

EDUG 722 – DEVELOPING MATHEMATICAL UNDERSTANDING IN THE PRIMARY GRADES

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

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

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

EDUG 724 – TEACHING AND INTEGRATING SCIENCE AND HEALTH

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

EDUG 725 – TEACHING AND INTEGRATING SOCIAL STUDIES AND THE ARTS

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

EDUG 790 – MAT INTERNSHIP

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

EDUG 795 – GRADUATE COLLOQUIUM IN EDUCATION

A capstone seminar taken concurrently with the graduate internship. This course is designed to strengthen the professional skills of reflection as related to instructional practice, assessment and evaluation of student learning, and analysis of personal and effective classroom practices. Emphasis is placed on the five areas of the

North Carolina Professional Teaching Standards. Co-requisites: EDUG 790. *Fall, 3 hours.*

ESSG-710 – PEDAGOGICAL APPLICATIONS IN HEALTH AND PHYSICAL EDUCATION

A study of effective instruction in health and physical education for K-12 students focusing on specific teaching skills critical to enhancing student engagement and learning. Course content includes creating a respectful learning environment, classroom management, assessment and evaluation, diversity, professionalism and ethics. Students will have the opportunity for examination and critical analysis of effective teaching research. *Fall, 3 hours.*

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

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

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

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

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

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

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

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

M.A.T. PROGRAM OVERVIEW

M.A.T. in Special Education	M.A.T. in Elementary Education	M.A.T. in English as a Second Language	M.A.T. in Health and Physical Education
<p>Professional Studies Courses</p> <ul style="list-style-type: none"> • EDUG 700: Learning in Cultural Contexts • EDUG 701: Power Tools for Educators • EDUG 702: Teaching Diverse Learners in the Classroom • EDUG 703: Behavior and Classroom Management • EDUG 704: Leadership in Schools and Society 	<p>Professional Studies Courses</p> <ul style="list-style-type: none"> • EDUG 700: Learning in Cultural Contexts • EDUG 701: Power Tools for Educators • EDUG 702: Teaching Diverse Learners in the Classroom • EDUG 703: Behavior and Classroom Management • EDUG 704: Leadership in Schools and Society 	<p>Professional Studies Courses</p> <ul style="list-style-type: none"> • EDUG 700: Learning in Cultural Contexts • EDUG 701: Power Tools for Educators • EDUG 703: Behavior and Classroom Management • EDUG 704: Leadership in Schools and Society 	<p>Professional Studies Courses</p> <ul style="list-style-type: none"> • EDUG 700: Learning in Cultural Contexts • EDUG 701: Power Tools for Educators • EDUG 702: Teaching Diverse Learners in the Classroom • EDUG 703: Behavior and Classroom Management • EDUG 704: Leadership in Schools and Society
<p>Specialty Courses</p> <ul style="list-style-type: none"> • EDUG 710: Overview of Exceptionalities for Special Educators • EDUG 711: Reading and Writing Methods for Special Educators • EDUG 712: Math and Writing Methods for Special Educators • EDUG 713: Collaboration with Professionals and Families for Special and General Educators and Specialists • EDUG 714: Learning Strategies across the Curriculum for Special Educators • EDUG 715: Procedures, Policies, and Assessment for Special Educators 	<p>Specialty Courses</p> <ul style="list-style-type: none"> • EDUG 720: Integrating Literacy Instruction at the Primary Level • EDUG 721: Integrating Literacy Instruction at the Upper Elementary Level • EDUG 722: Developing Mathematical Understanding in the Primary Grades • EDUG 723: Developing Mathematical Understanding in the Intermediate and Upper Elementary Grades • EDUG 724: Teaching and Integrating Science and Health • EDUG 725: Integrating Social Studies and the Arts 	<p>Specialty Courses</p> <ul style="list-style-type: none"> • EDUG 641: Methods of Teaching ESL • EDUG 643: Second Language Acquisition • EDUG 645: Culture and the Language Teacher • EDUG 647: Teaching ESL in the Public Schools • EDUG 648: Grammar and Linguistics for ESL Teachers • EDUG 720: Integrating Literacy Instruction at the Primary Level • EDUG 721: Integrating Literacy Instruction at the Upper Elementary Level <p>Candidates must show evidence of having studied a college-level foreign language for one year or equivalent</p>	<p>Specialty Courses</p> <ul style="list-style-type: none"> • ESSG 710: Pedagogical Applications in Health and Physical Education • ESSG 711: Program Design and Implementation in Health and Physical Education • ESSG 712: Teaching Physical Education in Elementary School: MAT • ESSG 713: Teaching Physical Education in Secondary School: MAT • HEDG 710: Foundation and Methods in Health Education K-12
<p>Internship</p> <ul style="list-style-type: none"> • EDUG 790: MAT Internship • EDUG 795: Graduate Colloquium in Education 	<p>Internship</p> <ul style="list-style-type: none"> • EDUG 790: MAT Internship • EDUG 795: Graduate Colloquium in Education 	<p>Internship</p> <ul style="list-style-type: none"> • EDUG 790: MAT Internship • EDUG 795: Graduate Colloquium in Education 	<p>Internship</p> <ul style="list-style-type: none"> • EDUG 790: MAT Internship • EDUG 795: Graduate Colloquium in Education
<p>TOTAL HOURS: 39</p>	<p>TOTAL HOURS: 39</p>	<p>TOTAL HOURS: 39</p>	<p>TOTAL HOURS: 36</p>

Master of Science in Nutrition

Department of Nutrition, Health and Human Performance

Martin Hall

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

William H. Landis, Ph.D., R.D., *Department Head, Nutrition, Health, and Human Performance*

Jennifer McMillen, M.S., *Program Director, Graduate Programs*

Mission Statement

Grounded in the natural and biological sciences, the Master of Science Degree in Nutrition program provides advanced study in human nutrition, including modes of inquiry in the field, the role of food and nutrients in human biology, and in the physical development and maintenance of health and well-being of individuals in the lifecycle.

Students will develop the skills to critically evaluate current and emerging issues in the field, and the tools for effective advocacy and professional involvement. The discipline of nutrition is explored recognizing the interrelationships that exist among people, diet, health, quality of life, and in the context of the modern food system.

Program Values

The Meredith Master of Science Program in Nutrition is dedicated to a set of core values that reflect standards of knowledge and practice in the field of nutrition, and a belief in the role of quality food to influence health and enrich lives. These values serve as the guiding curricular and co-curricular elements of the program:

- Academic excellence: promoting scholarship, curiosity, intellectual rigor and integrity.
- Advocacy: encouraging sound nutrition and optimum health through engagement and support of people and programs dedicated to the nutrition profession.
- Professional development: advancing opportunities and participation in the field of food and nutrition, and setting the foundation for life-long growth and involvement in the profession.
- Quality Food: fostering an appreciation for high quality, whole, nourishing food, and its contribution to the quality of life.
- Sustainability: supporting food production and distribution systems that are environmentally sound, and promote an equitable and just food supply.

Program Goals

The candidate will:

- develop a thorough knowledge base on core topics in nutrition.
- identify and discriminate among the different methods of inquiry in the field of nutrition.
- develop cognitive skills to analyze and propose solutions to complex issues in the field.
- locate and evaluate professional literature and current findings in the field.
- develop skills to effectively communicate topics and issues in the field of nutrition to lay and professional groups.

Prerequisite Coursework

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

Dietetics Track

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

BIO 110/151	Principles of Biology and laboratory
BIO 322/342	Human Anatomy & Physiology and lab
BIO 334/344	Microbiology and laboratory
CHE 111/141	Chemistry I and laboratory
CHE 221/241	Organic Chemistry and laboratory
FN 124/126	Principles of Foods and laboratory
FN 227	Introductory Nutrition
MAT 175	Statistics
PSY 100	Introduction to Psychology

Food and Nutrition Track

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

BIO 322/342	Human Anatomy and Physiology and lab
CHE 111/141	Chemistry I and laboratory
FN 227	Introductory Nutrition
MAT 175	Statistics

Program of Study

The Master of Science Degree in Nutrition is a 33-37 semester hour program. The curriculum contains 18 hours of coursework providing the foundation of the science and application of nutrition which includes the research process, study of the essential nutrients and their role in human biology and well-being, nutrition in the lifecycle, education, and the food system. Students can select between the **Dietetics** and the **Food and Nutrition Studies** tracks.

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** track upon meeting all requirements as stated in the MS/DPD Policies and Procedures Manual. A Verification Statement is required to apply to dietetic internship programs. **The Food and Nutrition Studies** track is designed for individuals who are not interested in becoming credentialed in the field of nutrition as an RDN or NDTR or for those who are already verified. This track focuses on career paths in areas such as nutrition education, the food system, local and organic food industry, sustainability, community food and nutrition programs, food marketing and communication, the non-profit sector and advocacy, food security, research, and as a foundation for doctoral programs.

**MASTER OF SCIENCE IN NUTRITION
DIETETICS TRACK (DPD) (37 CREDITS)**

Core Courses

FNG 610 RESEARCH METHODS IN FOODS AND NUTRITION	3
FNG 613 LIFECYCLE NUTRITION	3
FNG 622 ADVANCED NUTRIENT METABOLISM	3
FNG 628 NUTRITION & FOOD POLICY	3
FNG 631 NUTRITION EDUCATION	3
FNG 646 REGRESSION ANALYSIS	3

Capstone Courses

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

FOOD & NUTRITION STUDIES TRACK (33 CREDITS)

Core Courses

FNG 610 RESEARCH METHODS IN FOODS AND NUTRITION	3
FNG 613 LIFECYCLE NUTRITION	3

FNG 622 ADVANCED NUTRIENT METABOLISM	3
FNG 628 NUTRITION & FOOD POLICY	3
FNG 631 NUTRITION EDUCATION	3
FNG 646 REGRESSION ANALYSIS	3

Capstone Courses

FNG 685 CAPSTONE: FOOD STUDIES I	3
FNG 686 CAPSTONE: FOOD STUDIES II	3

Elective Courses – select 9 hours

FNG 635 GASTRONOMY	3
FNG 636 SUSTAINABLE FOOD SYSTEMS	3
FNG 656 OBESITY & WEIGHT MGT	3
FNG 657 COMMUNICATION IN FOOD AND NUTRITION	3
FNG 658 CULTURAL FOOD PRACTICA	3
FNG 675 TOPICS IN FOOD, NUTR & DIET	3

Master of Science in Nutrition Course Descriptions

FNG 610 – RESEARCH METHODS IN FOODS AND NUTRITION

Using the scientific method and elements of critical thinking, students will design and develop a research project to be conducted as part of their thesis or project hours. Appropriate evaluation and analyses will be applied to their proposal. Students will leave the course with a completed research proposal. *Fall, 3 hours*

FNG 613 – LIFECYCLE NUTRITION

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

FNG 614 – MEDICAL NUTRITION THERAPY, ASSESSMENT AND COUNSELING I

FNG 614/615 are to provide a comprehensive study of the nutritional care process for graduate students seeking to obtain foundation knowledge and skills toward Didactic Program in Dietetics verification. Application and integration of biological, physiological, and chemical parameters influencing specific medical conditions will facilitate evaluation of nutritional etiology and support for disease processes. Assessment, development of appropriate evidence-based nutritional interventions, and interviewing/counseling of the individual/group will be incorporated into the courses. Case studies and hands-on experiential learning experiences in anthropometric assessment and interviewing/counseling of the individual/group will be incorporated as the focus of the courses. Functioning as a member of a care-team will be stressed. *Fall, 4 hours.*

FNG 615 – MEDICAL NUTRITION THERAPY, ASSESSMENT AND COUNSELING II

FNG 614/615 are to provide a culminating comprehensive study of the nutritional care process for graduate students seeking to obtain foundation knowledge and skills toward Didactic Program in Dietetics verification. Application and integration of biological, physiological, and chemical parameters influencing specific medical conditions will facilitate evaluation of nutritional etiology and support for disease processes. Assessment, development of appropriate evidence-based nutritional interventions, and interviewing/counseling of the individual/group will be incorporated into the courses. Case studies and hands-on experiential learning experiences in anthropometric assessment and interviewing/counseling of the individual/group will be incorporated as the focus of the courses. Functioning as a member of a care-team will be stressed. Prerequisites: FNG 614. *Spring, 3 hours*

FNG 617 – FOOD SERVICE MANAGEMENT I

Introduction to the use of food quality management skills in food service systems, including the application of quantity food production principles, with an emphasis on quality quantity food production, menu planning, food service equipment use, and facility design. Corequisites: FNG 611, FNG 618 (lab) *Fall, 3 hours.*

FNG 618 – FOOD SERVICE MANAGEMENT I LABORATORY

Laboratory experiments designed to apply food service production and management skills in quantity food settings. This course is designated for Food and Nutrition majors to supplement work in FNG-617. Three laboratory hours per week. Lab fee assessed. Corequisite: FNG 611, FNG 617. *Fall, 1 hour.*

FNG 619 – FOOD SERVICE MANAGEMENT II AND LAB

Applied investigation into the use of management resources in food service systems, fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Laboratory experiences are required. Prerequisites: FNG 617 and FNG 618. *Spring, 4 hours.*

FNG 622 – ADVANCED NUTRIENT METABOLISM

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

FNG 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. *Spring, 3 hours.*

FNG 631 – NUTRITION EDUCATION

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

FNG 635 – GASTRONOMY

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

FNG 636 – SUSTAINABLE FOOD SYSTEMS

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

FNG 646 – REGRESSION ANALYSIS AND OTHER MULTIVARIATE MODELS

This course begins with linear regression and building models for estimation and prediction in the biological sciences. The same concepts will be examined using multiple regression and residual analysis will be added. Topics also will include analysis of variance and covariance, basic concepts of experimental design, and ethical issues in data analysis and interpretation. Statistical software will be used. *Fall, 3 hours*

FNG 656 – OBESITY AND WEIGHT MANAGEMENT

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

FNG 657 – FOOD AND NUTRITION COMMUNICATION

An examination of the various communication media available to the food and nutrition professional. This course will provide experience in writing and presenting food and nutrition information in different formats to lay and professional groups. Reliable sources of and

disseminating nutrition information via social media are also discussed. *Varies, Contact Department Head, 3 hours.*

FNG 658 – CULTURAL FOOD PRACTICES

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

FNG 675 – TOPICS IN FOODS, NUTRITION, AND DIETETICS

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

FNG 685 – CAPSTONE: FOOD STUDIES I

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

completed proposal and plan for their *Capstone: Food Studies 2* experience. Prerequisite or Corequisite FNG 610. *Fall, 3 hours.*

FNG 686 – CAPSTONE: FOOD STUDIES II

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

FNG 690 – CAPSTONE: DIETETICS

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

FNG 800 – GRADUATE STUDY

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

Dietetic Internship

Department of Nutrition, Health and Human Performance

Martin Hall

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

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

Internship Mission

In accordance with the Standards of Practice of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), as well as the mission and purpose of Meredith College and the John E. Weems Graduate School, the philosophy of the internship program at Meredith is to build on the academic preparation of Didactic Programs in Dietetics (DPD). It provides the education in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the ACEND. Interns will gain solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They will apply nutritional principles to all stages of the life cycle, disease prevention, control of disease process, and restoration of health through effective communication and in the context of human relationships. The program, which admits qualified men and women, strives to create a supportive, diverse, and intellectually rigorous environment for dietetic education. Analytical and conceptual skills will be further developed through graduate coursework. Interns will develop the knowledge, skills and values that will prepare them to assume leadership roles and strive for professional competence, productivity, and service to society.

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 allied health fields.
- The program will produce graduates that provide leadership and/or service professionally and to the community.

Accreditation Status

The Meredith College Dietetic Internship program is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (www.eatright.org)

PROGRAM TYPES:

Traditional

Meredith College admits a maximum of 13 interns. Visit meredith.edu/academics/graduate_programs/nutrition/dietetic_internship/traditional-dietetic-internship-program/

Individualized Supervised Practice Program (ISPP)

Meredith College admits a maximum of seventeen (17) interns under the ISPP. Visit

www.meredith.edu/academics/graduate_programs/nutrition/dietetic_internship/ispp/ for more details.

Site Preceptor Pathway

Meredith College admits a maximum of 15 interns underneath this pathway. Visit

www.meredith.edu/academics/graduate_programs/nutrition/dietetic_internship/preceptor/ for more details.

Certification of Program Completion

The student who successfully completes the Dietetic Internship program will receive a Program Verification Statement signed by the Program Director. This allows the student to sit for the Registration Examination for Dietitians.

Program of Study

Students are required to complete five internship rotations as listed below. Additionally, students take two – three-hour graduate level course. Students will participate in local field trips and will attend the FNCE national conference.

INTERNSHIP ROTATIONS

FNG 600 Clinical Nutrition Internship Rotation

FNG 607 Food Service Management Internship Rotation I

FNG 608 Food Service Management Internship Rotation II

FNG 609 Community Nutrition Internship Rotation

FNG 616 Enrichment Internship Rotation

GRADUATE COURSES

FNG 601 Advanced Clinical Nutrition Seminar

AND one more graduate elective offered in the fall semester approved by advisor.

Dietetic Internship Course Descriptions

FNG 600 – CLINICAL NUTRITION INTERNSHIP ROTATION

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

FNG 601 – ADVANCED CLINICAL NUTRITION SEMINAR

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

FNG 607 – FOOD SERVICE MANAGEMENT INTERNSHIP ROTATION I

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

FNG 608 – FOOD SERVICE MANAGEMENT INTERNSHIP ROTATION II

A second rotation in supervised practice food service management experiences that permit the attainment of the skills coincident with an entry level dietitian. *2 hours*

FNG 609 – COMMUNITY NUTRITION INTERNSHIP ROTATION

Supervised practice community experiences that permit the

attainment of the skills coincident with an entry level dietitian. *4 hours*

FNG 616 – ENRICHMENT INTERNSHIP ROTATION

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

Master of Science in Nutrition Program

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

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

Pre-Health Post-Baccalaureate Certificate

Department of Biological Sciences

Science and Math Building

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

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

Andrea Marritt, Ph.D., *Director of Pre-Health Post-Baccalaureate Certificate*

Mission Statement

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

Goals

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

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

Admission

Applicants for admission must submit all materials under 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 500 word 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 unsuccessfully applied to medical school and needs academic enhancement for his or her application. Both tracks may start in summer depending on academic need.

Preparation Track

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

Core of Required Courses

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

Enhancement Track

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

Core of Required Courses

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

Paralegal Program

Park Center, Room 115

Marisa Campbell, J.D., *Director, Paralegal Program*

Anna Lockett, N.C.C.P., *Program Assistant, Paralegal Program*

Mission Statement

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

Student Learning Outcomes

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

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

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

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

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

Program Outcomes

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

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

Instructors

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

Unauthorized Practice of Law

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

Culminating Experiences

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

Outstanding Student Award

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

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

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

Pro Bono Student Award

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

Paralegal Program Course Descriptions and Learning Outcomes

LEG 010 – LEGAL SURVEY

45 classroom hours

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

LEG 011 – LEGAL RESEARCH

45 classroom hours

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

LEG 012 – LAW OFFICE MANAGEMENT

45 classroom hours

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

LEG 013 – PROFESSIONAL DEVELOPMENT

15 classroom hours

Learning Outcomes: Students will create a resume and cover letter and professional portfolio. Students will be able to identify several different types of legal employers and

environments. Students will become familiar with employer expectations. Students will enhance their writing and oral communication skills. Topics include: Resume and cover letter writing, creating a professional portfolio, interviewing, the job search, employer expectations. Students will complete "Core Grammar for Lawyers" an interactive grammar program. Students will meet with an e-mentor prior to the end of the program for a portfolio review and exit interview. Pre-requisite/Co-requisite: LEG 010, LEG 011, LEG 012.

LEG 020 – CIVIL LITIGATION SPECIALTY

161 classroom hours

Learning Outcomes: Students will gain a working knowledge of the NC and federal court systems, the stages of civil litigation and the rules of civil procedure. Students will learn how to gather information and evidence in a civil lawsuit. Students will gain a thorough understanding of the discovery process and will be able to prepare appropriate discovery devices and respond to discovery requests. Students will be able to draft complaints, answers and motions and will be able to file and obtain service of court documents. Students will be able to prepare a trial notebook and a settlement brochure. Topics include: Stages of a civil action; organization of N.C. and Federal court systems; personal and subject matter jurisdiction; rules of procedure; basic principles of tort and contract; role of the paralegal in litigation; confidentiality and conflicts of interest. Investigation of facts; evidence; interviewing of clients and witnesses; ethical considerations in interviewing; preparation of diagrams and maps; location and review of public records; obtaining and reviewing medical records; expert witnesses. Commencement of action; parties and capacity; requirements and drafting of complaint, answer, counterclaim, reply; affirmative defenses; joinder of claims and parties; process and service of process; motions addressed to the pleadings; case intake and management; docket control.

Purpose and scope of discovery under N.C. and Federal rules; preparing for and digesting depositions; drafting and responding to interrogatories; requests for production of documents; sanctions and protective orders. Preparation for trial; pretrial conference and order; preparation of settlement brochure and trial notebook; assisting at trial. Judgments and mechanisms for enforcement of judgments; appeals; notice of appeal and route of appeal. Electives: Within this specialty, students will enroll in five 4-week courses in substantive areas of the law. Students will receive one grade for the specialty course which will include the grades they have received in the short courses. Pre-requisite: LEG 010, LEG 011, LEG 012, LEG 013 (semester 1)

LEG 021 – REAL ESTATE SPECIALTY*161 classroom hours*

Learning Outcomes: Students will gain a thorough understanding of legal concepts and terminology pertaining to real property law, title examination, title insurance and transfer of interests in real property. Students will learn the techniques of title examination and will gain experience in conducting complete title searches. Students will become familiar with the procedures and documents used in a real estate closing. Students will gain a thorough understanding of the legal and ethical responsibilities of attorneys and paralegals in title examination and real estate transactions. Topics include: Principles of real property: estates in land, future interests, concurrent ownership, easements, fixtures; leases; recordation and priorities; title and title insurance. Types of deeds; legal descriptions, plats, and surveys; transfers by deed, will or inheritance; administration of estates; transfers by judicial sale, adverse possession, and operation of law. Purpose and methods of title examination; running a chain of title; abstracting deeds; estates; adverse conveyances; objections to title: restrictive covenants and zoning; city and county taxes; special assessments; U.C.C. filings; judgments, liens, lis pendens, and special proceedings. Preparation of exceptions sheet and report on title; organization of base title file. Contracts of sale; preparation for closing; closing checklists; preparation of notes, deeds, deeds of trust; closing statements; tax proration. Electives: Within this specialty, students will enroll in five 4-week courses in substantive areas of the law. Students will receive one grade for the specialty course which will include the grades they have received in the short courses. Pre-requisite: LEG 010, LEG 011, LEG 012, LEG 013 (semester 1)

LEG 023 –BUSINESS ORGANIZATIONS*161 classroom hours*

Learning Outcomes: Students will gain a thorough understanding of the laws pertaining to the structure, formation and operation of corporations and partnerships. Students will be able to prepare and file articles of incorporation and to prepare bylaws, minutes, notices and other documents for corporate meetings. Students will learn to maintain corporate minute books and shareholder records. Students will be able to prepare documents relating to mergers, acquisitions and dissolutions. Students will become familiar with the basic principles of contract, employment and business regulatory law and will learn to draft contracts and other documents relating to corporate financing and other corporate transactions. Topics include: types of business organizations; sole proprietorships, partnerships, 15 corporations; considerations in selecting form of organization; non-profit and professional corporations. Organizing the corporation; subscription agreements; articles of incorporation; bylaws; filing and formalities; shareholder agreements; foreign corporations; qualification in other jurisdictions. Financial structure of corporations; equity and debt securities; classes of stock; capital; dividends and

distributions to shareholders; repurchase of shares; federal and state securities laws; registration requirements and exemptions. Corporate meetings: organizational meeting; directors' regular and special meetings; annual meeting of shareholders; shareholder rights and duties; voting; minutes; action without meeting.

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

PRO BONO CLINIC

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

Graduate School Faculty and Staff Directory

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

ADMINISTRATION

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

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

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

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

CRAIG M. BARFIELD (2011)
Vice President for Business and Finance

KRISTI EAVES-MCLENNON, B.A., M.B.A. (2000)
Executive Director of Marketing

GRADUATE SCHOOL

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

CINDY BELL (2016)
Graduate Admissions Processing Assistant

SCHOOL OF BUSINESS

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

JEFF LANGENDERFER, J.D., Ph.D. (2006)
Associate Dean and Associate Professor of Business

MARY JANE LENARD, Ph.D. (2005)
Department Head and Professor of Business

MARCO RODRIGUEZ, M.Ed. (2017)
Director, MBA Program

CAROLINA DIAZ (2017)
MBA Recruiter

AMANDA DEAN (2017)
Assistant to the Dean

TRACY KNIGHT (2002)
Departmental Assistant

SCHOOL OF EDUCATION, HEALTH AND HUMAN SCIENCES

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

BARBARA WILDER (2012)
Assistant to the Dean

DEPARTMENT OF EDUCATION

JENNIFER OLSON, Ph.D. (2006)
Department Head

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

VERONICA JOHNSON, M.S. (2013)
Graduate Program Manager and Admissions Counselor

SHARON JONES (2001)
Departmental Assistant

DEPARTMENT OF NUTRITION, HEALTH AND HUMAN PERFORMANCE

BILL LANDIS, Ph.D., R.D. (1996)
Department Head

JENNIFER MCMILLEN, M.S. (2014)
Program Director, Graduate Studies in Nutrition

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

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

CHRISTIE LEE (1991)
Departmental Assistant

PRE-HEALTH POST-BACCALAUREATE PROGRAM

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

FRANCIE CUFFNEY, Ph.D. (1993)
Department Chair

ANDREA MARRITT, Ph.D. (2011)
Director, Pre-Health Post-Baccalaureate Certificate

PARALEGAL PROGRAM

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

ANNA LOCKETT, NCCP (2015)
Program Assistant

FACULTY

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

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

HEATHER BOWER, Ph.D. (2013)
Assistant Professor, Coordinator of Assessment
B.A., Wittenburg University; M.S.A., Ph.D., University of North Carolina at Chapel Hill

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

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

MARY KAY DELANEY, Ph.D. (2007)
Professor of Education
B.A., The George Washington University, Ed.M., Harvard University, Ph.D., University of North Carolina at Chapel Hill

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

SUSAN FISHER, Ph.D., R.D. (1998)
Associate Professor of Nutrition, Health and Human Performance
B.S., M.S., Florida State University; Ph.D., University of Tennessee

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

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

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

ERICA GREENBERG, J.D.
Paralegal Program; Legal Survey, Pro Bono Clinic
B.A., Boston University; J.D., Suffolk University Law School

SARAH HALL KAUFMAN, B.A., C.P., N.C.C.P
Paralegal Program; Law Office Management
B.A., East Carolina University; Paralegal Certificate, Meredith College Paralegal Program; C.P., National Association of Legal Assistants; N.C.C.P., North Carolina Certified Paralegal

STEPHANIE HURT, Ph.D. (2004)
Associate Professor of Business
B.A., M.A., Ph.D., Université de Lille III

WILLIAM H. LANDIS, Ph.D., R.D. (1996)
Associate Professor of Nutrition, Health and Human Performance
B.A., Guilford College; M.S., Ph.D., University of North Carolina at Greensboro

JEFF LANGENDERFER, J.D., Ph.D. (2006)
Associate Dean and Associate Professor of Business
A.B., University of North Carolina at Chapel Hill, J.D., North Carolina Central University, Ph.D., University of South Carolina

MARY JANE LENARD, Ph.D. (2005)
Department Head and Professor of Business
B.S., Carnegie Mellon University; M.B.A., University of Akron; Ph.D., Kent State University

LOIS MAKOID, Ph.D. (2015)

Visiting Professor of Business

A.B. Pennsylvania State University, M.S., Ph.D., University of Wisconsin

STEPHANIE LITTLE, Ph.D. (2011)

Program Director, MAT, Health and Physical Ed.

Assistant Professor of Nutrition, Health and Human Performance
B.S., Embry-Riddle Aeronautical University; B.S., M.A.Ed., Western Carolina University; Ph.D., University of South Carolina at Columbia.

LAURIE MANNING, Ph.D. (2017)

Assistant Professor of Business

B.A., M.B.A., University of North Carolina at Wilmington; Ph.D., Virginia Polytechnic and State University.

ANDREA M. MARRITT, Ph.D. (2012)

Assistant Professor of Biological Sciences

B.S., B.A., Virginia Polytechnic Institute and State University; Ph.D., Georgetown University

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

Professor of Education

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

JENNIFER MCMILLEN, M.S. (2014)

Instructor, Nutrition, Health and Human Performance

A.B., Marshall University, M.S., Meredith College.

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

Assistant Professor of Education

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

KRISTIE OGILVIE, Ph.D. (2015)

Professor of Business

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

JENNIFER OLSON, Ph.D. (2006)

Professor of Education

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

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

Program Director, Dietetic Internship

Nutrition, Health & Human Performance

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

WETONAH RICE PARKER, Ed.D. (1993)

Professor of Education

B.S., Ball State University; M.Ed., North Carolina Central University; Ed.D., North Carolina State University

JULIE SCHROCK, Ph.D. (2002)

Professor of Education

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

MARGE TERHAAR-YONKERS, Ph.D. (2008)

Professor of Education

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

CECILIA TOOLE, Ph.D. (2011)

Associate Professor of Education

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

NELL K. WAGNER, B.S.W., C.P., N.C.C.P.

Paralegal Program; Law Office Management

B.S.W., North Carolina State University; Paralegal Certificate, Meredith College Paralegal Program; C.P., National Association of Legal Assistants; N.C.C.P., North Carolina Certified Paralegal

ANNE YORK, Ph.D. (1999)

Associate Professor of Business

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

BING YU, Ph.D. (2008)

Associate Professor of Business

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

Student Handbook

Graduate Student Activities and Services

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

Academic Planning

(919) 760-8341. Open weekdays, 8 a.m. –5 p.m.; Evenings by appointment.

Staff in the Office of Academic Planning can provide students with career counseling and coaching, resume consultation, interview preparation, cooperative education and resource information. The office and adjoining Career Resource Room are located on the second floor of the Park Center, adjacent to the Cate Center. A graduate student orientation is held at the beginning of the fall and spring semesters.

Students in the Paralegal Program will work with the Program Director for academic and career planning.

Amphitheater and Lake

The Elva Bryan McIver Amphitheater and lake provide a lovely setting and one of Meredith's well-known landmarks. Use of the lake after sunset is discouraged for security reasons. Swimming in the lake is prohibited. Sunbathing is prohibited in this area. Any visitor to the lake must be accompanied by student, staff or faculty in possession of a valid CamCard. Unaccompanied minors are not allowed near the lake at any time.

ATM Machines

A Wells Fargo automated teller machine is located in the lobby of the first floor of the Cate Center. The machine provides most services available at most ATMs, with the exception of deposits. There is no fee to Wells Fargo customers; a small fee will apply to customers of other banks who use the Plus or Relay network to access their accounts. The lobby of Cate Center is open from 6 a.m. until midnight.

Blackboard

(Web-based academic program supplements)Blackboard is a software tool, accessed via a Web browser, that allows faculty members to supplement their classroom activities by providing a central location for course documents, class policies, assignments, grades and recommended web links. Each new graduate student receives his or her own Blackboard account, with a login and initial password supplied by Technology Services, to access for any course they are taking. Check with the faculty member to find out if Blackboard will be used for a particular class. Contact Technology Services for additional information about Blackboard.

Bulletin Boards and Publicity

Bulletin boards located in the Cate Center are an important avenue of communication for graduate students. Campus offices and organizations regularly post information about programs, projects and meeting times on these boards. Each group that uses a bulletin board is responsible for posting its own announcements, and each publicity item should be stamped and approved by the Office of Student Leadership and Service. To provide adequate space for each group, all announcements should be put up no earlier than one week prior to an event, and must be removed immediately following the event. Individuals may use the bulletin boards on the second floor of the Cate Center to post information, as long as they have the item stamped for approval. Unapproved announcements will be removed.

To post announcements in the Cate Center for non-Meredith College events, approval must be secured from the Office of Student Leadership and Service prior to posting. All announcements/fliers must identify the sponsoring organization and/or a contact person. Meredith College reserves the right to deny permission to post publicity from any group that is not in accord with the philosophy of the College. Unapproved announcements will be removed.

Students, faculty and staff from the Meredith College community may submit e-news articles using the e-news submission form on Meredith's web site. Articles are posted as expeditiously as possible on a first-come, first-served basis and are posted at the discretion of the webmaster.

The weekly campus newspaper, the *Meredith Herald*, is published 13 times each fall and spring semester. Letters to the editor and article submissions are encouraged from all students. The deadline for submissions is 12 p.m. every Friday. Submissions can be placed in the Herald's box located outside the Publications Office on the second floor of the Cate Center, or submitted via email to herald@meredith.edu.

Campus Chapel

(919) 760-8346. Open weekdays, 8 a.m. –5 p.m.

The campus chapel staff provides guidance for the development of religious programs on the campus as well as a pastoral presence for the campus community.

The ministerial staff serves as advisors to the Meredith Christian Association and in addition offers lectures, programs, small group experiences and counseling opportunities for the campus at large. The chaplain and staff are available to the College community for counseling pertaining to religious questions, religious vocations, and personal problems.

Also, students seeking help in finding a place of worship in the Raleigh community may contact the chapel staff for help. Regardless of one's faith heritage, the chaplain is available to provide help to students as they seek a faith community with which to affiliate. Students may call the office or stop by to talk about local congregations and how to arrange transportation.

Students are invited to visit with the staff and make use of the Jones Chapel Meditation Room and Reading Room, as well as to participate in the community worship services each Wednesday at 10 a.m. in Jones Chapel. Students are encouraged to come by the office to tour the chapel and to inquire about programs being offered.

Campus Cultural and Athletic Programs

For information on campus events, call (919) 760-8533. To reach the Meredith Performs Box Office, call (919) 760-2840. www.meredith.edu/calendar/month

Campus-sponsored cultural and athletic programs are generally free of charge to all Meredith students, and can add another dimension to the graduate student experience.

- Convocations for the entire Meredith community are held throughout the year, often on Mondays. Convocations provide a forum to explore spiritual, intellectual, cultural and social ideas through speakers or performances from a variety of fields.
- Symposia are offered occasionally to explore in-depth ideas and issues of concern to the College community.
- Meredith athletic teams compete in the USA South Athletic Conference. Meredith fields undergraduate women's teams in basketball, soccer, softball, cross country, tennis and volleyball.
- The Meredith Performs Series features student theater, music and dance productions, as well as other outstanding artists, lecturers and performers. Other arts opportunities on campus include: music recitals by Meredith students, faculty and guests; art exhibits in

Johnson Hall, Gaddy-Hamrick Art Center

(www.meredith.edu/academics/schools/arts_and_humanities/art_education/galleries/) and other campus locations that feature the work of student art majors and other artists; and lectures by regionally and nationally acclaimed proponents of the arts.

Campus Dining

Belk Dining Hall is located near the center of campus and offers a variety of dining options, including a salad bar, sandwich bar, American entrees, ethnically inspired foods and vegetarian selections. Dining Hall menus can be found online campusdining@meredith.edu or by calling the campus menu line (919) 760-8377. Belk Dining Hall is closed during breaks and summer hours may vary.

Belk Dining Hall is open for:

Breakfast	7:30-9:30 a.m.	Monday to Friday
Continental Breakfast		
	9:30-10:45 a.m.	Monday to Friday
	8:30-10 a.m.	Saturday and Sunday
Lunch	11 a.m.-2 p.m.	Monday to Friday
	11:30 a.m.-1:30 p.m.	Saturday and Sunday
Late Lunch	2:00 p.m.-4:45 p.m.	Monday to Friday
Dinner	4:45 p.m. – 7:30 p.m.	Monday to Friday
	5:00 p.m.-6:30 p.m.	Saturday and Sunday

The BeeHive Café (919-760-8328) is located on the second floor of the Cate Center. Menu selections include fresh, made-to-order hamburgers, a wide variety of sandwiches and wraps, salads, and fresh fruit cups. In addition, Chick-Fil-A is available every Monday, Wednesday and Friday and Papa John's Slices are available every Tuesday and Thursday. The BeeHive Café information board posts daily specials. The Café is generally open when classes are in session, closed on Saturdays and Sundays and operates on a reduced schedule during breaks and summer months.

The BeeHive Café is open:

7:30 a.m.-6:30 p.m. Monday to Thursday
7:30 a.m.-4:00 p.m. Friday
CLOSED Saturday and Sunday

Campus catering services are available for on-campus events. From light refreshment breaks for student organization meetings to formal luncheons and dinners, the catering service's goal is to ensure the success of every event. In addition, the service's on-campus bakery can

create decorated cakes for any occasion. For most orders, a minimum of 48 hours notice is required.

If you plan to use the dining services on a regular basis, contact Dining Services to ask about the Commuter Meal Plan 919-760-8656.

Campus ID Cards/CamCards

Campus Police (919) 760-8888

All Meredith students are required to have and carry a Meredith picture identification card called the CamCard. This includes all graduate students, including degree-seeking, licensure-only, post-baccalaureate study (non-degree), visiting students and Dietetic Interns. CamCards are required to check out library materials and for general identification purposes around the campus. Identification cards are made free of charge in the Security Office.

Any student who has a CamCard may open a Secure Spending Account by making a deposit to this account. Once funds are deposited in the Secure Spending Account, students can use the CamCard to make purchases that will be deducted from this account in the Meredith Supply Store, certain campus vending operations, campus photocopy machines and for individual meal purchases in the Belk Dining Hall and the BeeHive Café. Deposits may be made in person at the Accounting Office, online at www.meredith.managemyid.com, or by mail. Cash withdrawals are not allowed. For more information on depositing and using money in a Secure Spending Account, please contact the Accounting Office (919-760-8363).

Lost or stolen CamCards should be reported immediately to the Security Office. There is a \$5 charge to replace lost or stolen IDs.

Cate Student Center

Open 8 a.m.–9 p.m., Monday to Thursday, closes at 5 p.m. on Friday

The Cate Student Center is the center of non-academic student life for graduate students. The Center offers convenient access to computers, an ATM machine, a post office, a wide-screen television, telephones and a study and lounge area. Bulletin boards feature programs and information of interest to graduate students. The Cate Center is also home to the Meredith Supply Store and the BeeHive Café.

Commuter Services

The Office of Commuter Life and Diversity Programs (919) 760-8523. Open weekdays, 8 a.m.–5 p.m.

Commuters may work, have a family or travel a long way from home to attend classes at Meredith. The Graduate School recognizes and values the commitment made by commuters, and offers a range of programs and services to make commuting life a bit easier.

Counseling Center

(919) 760-8427. Open weekdays, 8 a.m. –5 p.m.; and by appointment.

The Counseling Center offers free, confidential individual and group counseling with degreed and licensed counselors to students with social, emotional or academic concerns. Services for acute psychological crisis are provided by local hospitals. The Counseling Center also coordinates and arranges for accommodations needed for students with disabilities. The Center is located on the first floor of Carroll Hall next to the Health Center.

Disability Services

(919) 760-8427. Open weekdays, 8 a.m. –5 p.m., and by appointment.

Meredith College's goal is to create an accessible community where people are judged on their abilities, not their disabilities. The Coordinator of Disability Services strives to provide individuals with the tools by which they can better accomplish their educational goals. The Coordinator provides, arranges and coordinates accommodations for students in courses, programs, services, activities and facilities. The Coordinator maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans to provide these accommodations for students with disabilities.

Because not every student with a disability needs an accommodation, and because two individuals with the same disability may not need the same accommodations, in post-secondary settings it is the student's responsibility to request accommodations, if desired.

Email

New graduate students will be assigned a Meredith email address once enrolled in class(es). Technology Services will send these students information about their email address and initial password. Checking Meredith email accounts regularly is essential to keep up-to-date with announcements, invitations, messages from professors and administrators and other pertinent information related to graduate studies at Meredith College. Students have the

option to access their Meredith email directly or arrange to forward Meredith email to another account.

Students are responsible for all information conveyed via their Meredith email accounts.

Contact Technology Services for additional information about email.

Fitness Center

In fall 2017, Meredith will open a new Fitness Center, available only to Meredith students, faculty and staff, located in the Weatherspoon Building. The center offers a full range of weight machines, free weights and cardiovascular equipment. A fitness center worker is available to introduce you to the equipment and answer your questions. Refer to the fitness center hours on the college website for the schedule of available hours. The fitness center is not open during designated campus holidays of Fall or Spring semester breaks.

Honor Societies

Honor societies are open to graduate students. For more information about membership requirements contact your program director.

Beta Gamma Sigma (BGS) is the international honor society for students enrolled in business programs at AACSB accredited institutions. There are nearly 500 chapters in the 19 countries worldwide. To be selected for membership, MBA students must be in the top 20% of the graduating master's class.

Kappa Delta Pi (KDP) was established to foster excellence in education and promote fellowship among those dedicated to teaching. Today Kappa Delta Pi is the only international education honor society that represents all facets of the education profession for undergraduates, graduate/doctoral students, K-12 teachers, administrators, university faculty, and retirees. There are 582 chapters in North American colleges and universities, active professional/alumni chapters in 12 states, and a total active membership of more than 45,000. Dr. Jennifer Olson, in the Department of Education, serves as the chapter counselor. Undergraduate and graduate members are initiated once a year in the spring. To be eligible as a graduate student you must have a GPA of 3.75 and have completed six credit hours of your graduate program. There is a membership fee of \$50 which supports both your national and local chapter dues.

Kappa Omicron Nu is a national honor society for students in the Human Environmental Sciences or Nutrition, Health and Human Performance Departments at Meredith College. To be eligible for membership graduate students must show evidence of superior personal qualities and leadership

potential, be in the top 25% of the graduating master's class, have a minimum GPA of 3.5, and have completed six credit hours of the graduate program.

International Student Advisor

Brooke Shurer (919) 760-8429

The International Student Advisor provides various services for non-immigrant students regarding visa regulations.

Library Services

The Carlyle Campbell library is the academic heart of the College and a center for intellectual exchange. Library staff are eager to help students, faculty, and staff examine research topics and make the best possible use of available resources. In support of research the Library's holdings include more than 300,000 volumes, 8,000 DVDs and videos, and 9,000 musical scores. Also available are online, full-text versions of articles from thousands of academic periodicals. Databases and indexes are accessible anywhere with a Meredith ID. The Library also maintains the College Archives, material related to the history and people of the College.

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

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

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

Library Policies

A valid Meredith CamCard must be presented to check out materials, including reserve items. The CamCard is your library card. Materials may be renewed in the library or by phone or online in the library catalog. Most library materials are loaned to students for a three-week period and may be renewed twice provided they have not been requested by someone else.

The following materials may not be taken from the library building: reference books, periodicals, 16mm films, records and CDs. Most videos and DVDs also remain in the library, although we have a small collection of popular movies and TV shows on video and DVD that may be checked out. Exceptions are made for students doing class presentations and for student teachers. Inquiries should be made with the Circulation staff.

Reserve materials may be checked out from the circulation desk. Faculty specifies one of the following types of reserve for each item:

- **Strict**—Three hours in-library use only (check-out limit: four items)
- **Overnight**—checked out overnight and due 1 1/2 hours after the library opens the next day (check-out limit: two items)
- **Three-day**—to be returned within a three-day period (check-out limit: two items)

Reserve materials are checked out on a first-come, first-served basis and cannot be placed on hold. Note: Videos on reserve always have a “strict” circulation period.

Students are responsible for the payment of fines for overdue items, including reserve and interlibrary loan materials, and for replacement costs of lost items. The fine is ten cents per day for most items, fifty cents per hour for reserve materials and interlibrary loan materials, \$10 per day for laptop computers, and \$1 per day for circulating videos and DVDs. Borrowing privileges are suspended for any student with total fines exceeding \$3 and are reinstated when fines are paid. At the end of each semester, students with overdue materials or excessive fines are reported to the accounting office.

Laptops for Loan

The college has a small pool of laptops that students, faculty, and staff may borrow for up to four days. Laptops are loaned through the Media Services department in the library.

Students may reserve laptops up to three weeks in advance. Users must provide their own CDs or flash drives for saving data, as these laptops will not allow users to save data on the hard drive. For more information about the laptop lending program, contact Media Services.

Prompt return of this equipment is expected. Borrowers will be charged \$10 per day for equipment returned late. Taking receipt of the equipment and accessories constitutes acceptance of full legal and financial responsibility for damage to or loss of those items while they are in the possession of the Borrower or in the possession of the borrower’s designee. (Normal wear does not constitute “damage.”)

Lost and Found

Lost and found articles are collected in the Campus Police Department (919-760-8888). Proper ID is required to recover found property.

Meredith Supply Store (Book Store)

(919) 760-8545. Open 8 a.m.–5 p.m. Monday-Friday
www.meredith.bkstr.com

The Meredith Supply Store, located in the Cate Center, stocks all the necessary textbooks and supplies for graduate academic courses. In addition, the store carries general reference books, CDs, clothing and gifts.

Post Office

Services available weekdays, 8 a.m. to 5 p.m., while classes are in session.

The campus mail room is located on the first floor of the Cate Center. Although the mail room is not an official U.S. Post Office, stamps are available for purchase and packages that do not require special handling are accepted. Outgoing mail pickup is 5 p.m., Monday through Friday.

Technology Services

Help Desk (919) 760-2323

Computer services available through the Office of Technology Services include:

The Help Desk, providing one-stop service for answers to students’ questions about technology issues: everything from location and hours of computer labs, to applying for e-mail accounts, to software troubleshooting. To reach the Help Desk, dial 2323 from on-campus or 919-760-2323 from off-campus.

Campus network, providing e-mail accounts for students, faculty and staff; Internet access; ALIS access (Carlyle Campbell Library Computer System); and access to Meredith’s Web pages. All new graduate students will be assigned a Meredith email address once enrolled in class(es). Technology Services will send these students information via US postal service about their email address and initial password.

Campus web site, including information on academic courses, student organizations, Blackboard online courseware and campus e-news. Technology Services supplies new students with a login and initial password for Blackboard, a Web-based software tool that supports many aspects of the Graduate School’s curriculum.

Computers, including a scanner, for graduate students’ use on the second floor of the Cate Center. (Other computer labs, open to all Meredith students, are located at Harris, Ledford, and Carlyle Campbell Library.)

See Email and Blackboard for more information on Technology Services.

Campus policies on appropriate use of technology resources are available from the Office of Technology Services. Policies also are posted on the Internet.

Volunteer Opportunities

The Office of Student Leadership and Service offers service opportunities for all members of the College who are committed to affecting change through civic engagement within the local community, the state, the nation and the world. We coordinate one-time service events on campus, connect students with outside agencies, and provide ongoing service opportunities through in-house volunteer programs. Through advocacy and meaningful service experiences students, faculty and staff learn about themselves and the world around them.

A student may make a commitment to a community service organization, participate in a focused service event on campus or in the surrounding community, create their own service project, participate in Campus Kitchens, or volunteer for a service trip. These service experiences support the College mission by creating an engaged campus and challenging students to become active learners and responsible citizens.

Campus Policies and Procedures

Students are responsible for the information included in this section and that are provided via link.

Alcohol and Other Drugs

Meredith College believes it is essential for the well-being of all students, faculty and staff to make every effort to maintain an environment free of irresponsible use of alcohol and illegal use of alcohol or drugs. Meredith students are expected to represent the College with dignity at all times.

The possession and/or consumption of alcoholic beverages on campus or in any College building is prohibited except by those of legal age in individual on-campus apartments. A student may not attend class while under the influence of alcohol. Inappropriate or illegal behavior related to alcohol use will result in disciplinary action. Students shall not possess or consume intoxicants at any College-sponsored functions sponsored by Meredith students or any Meredith student organization. Students participating in any Meredith or Meredith-affiliated study abroad program are expected to follow the laws of the host country and host institution during any study abroad program. Students who choose to possess and consume alcohol are encouraged to do so responsibly and not in a manner that would disrupt the living community or endanger themselves or others.

The Board of Trustees has articulated the following policy related to illegal drugs: Meredith College students shall not illegally manufacture, possess, sell or deliver a controlled substance or counterfeit controlled substance or possess drug paraphernalia. The terms "controlled substance" and "counterfeit controlled substance" shall be defined in accordance with the definitions set out in the North Carolina General Statutes. Any student suspected of a violation of this policy is subject to a hearing by the Graduate Honor Council of Meredith College. If found responsible, the student will be suspended or expelled in accordance with the drug policy as enunciated by the Board of Trustees. The violator is also subject to North Carolina law. Paraphernalia that tests positive for any illegal substance shall be considered possession of a drug.

Drivers deemed by campus police to be impaired will not be allowed to operate vehicles on campus. The threshold of impairment is very low (any alcohol or controlled substance previously consumed remaining in the body) for persons under the age of twenty-one. Campus Police will send a report to the Dean of Students in the case of any student deemed to be driving while impaired.

CamNet Responsible Computing Policy

All students, faculty and staff are responsible for the effective, ethical, moral, and legal use of Meredith's computing resources. Technology Services has responsibility for providing voice and data support services to Meredith College. Technology Services is responsible for telecommunications, administrative computing, academic computing and library computing activities. Computers and networks provide access to resources on and off the campus and enable communication with other users worldwide. Such access is a privilege and requires the user to act responsibly. Users must respect the rights of other users, respect the integrity of the systems and observe all relevant laws, regulations and obligations. All existing laws, federal and state and college regulations and policies apply.

For complete information on Meredith College policies regarding technology use, see www.meredith.edu/on_campus_services/technology_services/technology_policies/.

Complaint and Grievance Procedure

To continue to enhance the quality of services and resources offered to students, Meredith College welcomes opinions, feedback and constructive ideas. The College is committed to ensuring that students have an avenue for articulating concerns, complaints and grievances. In communicating specific concerns, complaints and grievances, students should follow established policies and procedures outlined in the Graduate School Catalogue and Student Handbook. These methods include grievance and appeal procedures for academic problems or grades, academic suspension and other academic policies, harassment and non-discrimination policy complaints, reports of sexual misconduct, Honor Code violations, financial aid probation or suspension, disability services, and access to educational records.

Problem-Solving Process for Concerns

A student will first seek to resolve concerns or complaints by directly discussing the matter with the member of the faculty or staff directly involved in the issue. If this is not possible or feasible or if the issue is not resolved by working directly with the faculty or staff member, then the student will next meet with the department head or responsible administrator to resolve the issue. The student should attempt to resolve the complaint through the problem-solving process as soon as possible and must seek to resolve the issue within 30 days of the occurrence.

Formal Process for General Complaints

If the matter is unresolved after following the informal complaint process, the student may complete a formal written complaint by completing a Graduate Student Formal Complaint Form available in the Office of the Dean of his or her school or in the Office of the Provost. The formal complaint form must be submitted to the Office of the Dean, or to the Office of the Provost in the case where the student's program is not housed within a school headed by a dean or where the complaint concerns staff in the Office of the Dean, within ten (10) College working days following the date that the informal complaint process is completed. The Provost will assign an academic Dean to process the complaint. The formal complaint must contain the following information:

- Name of student filing the formal complaint
- Name of the faculty or staff member or department involved
- Date(s) of the incident(s)
- Statement of facts and nature of the concern/complaint
- Description of steps already attempted to resolve concern through informal procedures
- Resolution being sought by student
- Student signature, contact information, and date

Procedures for Resolution of Formal Complaints:

The Office of the Dean will log all general formal complaints and assign the complaint to the appropriate administrator for review, investigation and decision. The responsible administrator will usually respond in writing within ten (10) working days to the complainant. Depending on the nature of the complaint, the responsible administrator may call together involved parties to mediate the situation and determine a solution or decision. The administrator will inform the student of the decision in writing. When a decision is made about a formal complaint, a copy of the written decision should be sent to the Dean, who maintains the general complaint log. If the resolution is unsatisfactory to the student, he or she may then contact the Dean for a referral to the Provost. The Provost shall respond to the complaint within twenty (20) College working days after receipt of the formal complaint and inform the student of the decision in writing. Decisions and resolutions made by the Provost are final. If the complaint is submitted about the Provost, the complaint will be referred to the President for response and decision. No person against whom a complaint is filed shall intimidate, threaten, coerce, or discriminate against any student submitting a complaint. Complaints about retaliation may be communicated to the Office of the Provost.

Contractual Agreements

Any contractual agreement for which the College must issue a check or upon which the name of Meredith College appears must have the signature of the vice president for business and finance or the president. This policy includes any club, organization, group, or individual acting directly or indirectly as a part of the College. Organization advisers and/or sponsors must approve the agreement which is to be signed by the director of student leadership and service and, if necessary, by the vice president for college programs and the vice president for business and finance.

Copyright Policy

Meredith College expects students, faculty and staff to be familiar with and obey copyright law. At a minimum, members of the Meredith community should have a basic understanding of Fair Use concepts. Users of Blackboard should be aware of additional limitations as described in the TEACH Act. Refer to the Meredith College copyright web page at <http://infotogo.meredith.edu/copyright> for more information. Supplementary copyright instruction sessions will be offered annually to the Meredith community.

Corrections to College Records

Students are responsible for notifying the Office of the Registrar of any changes to the following personal information: name, address, phone, and marital status. Students are also responsible for notifying the Office of the Registrar of changes in the student's academic program, anticipated completion date, or approved changes to the student's catalogue year.

Demonstration Policy

Meredith College requires notice in advance of any proposed demonstration on campus as follows: students should contact the Office of Student Leadership and Service at least 24 hours in advance; all others should contact the Vice President for College Programs at least 48 hours in advance. With less notice, the College will try to accommodate a demonstration but may not be able to do so. For demonstrations that are to take place over the weekend, notification should occur before the close of business on Thursday.

Be prepared to tell the College:

- Number of people involved with demonstration
- Proposed nature of the demonstration
- Contact info for responsible person
- Plans to advertise/inform others about the demonstration.

Any persons on College property should be prepared to present a picture ID at the request of campus police. Failure to do so may result in exclusion from campus.

Demonstrations may not interfere with any classes or campus events.

All demonstrations, including distribution of flyers or brochures, must take place outside of campus buildings, stay at least 30 feet from the main entrances to those buildings, and refrain from blocking access to and from the buildings, roads or sidewalks. The College will clearly mark the 30 foot boundary at public events.

No one may harass, abuse, or intimidate any person on campus.

No sound amplification equipment may be used.

All people on campus must follow all directives of campus police or other College officials acting in their official capacity.

In normal circumstances, no demonstrations or assemblies will be allowed near campus housing between the hours of 9 pm and 9 am.

Meredith College reserves the right to deny requests for access to the campus by individuals or groups who are not affiliated with Meredith College faculty, staff, or students or that are commercial in nature.

Emergency Notification Systems

Meredith College has several methods of notifying students, faculty and staff in the event of an emergency.

Emergency Notification through Voicemail, Email and Text Messaging

Meredith College employs the MC Alert system for rapid emergency notification. This system allows Meredith to convey time-sensitive information within minutes. MC Alert messages will be sent out for campus emergencies as well as college closings and delays. With MC Alert, Meredith can schedule, send and track voicemail, email and text messages for all members of their community. These messages are sent via four different modes of communication:

- Voice messages to home, work and/or cell phones
- Text messages to cell phones, PDAs and other text-based devices
- Written messages to e-mail accounts
- Messages to receiving devices for the hearing impaired

Campus Alarm Warning System

Meredith has a siren warning system that allows the College to issue sixty (60) second audible warnings for incidents

involving safety and security issues. This system has both alarm and voice warning capability.

Emergency Procedures

In the event of an on-campus medical emergency, the campus community should contact Wake EMS by dialing 9-911 from a campus phone or 911 from any other phone and then contact Campus Police by dialing 8888 from a campus phone or 919-760-8888 from any other phone.

In the event of any other on campus emergency, the campus community should contact Campus Police by dialing 8888 from a campus phone or 919-760-8888 from any other phone.

Contact Campus Police by "direct line" by using one of the "Blue Light Call Boxes" in or near selected parking areas.

Campus emergency plans are posted on the emergency planning website at

www.meredith.edu/about_meredith/emergency_planning .

The College's Incident Management Team annually reviews campus emergency plans and procedures.

Freedom of Expression

Meredith College values freedom and openness in the pursuit of truth. The lively and free exchange of ideas is essential to the intellectual life of the College as well as to the expansion of knowledge itself. Freedom of thought, free speech, and peaceful assembly are rights of citizens and are fundamental to this open inquiry and search for knowledge.

Members of the Meredith College community express their views through a variety of established means, including Student Government, faculty governance, and staff affairs committees. The College also recognizes the right of an individual to express views through dissent and peaceful protest. The College has an obligation and responsibility to protect the rights of individuals who do not wish to participate in demonstrations and whose educational or employment pursuits must not be disrupted.

The College has the obligation to ensure the safety of individuals, the protection of property, and the continuity of the educational process. Demonstrations and assemblies may not infringe on the rights of others or disrupt essential operations of the College. Meredith College protects the rights of all of its students, faculty, and staff.

Fundraising, Vending, and Sales

Information regarding fundraisers and the sale of items can be found on MyMeredith under the Office of Student Leadership and Service.

To reserve a table in the Cate Center Lobby, near the Information Desk (first floor), contact the Office of Student Leadership and Service. Belk Dining Hall also has one table that can be used to conduct fundraisers or publicity campaigns for student organizations or other approved Meredith groups. This table is available on a first-come, first-serve basis. Please contact the Director of Dining Services before making plans to use the table.

Meredith College does not permit the sale of items advertising or advocating the use of drugs, including alcohol or tobacco. Meredith reserves the right to deny permission to any group selling or distributing materials that are not in accord with the philosophy of the College.

Harassment and Non-Discrimination

Meredith College is committed to providing a work and study environment that is safe, fair and free from discrimination and harassment for all members of its campus community. Members of the campus community are expected to treat others with integrity and respect and to take responsibility for their actions.

Meredith College prohibits discrimination and harassment in the administration of any of its educational programs, admissions policies (Meredith only admits and serves females in its undergraduate program as permitted by law), scholarship and loan programs, and other school-administered programs as well as employment. Meredith College prohibits and does not engage in discrimination or harassment that is based on a person's religion, race, color, national origin, age (as defined in the Age Discrimination in Employment Act), sex, disability, veteran's status, sexual orientation or any other category protected by applicable law. The College views violations of this policy as very serious matters and any person who violates this policy will be subject to corrective action, up to and including dismissal (please see disciplinary information in appropriate handbook whether faculty, staff, student or board policies), whether such conduct occurred on or off campus.

Graduate students can contact the Human Resources office to view the Harassment and Non-Discrimination Policy.

Inclement Weather

Meredith's Inclement Weather Line: (919) 832-8878

In case of class cancellations resulting from inclement weather, Meredith College will run public announcements on local radio and television stations. Information about daytime and evening class cancellations is available on www.meredith.edu/enews, by calling Meredith's Inclement Weather Line or checking with WRAL.

In the event that the College does not cancel classes, individual faculty members still have the option of canceling a class. All faculty members must include an inclement weather policy on their syllabi, as well as instructions to students regarding how to obtain information on any class cancellations.

Intellectual Property Policy

Meredith College (the "College") is dedicated to teaching and scholarship. In these pursuits, intellectual property is often created by members of the College community. The purposes of this intellectual property policy are to establish means for allocating ownership of such intellectual property and any revenues obtained on account of the commercialization of such intellectual property in compliance with applicable law and agreements and to provide guidance respecting the protection and enforcement of the College's intellectual property rights and the resolution of disputes that may arise from time to time.

The College's intellectual property policy applies to all College employees, students and independent contractors as well as anyone else using College facilities and resources under the supervision of or with the permission of College personnel. The universe of intellectual property is as boundless as the collective imagination of humankind. This intellectual property policy is concerned chiefly with works of original authorship and inventions created by covered individuals acting alone or with collaborators, whether all collaborators are members of the College community or not.

For complete information, see the library website at infotogo.meredith.edu/content.php?pid=362335.

Jurisdiction of the College

Students are expected to maintain at all times a high standard of personal conduct in keeping with Meredith principles and community standards. The College reserves the right to exclude, suspend or expel at any time any student whose academic standing or conduct is regarded by Meredith as undesirable or unacceptable.

Parking Policy

Graduate students are considered “commuter students,” and are required to have a parking decal in order to park on campus. This decal can be purchased for the academic year (August through July) from Campus Security.

The parking decal application and vehicle registration form is available online:

www.meredith.edu/on_campus_services/campus_police/parking/.

Parking Regulations

Parking regulations are enforced year-round (7 days per week, 24 hours per day), including breaks. The following parking practices are specifically prohibited:

- Parking an unregistered vehicle anywhere on the Meredith campus.
- Parking on the front drive.
- Double parking.
- Parking on lawns, grass, landscaped areas, side-walks, or other areas not set aside for parking.
- Parking in such a manner as to block traffic, parked vehicles, or roadways.
- Parking in fire lanes, loading areas, emergency areas marked as NO PARKING ZONES, including areas marked with diagonal yellow lines.
- Parking in an area designated for registration decals other than the one displayed (for example, students in reserved spaces or underclass parking in senior parking spaces).
- Parking in visitors’ area with a Meredith decal.
- Students driving any vehicle on campus other than their registered vehicle must apply for a temporary pass.
- Parking is prohibited in the circle in front of Johnson Hall (Fire Lane). Exceptions will be allowed on move-in or move-out days as long as a driver remains with the vehicle at all times. Unattended vehicles will be ticketed and may be towed.
- Parking is prohibited in the circle in front of Wainwright (Fire Lane). Unattended vehicles will be ticketed and may be towed.
- Anyone receiving a parking ticket that he or she may think is unwarranted may appeal the ticket with the Parking Director. An appeal form is available at the Campus Police Office. Appeals must be submitted within fifteen days of the date of the violation. Please consult the Graduate School Catalog and Handbook and the parking brochure for the campus parking policies. A lack of knowledge of parking rules will not be considered as a valid appeal.
- Parking tickets may be appealed by completing an appeal form at Campus Police. All appeals must be submitted within 15 calendar days from date of offense. A lack of knowledge of parking rules will not be considered as a valid appeal.

- Unregistered cars will be Autobooted and will not be released until all fines are paid. (An Auto-boot is a device that clamps to the wheel of a car. Attempts to move a car with an Auto-boot will result in serious damage to the car.)

Accessible parking is provided in many locations across campus. Vehicles displaying a disability parking placard [See NC DMV] may park in any handicap space. Any student who has a state-issued Disability Placard registered in her/his name, must provide a copy of the placard and Handicap Registration card to Campus Police when getting a Meredith parking permit. Campus parking privileges may be revoked in cases when a student repeatedly parks in any space other than the space authorized for his or her assigned decal. Fifteen-minute parking spaces may be used for loading and unloading only. Meredith College does not assume responsibility for any vehicle parked on campus.

Consult campus police for complete parking information, including identification of open parking lots at designated times.

Temporary Parking Permits

Faculty, staff and students with a valid parking permit may obtain a temporary parking permit, free of charge, when their registered car is unavailable.

Family and Guest Parking

All cars are required to be registered. Students are responsible for the proper parking and registration of guest vehicles. There is no charge for permits for family and guests. Students should become familiar with all visitor parking areas and direct their guests to proper areas. Guests’ vehicles are also subject to being ticketed.

Publicity Information

Meredith reserves the right to use photographs of students in publications, advertisements, electronic communications and other areas. Meredith often recognizes student accomplishments by publicizing them in local and hometown newspapers.

Request to Return to Campus Following Mental Health or Medical Evaluation/ Hospitalization

Decisions about returning to campus are made by the Dean of the school to which the student is returning (herein called “relevant Dean”) in consultation with the Dean of Students and appropriate on-campus professionals. When the student’s program is not housed within a school with a dean, the Provost will appoint an academic dean to consult with the Dean of Students and appropriate on-campus professionals. At any time, the College may contact family including

spouse, parent, or other responsible adult family member of the student and any appropriate College officials about the student's status. If a student withdraws or takes a leave of absence from the College, the student must comply with these requirements before resuming enrollment.

Mental Health Evaluation or Hospitalization

Any student who harms or threatens to harm her- or himself or another will be referred immediately to an off-campus mental health facility for assessment. Prior to returning to campus, the student must be assessed off campus by a licensed mental health professional and deemed safe to return to campus. It is the student's responsibility to facilitate communication between the off-campus mental health professional(s) and the college counseling center. The student will need to sign a release of information authorization form requesting the off-campus provider share information with the Meredith College Counseling Center. The Meredith College counselor will review the outside mental health assessment coupled with an in-person session with the student (within normal hours of operation) to provide a recommendation to the Dean of Students about the student's readiness to return to campus.

Physical Evaluation or Hospitalization

Treatment for a serious physical injury or condition that prevents a student from returning to an academically rigorous campus environment will be referred immediately to an off-campus specialist or hospital. Serious injury, illness, or condition may include the following but is not limited to:

- prolonged hospitalization (longer than one week)
- unstable chronic illness
- contagious infection that has potential to affect the larger community; i.e. measles, tuberculosis

Depending on the physical illness or injury and prior to returning to campus, the College requires the student to be assessed off campus by a licensed health professional and deemed able to return to campus. It is the student's responsibility to facilitate communication between the off-campus health professional(s) and the college health center. The student will need to sign a release of information authorization form requesting the off-campus provider share information with the Meredith College Health Center. The Meredith College Health Center will review the outside health assessment coupled with an in-person session with the student to provide a recommendation to the Dean of Students about the student's readiness to return to campus.

Decision about Student's Return to Campus

The relevant Dean in consultation with the Dean of Students will consider the recommendation from the Health Center or

Counseling Center and make a decision regarding the student's return to campus. The College reserves the right to request an opinion from another healthcare provider to determine the student's fitness to return to campus. The relevant Dean and the Dean of Students may consult with the Health Center or Counseling Center staff as necessary. The relevant Dean will communicate the decision to the Health Center or the Counseling Center who will convey the decision to the student. A student may appeal any denial of return to campus by submitting a written statement regarding the grounds for appeal to the Provost within five (5) business days of the decision by the relevant Dean and the Dean of Students. A decision will be made within five (5) business days of the appeal and communicated in writing to the student. The Provost may consult with any appropriate members of an advisory committee. These Advisers will include appropriate College officials (for example, an academic dean, Director of Health Services, Director of Counseling Center, Assistant Dean of Students, Vice President for College Programs, and/or Campus Police). The decision by the Provost shall be final.

Security: A Shared Responsibility

Although Meredith College takes seriously the need to provide a campus that is as safe as possible, each student must assume the responsibility for his/her own personal safety. No environment can be assumed to be totally safe, so each person must be constantly alert to his/her own safety and that of his/her peers.

The best defense is a good offense. To increase personal safety and security, students are advised to take the following precautions:

- Be aware of your surroundings. Avoid dark areas and non-populated areas. Be vigilant. Look for and report suspicious activity to Campus Police immediately.
- Avoid walking alone to and from the outer parking lots after dark. Call for a Campus Police escort, when appropriate.
- Travel with a companion whenever possible.
- Lock doors to cars.

Sexual Misconduct and Title IX

Meredith College will not tolerate sexual misconduct including, but not limited to, non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, sexual harassment, sexual coercion, relationship violence, and stalking.

Consensual Relationships

Meredith College strives to maintain a safe and intellectually stimulating environment where students and employees can

live, work and think without undue negative influences, concerns of favoritism, intimidation, and/or hostile working or learning environments. To that end, consensual romantic, intimate and/or sexual relationships are prohibited when they occur between faculty, staff and/or students when a professional power differential exists in these situations in terms of the influence and authority that the one can exercise over the other.

A “power differential” relationship is defined to include relations between a student and any faculty, staff member or student who 1) now supervises or would have a reasonable or usual expectation of supervising the student in the future; 2) now provides or would have a reasonable or usual expectation of providing the student with oral or written recommendations; 3) now grades and/or formally evaluates or would have a reasonable or usual expectation of grading and/or formally evaluating the student in the future; and/or 4) now makes significant decisions, or would have a reasonable or usual expectation of making significant decisions in the future affecting the student’s living space, financial aid, and/or access to essential College programs and services.

The College strongly discourages faculty or staff from engaging in any consensual sexual, intimate or romantic relationships with any student, even where a “power differential” is not present. Of course, non-consensual sexual, intimate or romantic relationships are unlawful and strictly prohibited by College policy. This information is available on the Meredith College web site.

Meredith College provides notice of intent to comply with the regulations effectuating Title IX of the Higher Education Amendments of 1972, as amended by Public Law 93-568. Inquiries concerning Title IX compliance by the College may be made to the Title IX Coordinator or Office of Civil Rights. The College’s Title IX Coordinator is the Director of Human Resources, who may be contacted at 3800 Hillsborough Street, Raleigh, NC 27607; davisjam@meredith.edu ; 919-760-8760. Reports made to the Title IX Coordinator under this policy requires the College to promptly investigate to determine what occurred and then take appropriate steps to resolve the situation.

Information about College policies related to Title IX and Sexual Misconduct, including grievance procedures, can be found at www.meredith.edu/about_meredith/human_resources/title-ix-compliance/ .

Smoking

Out of consideration for members of the College community who choose not to smoke or whose health is negatively affected by smoke, smoking and the use of e-cigarettes or vaporizers is prohibited in all campus buildings. Smoking and the use of e-cigarettes or vaporizers is prohibited on the College campus, except in the following locations:

Smoking is permitted in the paved commuter lots (parking lots 4, 5 and 16 on the Meredith College campus map), the softball field lot (11), lot adjacent to Campus Police (12) the underclassmen lots (13 and 14), Heilman-Barefoot lot (15), the athletic field lot (18), and (the two side parking lots for The Oaks (19—note, this excludes the parking area in front of The Oaks).*

It is the responsibility of each student/faculty/staff member to inform guests of the College’s Smoking Policy.

*These locations were chosen with respect to the College campus fire safety, maintenance, and accessibility.

Solicitation Policy

Members of the Meredith community enjoy protection of their rights of privacy. Solicitation by on- or off-campus persons, organizations, or businesses is strictly prohibited unless authorized by the Vice President for College Programs or by the Director of Student Leadership and Service. Any use of College facilities by off-campus persons for purposes of solicitation, even those sponsored by campus organizations, must also be approved. Under no circumstances are off-campus persons allowed to solicit door-to-door. Any business or company requesting to give a program or presentation is to be referred to the director of student leadership and service to be channeled through the appropriate organization. Any religious organization wanting to give a program or presentation is to be referred to the campus chaplain for approval.

Theft of Personal Property

Students who experience a theft or loss of personal property should alert Campus Police (8888 on-campus, or 919-760-8888) as soon as possible. Meredith is not responsible for the personal property of students.

Using the Meredith Name and Logos

The Department of Marketing oversees the College’s Graphic Identity Program and maintains a style guide that provides specific information on proper use of the visual identity elements, including the Meredith seal and wordmark. See the Department of Marketing website at www.meredith.edu/about_meredith/marketing/ for more information.

Designs for student organization and class T-shirt, sweatshirts and other imprinted items must be approved through a process established by the Office Student Leadership and Service and the Office of Marketing and Communications. All copyright laws apply. Information regarding design approvals can be found on the Office of Student Leadership and Service website at www.meredith.edu/student_life/student_leadership_and_service/.

Weapons/Firearms

Possession of weapons/firearms (either openly carried or concealed) is strictly prohibited on campus and at College-sponsored functions. Violators will be reported to campus police and to the Graduate Honor Council. Violators are subject to arrest and prosecution.

Important Phone Numbers

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

Academic Planning	8341
Accounting	8363
BeeHive Café	8328
Belk Dining Hall	8377
Campus Events	8533
Campus Chaplain	8347
Campus Police and Parking	8888
Carlyle Campbell Library	8531
Commuter Life/Special Services	8521
Counseling Center	8427
Disabilities Services	8427
Financial Assistance Office	8565
Graduate Programs Office	8423
Health Center	8535
Inclement Weather Line	(919) 832-8878
International Student Adviser	8429
Learning Center	2800
Meredith Performs Box Office	2840
Paralegal Program Office	2855
Registrar	8593
Student Leadership & Service Office	8338
Supply Store	8545
Technology Services Help Desk	2323
Volunteer Services	8338

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2017-2018 Academic Calendar

FALL SEMESTER 2017

Arrival of new students	SAT AUG 19
Registration and Add/Drop	TUE AUG 22
Classes begin.....	WED AUG 23
Last day to add and drop (no grade) courses.....	TUE AUG 29
Drop with a grade of "W" begins (refer to the fee schedule).....	WED AUG 30
Labor Day Holiday--No classes held.....	MON SEP 04
Last day to make a grading change.....	WED SEP 20
Autumn Recess.....	THU OCT 05 – SUN OCT 08
Classes resume at 8:00 a.m.	MON OCT 09
Mid-Term.....	FRI OCT 13
Progress Reports due at NOON.....	TUE OCT 17
Last Day to withdraw, request LOA or drop a class (with a grade of "W")	FRI OCT 27
Spring 2018 Pre-registration begins.....	MON OCT 30
Thanksgiving Recess	WED NOV 22 – SUN NOV 26
Classes resume at 8:00 a.m.	MON NOV 27
Evening classes follow the Thursday schedule	TUE DEC 05
Last day of classes.....	WED DEC 06
Reading day.....	THU DEC 07
Final Examinations	FRI DEC 08 – THU DEC 14
Last Day of Fall 2017.....	THU DEC 14
Final grades due for all students at NOON	MON DEC 18

SPRING SEMESTER 2018

Registration and Drop/Add	TUE JAN 09
Classes begin.....	WED JAN 10
Holiday--Martin Luther King Day.....	MON JAN 15
Last day to add and drop (no grade) courses.....	WED JAN 17
Drop with a grade of "W" begins (refer to the fee schedule)	THU JAN 18
Last day to make a grading change.....	WED FEB 05
Mid-Term.....	THU MAR 01
Progress Reports due at NOON.....	FRI MAR 02
Spring Recess	MON MAR 05 – SUN MAR 11
All Offices Closed for Spring Break.....	FRI MAR 09
Classes resume at 8:00 a.m.	MON MAR 12
Last Day to withdraw, request LOA or drop a class (with a grade of "W").....	WED MAR 14
Easter Recess.....	FRI MAR 30 – SUN APR 1
Classes resume at 8:00 a.m.	MON APR 02
Fall 2018 Pre-registration	MON APR 02
Celebrating Student Achievement (No Classes)	THU APR 12
Last day of Classes.....	MON APR 30
Reading day.....	TUE MAY 01
Final Exams.....	WED MAY 02 – WED MAY 09 (No Sat exam)
Last Day of Spring 2018.....	WED MAY 09
Commencement.....	SAT MAY 12
Grades due for all students at NOON	MON MAY 14

SUMMER 2018**Classes will not meet Monday, May 28 or Wednesday, July 4.**

First six-week session	MAY 14 – JUN 22	Grades due	JUN 27
Second six-week session	JUN 25 – AUG 03	Grades due	AUG 8
First three-week session	MAY 14 – JUN 01	Grades due	JUN 6
Second three-week session	JUN 04 – JUN 22	Grades due	JUN 27
Third three-week session	JUN 25 – JUL 13	Grades due	JUL 18
Full Summer Session	MAY 14 - AUG 03	Grades due	AUG 8

2018-2019 Academic Calendar (*subject to change*)**FALL SEMESTER 2018**

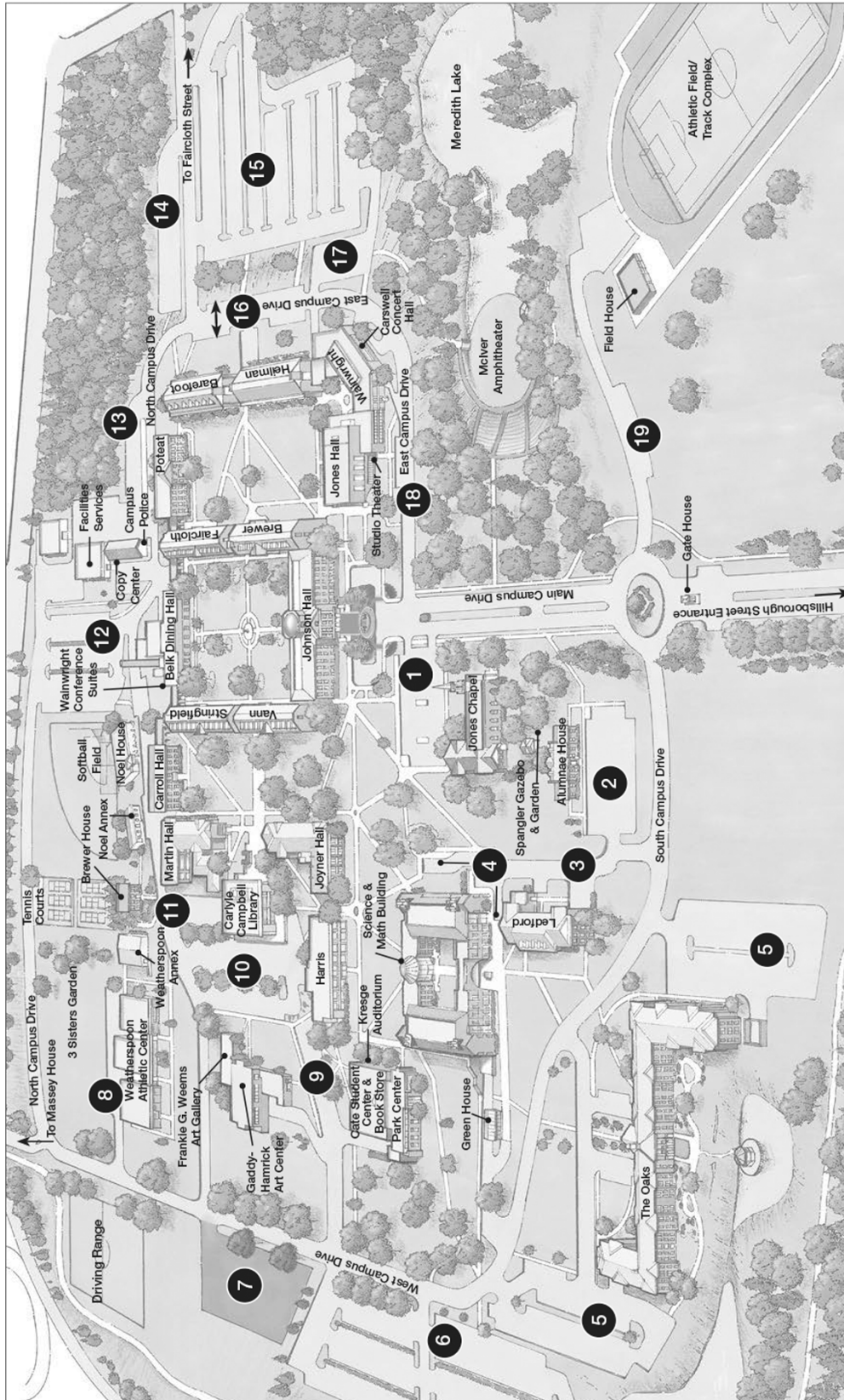
Arrival of new students.....	SAT AUG 18
Registration and Add/Drop	TUE AUG 21
Classes begin	WED AUG 22
Last day to add and drop (no grade) courses	TUE AUG 28
Drop with a grade of "W" begins (refer to the fee schedule)	WED AUG 29
Labor Day Holiday--No classes held	MON SEP 03
Last day to make a grading change.....	WED SEP 19
Autumn Recess.....	THU OCT 04 – SUN OCT 07
Classes resume at 8:00 a.m.....	MON OCT 08
Mid-Term	WED OCT 10
Progress Reports due at NOON.....	MON OCT 15
Last Day to withdraw, request LOA or drop a class (with a grade of "W")	FRI OCT 26
Spring 2019 Pre-registration begins	MON OCT 29
Thanksgiving Recess	WED NOV 21 – SUN NOV 25
Classes resume at 8:00 a.m.....	MON NOV 26
Evening classes follow the Thursday schedule....	TUE DEC 04
Last day of classes.....	WED DEC 05
Reading day.....	THU DEC 06
Final Examinations.....	FRI DEC 07 – THU DEC 13
Last Day of Fall 2018	THU DEC 13
Final grades due for all students at NOON.....	MON DEC 17

SPRING SEMESTER 2019

Registration and Drop/Add	TUE JAN 08
Classes begin	WED JAN 09
Last day to add and drop (no grade) courses	TUE JAN 15
Drop with a grade of "W" begins (refer to the fee schedule)	WED JAN 16
Holiday--Martin Luther King Day.....	MON JAN 21
Last day to make a grading change.....	WED FEB 06
Mid-Term	THU FEB 28
Progress Reports due at NOON.....	FRI MAR 01
Spring Recess.....	MON MAR 11 – SUN MAR 17
All Offices Closed for Spring Break	FRI MAR 15
Classes resume at 8:00 a.m.....	MON MAR 18
Last Day to withdraw, request LOA or drop a class (with a grade of "W")	WED MAR 20
Fall 2019 Pre-registration	MON APR 01
Celebrating Student Achievement (No Classes).....	THU APR 11
Easter Recess.....	FRI APR 19 – SUN APR 21
Classes resume at 8:00 a.m.....	MON APR 22
Last day of Classes.....	FRI APR 26
Reading days (Multiple Days).....	APR 27, MAY 01, MAY 04
Final Exam Days.....	APR 29, 30, MAY 02, 03, MAY 06, 07
Last Day of Spring 2019.....	TUE MAY 07
Grades due for all students at NOON.....	FRI MAY 10
Commencement.....	SAT MAY 11

SUMMER 2019**Classes will not meet Monday, May 27 or Thursday, July 4.**

First six-week session	5/13 – 6/21	Final grades due	6/24
Second six-week session	6/24 – 8/02	Final grades due	8/05
First three-week session	5/13 – 5/31	Final grades due	6/03
Second three-week session	6/03 – 6/21	Final grades due	6/24
Third three-week session	6/24 – 7/12	Final grades due	7/15
Full Summer Session	5/13 – 8/02	Final grades due	8/05



Parking Areas

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