

Table of Contents

Meredith College: Overview	3	Study Abroad	35
Mission	3	The Honors Program	35
Vision	3	Teaching Scholars Program	37
Values	3	Focus on Careers	38
History of the College	3	Post-Baccalaureate and Graduate Certificate Programs	40
Adult Education Guiding Principles	3	Interdisciplinary Opportunities	41
Academic Excellence at Meredith College	3	Center for Women in the Arts	41
Other Distinctive Features to Community/Lifelong Learning	4	Academic Support Services	41
Adult Education Admissions	6	Academic Programs	44
Adult Education Admissions Introduction	6	Academic Programs Chart	45
Application Deadlines	6	Core Connections (General Education)	49
Requirements for Admissions	6	Adult Education Programs	50
Transfer Credit	6	College Directory	51
Re-admission of Former Student	7	Administration	51
Wings Adult Education Admissions Notification	7	Adult Education	52
Conditions of Admission	8	Criminal Justice Program	52
Advanced Standing Credit	8	Software Development Program	52
Finances	9	College Programs	52
Tuition and Fees	9	Business and Finances	53
Terms of Payment	9	Institutional Advancement	55
Financial Assistance	11	Faculty 2026-2027	56
Principles and Procedures	11	Rize Faculty 2026-2027	61
Types of Assistance	13	Facilities	62
Transfer Students	15	Location	64
General Grants and Scholarships	15	Visitor Parking	64
Frequently Asked Questions About Financial Assistance	16	Academic Calendar	65
Student Life	17	2025-2026 Academic Calendar	65
Student Responsibility	17	2026-2027 Academic Calendar	65
Student Organizations	17	Correspondence & Visits	67
Religious Life	18	Enrollment	68
Recreation	18	Campus Maps	69
Intercollegiate Athletics	18	Campus Map	69
Commuter Student Life	19	Degrees	70
Student Support Services	19	Cybersecurity	70
Volunteer Opportunities	21	Project Management	70
Organizations: Opportunities for Involvement	21	Sociology, Criminology and Criminal Justice	70
Academic Policies and Procedures	23	Software Development	71
Types of Programs	23	Courses	73
Academic Planning and Advising	24	Communication	73
Registering for Courses: Registration Materials	24	Cybersecurity	73
Credit Options and Restrictions	24	Geoscience	73
Academic Recognition and Graduation	29	Political Science	74
Attendance/Course Participation Policy	29	Project Management	74
The Family Education Rights and Privacy Act	29	Psychology	75
Grading System	31	Social Work	76
Academic Enhancements	34	Sociology, Criminology and Criminal Justice	76
Strongpoints®	34	Software Development	81
Undergraduate Research	34		
Community-Based Learning	34		

Meredith College: Overview

Mission

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

Vision

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

Values

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

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

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

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

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

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

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

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

History of the College

Meredith College's rich history dates back to 1835, when Thomas Meredith conceived the idea of a

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

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

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

Over the course of 131 years, Meredith has experienced tremendous growth and many changes. In 1926, the institution moved from its original, downtown location to the current 225-acre campus in west Raleigh to accommodate its continued expansion.

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

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

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

Adult Education Guiding Principles

Academic Excellence at Meredith College

Meredith offers four undergraduate degrees:

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

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

Building upon an established liberal arts tradition, Meredith is meeting challenges of the 21st century with several important initiatives. These include a general education program, [StrongPoints®](#), Meredith's unique advising and personal coaching initiative, undergraduate research and civic engagement. In addition, Meredith is committed to preparing women to become engaged global citizens and leaders through increased emphasis on internationalization and leadership development.

Meredith's General Education Program: CORE Connections

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

Undergraduate Research

The Undergraduate Research Program supports faculty/student partnerships in the pursuit of research and creative activity in all fields and disciplines. In all majors, students may earn course credit for research work. College funds support research projects and help underwrite travel costs for students presenting their work at conferences. Stipends are awarded to students and faculty who collaborate on summer research

projects. Each spring, Celebrating Student Achievement Day highlights the research, creative activity and academic and co-curricular accomplishments of Meredith students. This day of exhibitions, performances, scholarly presentations, awards and socializing brings the Meredith community together to share successes and inspire new levels of accomplishment. See the [Undergraduate Research Section](#).

Civic Engagement

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

Other Distinctive Features to Community/Lifelong Learning Honors Program

The Honors Program is a dynamic academic experience which offers a rigorous interdisciplinary course of study to gifted and motivated student scholars. The program provides challenging and innovative academic experiences for the student scholars who want to elevate their learning. Honors students shape their own curriculum through common course work, individualized course projects, and in-depth research. Honors students acquire a superior intellectual foundation while exploring subject areas inside and outside of their major field of study. The Honors program spans all four years of the undergraduate learning adventure. Over the years the program seeks to challenge the Honors student to expand their power of thinking analytically, critically and creatively; to reach into the unknown and increase their knowledge; to stretch their imagination; to work collaboratively and improve their communication skills; to achieve a clear sense of life purpose and direction; and to develop a substantial and authentic individual. See the [Honors Program section](#).

Teaching Scholars Program

The Meredith College Teaching Scholars receive specialized advising, an enriched academic program and expanded co- curricular opportunities. Students participate in honors classes and specialized seminars in addition to expanded practical experiences in Wake

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

Study Abroad Programs

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

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

Cooperating Raleigh Colleges

Although all required courses in all academic programs are available on Meredith's campus in a planned rotation cycle, students may opt to enroll in a course at

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

Career Planning

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

Faculty

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

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

89% of full-time faculty have earned the doctorate or other terminal degree. Faculty members have received grants and awards from such institutions as the Guggenheim Foundation, Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

Adult Education Admissions

Adult Education Admissions Introduction

Office of Transfer, Adult, and Graduate Admissions
- Johnson Hall

Open weekdays 8 a.m. - 5 p.m. and evenings by appointment

Email: adulthoodeducation@meredith.edu

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

PLACEHOLDER: **Need to include verbiage of Wings definition; see Wings-Adult Education website**

Application Deadlines Wings Adult Education Admission Deadlines

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

Requirements for Admissions Bachelor of Arts in Software Development

- Wing Adult Education Application and non-refundable \$40 application fee
- Completed a transfer associates degree or bachelor's degree from an accredited institution.
- Have an average grade of C or higher in all coursework attempted.
- Have a grade of C or higher in a college transferrable math course from an accredited institution.
- Official transcripts from all colleges and universities attended in sealed envelopes or sent electronically to Meredith College from the institution(s)

NOTE: Applicants must have earned a transfer associates degree or earned a bachelor's degree, transferring in 60 credits; thereby meeting all General Education requirements are permitted to apply to this degree completion program.

Cybersecurity Certificate (pending SACSCOC approval)

- Application and non-refundable \$40 application fee
- A personal statement of interest (no more than 500 words)
- One copy of applicant's current resume or C.V.

Project Management Certificate (pending SACSCOC approval)

- Application and non-refundable \$40 application fee
- A personal statement of interest (no more than 500 words)
- One copy of applicant's current resume or C.V.

Transfer Credit

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

Transfer Admission Requirements and Application Review

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

Transfer Students with 30 or more transferrable college credits:

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

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

1. Submit a completed and signed application for Transfer Admission, including essay and courses in progress, with the non-refundable \$40 application fee. The transfer application is available [online](#).

2. Have a cumulative average grade of C (2.0 GPA) or higher in all coursework attempted.
3. Have a grade of C or higher in a college transferrable math course from an accredited institution, or have completed Algebra I, II, and Geometry or their equivalence in high school.
4. Have official transcripts sent from all two-year or four-year institutions attended, regardless of whether credit was earned or whether you wish to apply the earned credit at Meredith. Transcripts from all institutions attended must be submitted.
5. Be eligible to return to the last institution regularly attended in good standing.
6. Recommendation(s) from a professor are optional.
7. A campus visit is strongly recommended. An interview with an admission counselor is optional. A visit and/or interview can be scheduled online at <https://www.meredith.edu/admissions/visit>, by calling the Office of Admissions at (919) 760-8581 or email Admissions@meredith.edu.

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

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

Transfer Admission Deadlines

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

Transfer of Credit

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

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

Transfer Student Admission Notification

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

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

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

Re-admission of Former Student

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

Wings Adult Education Admissions Notification

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

Wings applicants admitted to the College are required to submit a non-refundable U.S. \$300 deposit on or before June 15 or within 10 days after the date of acceptance, whichever is later. This payment is not refundable and does not include the non-refundable \$40 fee which must accompany the application of each new student.

New students for the spring semester are required to submit this deposit on or before December 1 or within 10 days after the date of acceptance, whichever is later. This non-refundable deposit will be credited to the student's account and applied to tuition charges.

All offers of admission are contingent upon satisfactory completion of courses, defined as a cumulative C grade point average or higher in all courses attempted at postsecondary institutions and a continuing record of good character. Meredith reserves the right to withdraw an offer of admission for unsatisfactory academic performance or social behavior any time up to the date

of enrollment. Some applicants may receive a deferred decision and be asked to submit additional information that provides a clearer picture of a student's potential for success at Meredith.

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

Conditions of Admission

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

Advanced Standing Credit Evaluation of Credit

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

Advanced Placement and Credit

Admitted students who have completed the equivalent of college-level study through dual credit high school courses, early or middle college high schools, independent study, or any other means may seek advanced placement and credit at Meredith.

Competency in a subject area can be established through satisfactory performance on one of the following tests:

- A special departmental examination administered at Meredith
 - Advanced Placement (AP) examination of The College Board
 - General examination or a subject examination of the College-Level Examination Program (CLEP) of The College Board
 - An International Baccalaureate (IB) examination
- Credits awarded for advanced placement credit are detailed in the [Credit Options and Restrictions](#) section.

Credit for Extra-Institutional Instruction

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

Finances

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

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

Tuition and Fees

Tuition is charged based on a student's full- or part-time status, not on the format of instruction, which may vary. Full-time students include all students taking 12 or more credit hours per semester. Part-time students are students taking fewer than 12 credit hours per semester. Tuition charges are determined by their course loads. A student activities fee will be charged to all full- and part-time undergraduate degree seeking students.

Full-time Students (12-18 credit hours)

Item	Semester	Academic Year
Tuition	\$24,585	\$49,170
Student activities fee	\$85	
Credit Hours in excess of 18	\$1,219 per credit hour	

Part-time Students (1-11 credit hours)

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

Auditing Courses

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

Special Fees

Item	Cost
Application fee for new students	\$40
Application fee for students seeking re-admission and non-degree admission	\$40
New Student fee -Full time (12+ hours)	\$250
New Student fee -Part time (6-11 hours)	\$125
Graduation fee	\$250
Transcript fee (Requests made through NSC include a processing fee per recipient. Contact the Office of the Registrar regarding same day requests.)	Fees noted online via NSC
Breakage fee Students will be billed for unjustifiable damage to college property.	TBD
Health services Resident Hall Students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center.	\$0.00
Apartment residents and non-resident students – service is available.	\$200/year

Additional Fees

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

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

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

Terms of Payment

Payment Schedule

Advance deposit for all entering students: \$300

Students who are accepted on the Early Decision Plan must make a deposit on or before December 15. Other new students are required to make this advance deposit on or before May 1 or within 10 days after the date of acceptance, whichever is later. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not

refundable and does not include the non-refundable \$40 fee which must accompany the application of each new student.

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

Payments for tuition and fees are due in full on August 1 for the fall semester and on December 1 for the spring semester. Payments not received by the due date will result in the cancellation of preregistered classes.

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

Payment Plan Option

As an alternative to paying tuition and fees in full on the due date of each semester, for a low enrollment fee, a student may elect to divide the cost each semester into 4 or 5 monthly installments. To enroll in a plan, go to [ACI Payments, Inc. Payment Plan website](#).

VA Benefits Policy

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

Withdrawals/Leaves of Absence

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

Status of Leave	Tuition Owed
First through the 5th day of the semester	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

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

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

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

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

No credit will be made for room charges.

If a student does not officially withdraw within 60 days of last class attendance, the student forfeits their right to any adjustments to their charges. See the [Grading System](#) section regarding how to effect an official withdrawal.

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60% of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: Direct Student loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

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

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

Contractual Agreement

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

Financial Assistance

The Office of Financial Assistance, which is located on the first floor of Johnson Hall East, is committed to working with you and your family to help guide you through the financial aid process. We strive to provide all the information and resources available in order to help you make your education affordable.

The Office of Financial Assistance administers a variety of scholarships, grants and loan programs. Any student who feels they need assistance in order to attend Meredith College or who has questions about an award that has been received should contact the Office of Financial Assistance at finaid@meredith.edu or (919) 760-8565. Additional information is available on our [website](#). Students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. Although the student and/or families are expected to pay for educational expenses as completely as possible, Meredith's student assistance program is designed to help meet the financial need of each student.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. International and undocumented applicants should consult page 17 for assistance available to students who are not US citizens.

Principles and Procedures

The Need Concept

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

For the on-campus undergraduate student, the cost of attending includes tuition, room and board, and an estimated \$5,540 for miscellaneous personal expenses, including transportation. The educational cost used by the Office of Financial Assistance in its calculation of need for an on-campus student for 2025-2026 is \$65,458. For the dependent commuting student living with their parents, the cost of attending includes tuition and an estimated \$3,600 for living, food and miscellaneous personal expenses, including local transportation. The total cost used by the [Office of Financial Assistance](#) in its calculation of need for a full-time, dependent commuting student for 2025-2026 is \$57,438.

The average expenditure for books is calculated at approximately \$850 per year and is included in our estimate of annual expenses that students will incur at Meredith.

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

Application Procedures

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

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

Returning Students

The FAFSA must be filed each year a student wishes to receive financial assistance. The form should be completed on the [Federal Student Aid website](#) between October 1 and March 15 for priority consideration. Students who file the FAFSA after the priority date will be considered as funds allow.

The Award

The Office of Financial Assistance evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, grants, loans and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

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

Payment of Award

Scholarships and grants administered by the College will be credited to the student's account on a semester

basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a Federal Direct Student Loan, and/or a parent chooses to apply for a Federal PLUS Loan, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be disbursed to the College.

Students who have a Federal Work-Study job on campus are paid on the 15th of each month for work performed during the preceding month.

Renewal of Assistance

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

Financial Assistance Satisfactory Academic Progress

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

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

Undergraduate Degree Students:

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

Total Attempted Credit Hours	Minimum Meredith QPR
1-59	1.800
60 and above	2.000

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

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

Graduate Degree Students:

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

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

Courses/Grades Used in Determining Satisfactory Academic Progress

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

Those Unable to Maintain Satisfactory Academic Progress

If a student is unable to meet the qualitative and quantitative requirements at the end of an academic period (defined as one academic year, if the student attends both semesters), then the student is not eligible for financial assistance and is placed on Financial Assistance SAP Suspension for the following semester. Please note an appeal is not a guarantee. The appeal process is described in section "Appeal Process."

If a student exceeds the maximum number of credit hours allowed for degree completion (150% of expected program length) their future financial

assistance will be suspended. If the student wishes to continue to receive financial assistance, they must follow the appeal process.

Appeal Process

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

Appeal Granted-Student Responsibilities

If an appeal is granted, a student will continue to receive aid on a probationary basis for the following semester. If the student does not meet both the qualitative and quantitative conditions of Satisfactory Academic Progress at the end of the following semester, the student may not be eligible for further financial assistance.

Appeal Denied

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

Re-establishing Eligibility after Denial or Suspension

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

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

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

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

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in a student's current financial assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information they can provide. A student has the right to make a similar request in regard to any adjustment in the amount of their award for a subsequent year. A full-time student is responsible for advising the Office of Financial Assistance if their course load drops below 12 credit hours for any semester covered by the award. A part-time student has the same responsibility if their course load for any semester covered by the award drops below the number of credit hours specified on their financial assistance award notification. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, signing a loan promissory note and having a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in the student's job contract if earnings from a campus job are part of the student's assistance award.

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

Types of Assistance

Competitive Scholarships

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

Meredith College Full-Ride Scholarships

The Meredith College Full-Ride Scholarship, Meredith's highest merit recognition available to entering freshmen, is awarded on the basis of exceptional academic achievement, intellectual promise, and leadership ability. A recipient receives a scholarship that covers tuition, room and board (provided the student lives in campus housing), fees and various

other college expenses that meet the cost of attending Meredith College as determined by the [Office of Financial Assistance](#). The scholarship is renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.30 on all courses completed at Meredith. In addition, a recipient has the opportunity to apply for an additional stipend to help cover a study abroad experience while they are a student at Meredith.

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

Presidential Scholarships

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

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

Meredith College Academic Awards

These awards recognize students having superior academic ability, achievement and leadership potential. Meredith College Academic Awards are available each

year for entering freshmen having superior credentials. The awards are renewable for a total of four years subject to the recipient's remaining in good standing according to [Satisfactory Academic Policy](#), and being a full-time student.

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

Art Scholarships

Eleanor Layfield Davis Scholarship

Ruby C. and Ernest P. McSwain Scholarship

Lois Griswold Outland Scholarship

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

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

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

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

Music Scholarships

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

To be considered for a music scholarship, a prospective freshman must file the special Talent Scholarships Application with the [Office of Admissions](#) by January 15.

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

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

Sandra Graham Shelton Scholarship in Interior Design

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

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

Thomas Meredith Baptist Heritage Scholarships

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

The Thomas Meredith Baptist Heritage Scholarships are awarded to incoming freshmen on the basis of

academic excellence, outstanding service to church and/or community, and leadership ability. Applications are available from the [Office of Admissions](#).

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

Transfer Students Grants and Scholarships

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

Phi Theta Kappa

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

General Grants and Scholarships

Meredith College Grants

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

Additional Scholarships

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

Frequently Asked Questions About Financial Assistance

How can Meredith help my family meet educational costs?

We can offer many solutions. If you have verified financial need, Meredith offers assistance in many forms: grants, scholarships, loans and job earnings. Meredith also offers all students the optional convenience of payment plans that allow you to spread your payments over a period of time. Please visit the [Office of Financial Assistance website](#) for additional information about financial assistance.

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

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

What if family circumstances change?

Family circumstances change when there are increases or decreases in family income levels, or changes in the size of the household or the number of children enrolled in college. Significant changes can affect eligibility for financial assistance in a future year.

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

How much should I budget?

We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to

the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 2025-2026 budgets used in determining need for on-campus residents and for commuting students living with family are as follows:

On-Campus Residents	Cost
Tuition and Activity Fee	\$47,448
Books and supplies	\$850
Transportation	\$1,224
Miscellaneous	\$2,068
Loan Fees	\$58

Commuting Students Living With Family	Cost
Tuition and Activity Fee	\$47,448
Books and supplies	\$850
Transportation	\$3,414
Miscellaneous	\$2,068
Loan Fees	\$58

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

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

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

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

Student Life

The quality of student life at Meredith is important to the Meredith community. The College has a strong commitment to a total education that integrates academic and co-curricular experiences to further a student's intellectual and personal growth. Supporting the concept of an enriched student life program, the College provides creative residence life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also celebrated for its integrated liberal arts approach to increasing students' awareness of their global citizenship and their involvement in social and political affairs. Especially exciting about student life at Meredith is the opportunity -- and the responsibility -- students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division of College Programs, including career planning; athletics; dean of students; disability services; diversity programs; campus police; commuter life; chaplain's services; volunteer services; counseling; health services; residence life; student leadership and service; emerging leader seminar; community resources; first year experience; orientation; international programming; and social, recreational, and cultural events.

Student Responsibility

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

Honor System

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands

personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on students' insistence that it work. Each student is personally responsible for their own personal conduct and actions. If a student violates the Honor Code, the student is expected to self-report to the Honor Council. If a student is aware of a violation by another student, this violation of responsibility should be called to the attention of that student.

Student Government Association

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

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

Student Regulations

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

Student Life Committee

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

Student Organizations

Student-directed organizations are another means of enriching the Meredith experience. Involvement in

these groups provide students with hands-on experience, which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests, and abilities. Meredith students can choose from more than 100 student organizations in which to participate. Students serve in a variety of leadership positions and gain valuable skills in these organizations that will be useful in future careers. For example, three college publications are produced by students. *The Meredith Herald*, the student newspaper, is published for the purpose of communicating information and voicing student opinion. *The Colton Review*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall. Information about the College's responsibility for student publications is found in the Meredith College [*Student Handbook*](#), published online.

Students may choose to join student government, student publications, event planning organizations, cultural organizations, service organizations, classes, clubs within major departments, honor societies and religious organizations. Students are responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effectiveness of these organizations. For more information, contact the [Office of Student Leadership and Service](#) at (919) 760-8338 or at leadershipandservice@meredith.edu.

Religious Life

Office of the Chaplain

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

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

The Chaplain advises Sisters United, a student service group that supports girls and women locally and abroad. The work addresses topics like girls education in the developing world (the Chaplain led service trips to Belize, Central America and Ghana, West Africa and currently has a pen pal program with girls in Honduras), sexual assault, human trafficking, menstrual health, domestic violence and others. Supporting girls locally, the office runs Mentoring Angels, partnering girls from

the Raleigh nonprofit Loaves and Fishes with Meredith mentors, meeting weekly on campus and utilizing the research of the top mentor academic in the country, Dr. Jean Rhodes from UMASS Boston.

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

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

Recreation

Meredith offers a variety of recreational activities for students. The Weatherspoon Athletic Center provides facilities for curricular and co-curricular sports activities with court space for games such as basketball, volleyball, and badminton. The Lowery Family Fitness Center, as well as outdoor facilities which include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, an athletic field and track, and a softball diamond, are available for use by Meredith students. Various student organizations coordinate organized physical/recreational activities and fitness classes.

Intercollegiate Athletics

Meredith, a member of the USA South Athletic Conference, sponsors ten intercollegiate sports: basketball, cross country, golf, field hockey, lacrosse, soccer, softball, tennis, track and field, and volleyball. Students may participate on one or more athletic teams. Individuals who wish to try out should contact the coach of the respective sport(s) upon arrival on campus. Note: Fall sports (soccer, cross country, field hockey and volleyball) begin practice during the week of new student orientation. Interested students should contact the coach during the summer prior to the beginning of the fall semester.

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

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport,

as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students. To maintain eligibility, student-athletes must be in good standing with the institution, be enrolled as full-time students, and abide by all rules of the NCAA and USA South Athletic Conference.

Student-athletes will be amateurs in their sport and conduct themselves with integrity, fair play, and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting.

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

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

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

Commuter Student Life

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. A lounge area on the second floor of the Cate Center provides space for commuter student rest, study, and relaxation. Cate is the center of commuter student activity and communication; there are computers, wireless technology and e-mail access, and bulletin boards for students to peruse information and announcements about important events. Food is available in the Bee Hive and vending areas of the Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students. Students who live off campus must pay a health fee, typically part of room and board for on-campus students, in order to receive services from the Student Health Center.

Student Support Services

Academic Advising

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

Career Planning

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

Counseling Center

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

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

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

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

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

Disability Services

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

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

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

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

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

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

First-Year Experience Class and Freshman Discovery Series

Most freshmen are enrolled in a section of the First-Year Experience class, intended to help each participant make a successful transition to the academic and personal demands of life as a college student, and to identify strengths and learn more about [StrongPoints®](#). Additionally, all freshmen are expected to attend Freshman Discovery sessions held during the fall semester. These sessions help students cope with issues that may arise while they are in college.

Student Health Center

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

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

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

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

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

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

Volunteer Opportunities

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

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

Organizations: Opportunities for Involvement

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

Student Government Association

Association of Meredith Commuters
Belonging Board
Elections Board
Executive Board

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

Cultural Organizations

African Student Union
Angeles Latines
Asian Studies Club
Association of Latino Professionals for America
Black Student Union
La Tertulia Spanish Club
Le Cercle Francais
Tavola Italiana Italian Club

Service Organizations

Angels United
Iris Impact Initiative

Classes

Freshman Class
Sophomore Class
Junior Class
Senior Class

Publications

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

Event Planning Associations

Meredith Activities Board
Meredith International Association
Meredith Recreation Association

Religious Organizations

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

Clubs

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

Angels for the Environment
 Angels in Economics
 Artists' Alliance
 Broyhill Business Fellows
 Canaday Math and Computer Science Club
 English Colton Club
 Extra Theatre Company
 F.I.R.E. – Fierce International Rhythmic Experience
 First Generation Empowerment Network
 Healthier Meredith Minds
 History, International Studies, Political Science, and Religion Club
 Meredith Advocates for Young Children
 Meredith Alliance for Children in Healthcare Settings
 Meredith Angels Dance Team
 Meredith Anime Club
 Meredith Association of Family and Consumer Sciences
 Meredith College Dance Crew
 Meredith College Democrats
 Meredith College Educators
 Meredith Dance Association
 Meredith Fashion Association
 Meredith Global Justice Collective
 Meredith Health Professions Society
 Meredith Hues Organization
 Meredith Motorsport Society
 Meredith Nutrition and Wellness Association
 Meredith Pre-Dental Society
 Meredith Student Veterans of America
 Morgan's Message
 PEARLS
 Phi Beta Lambda – Business Club
 Political Advocacy and Civic Engagement (P.A.C.E.)
 Pre-Law Club
 Psychology Club

Queer Space
 Raleigh Magic Club
 Social Work Club
 Society for Human Resource Management
 Sociology and Criminology Club
 Sports Science Association
 Voices of Angels Debate Club

Honor Societies

Alpha Kappa Delta (Sociology)
 Alpha Lambda Delta (First Year Students)
 Alpha Psi Omega (Theatre)
 Alpha Sigma Lambda (Adult Students)
 Beta Beta Beta (Biology)
 Chi Alpha Sigma (Athletics)
 Edwin H. Sutherland (Criminology)
 Gamma Sigma Epsilon (Chemistry)
 Kappa Omicron Nu (Human Environmental Sciences and Nutrition, Health and Human Performance)
 Kappa Pi (Art)
 Lambda Pi Eta (Communication)
 Omicron Delta Epsilon (Economics)
 Phi Alpha (Social Work)
 Phi Alpha Theta (History)
 Phi Kappa Phi (All Disciplines)
 Pi Delta Phi (French)
 Pi Kappa Lambda (Music)
 Pi Mu Epsilon (Math)
 Pi Sigma Alpha (Political Science)
 Psi Chi (Psychology)
 Sigma Delta Pi (Spanish)
 Sigma Tau Delta (English)
 Silver Shield (Leadership)
 Theta Alpha Kappa (Religion)

Academic Policies and Procedures

Meredith College requires that students complete a minimum of 124 credit hours in order to earn a baccalaureate degree. A grade point average of 2.0 or higher must be achieved for all courses attempted, all courses attempted at Meredith and all courses completed at Meredith in the major field. A student's program of study includes 42-53 credit hours of [general education](#) courses and all courses required in at least one [major field](#). Many majors include courses that fulfill general education requirements in their programs-thus reducing the total credit hours "spent" on general education. Major field requirements range from 30 to 99 credit hours; some have concentrations, which give focus to the major field. Remaining credit hours may be earned in teaching licensure, a second major, minors, or with elective courses in areas of interest. Pending certificate credit hours vary.

This section defines requirements and outlines policies that govern a student's progress toward a degree. Descriptions and requirements of specific academic programs please refer to the [Degrees and Certificates](#) section.

Types of Programs

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

Types of Degrees

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

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

Bachelor of Science	
Family and Consumer Science	Public Health

Bachelor of Social Work	
Social Work	

Bachelor of Music	
Music Education	
Music Performance	

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

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

Second Baccalaureate Degrees

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

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

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

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

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

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

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

Another option for current or prospective students is a second major or minor. Either of these can be earned by completing the courses and credit hours required. Refer to the Admissions section for [admissions requirements and procedures](#).

Choice of Catalogue

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

Academic Planning and Advising

Upon entering Meredith, a student is assigned an academic advisor, based on their indicated major of interest, who will work collaboratively with the student to plan course schedules and explore their academic goals and interests.

Transfer adult students consult with academic advisors and other faculty and staff to create a plan of study. At the end of the junior year, the student and their advisor will conduct a graduation check. Ultimate responsibility for fulfilling graduation requirements rests with the student.

Registering for Courses: Registration Materials

Registration instructions and class schedules are available from the [Office of the Registrar](#) on Self Service before a term begins. After a student is registered, schedule changes are handled through the Office of the Registrar.

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

Course Load and Overloads

A degree/certificate- seeking student who is enrolled in twelve credit hours per semester is defined as a full-time student.

PLACEHOLDER: (For the CoordinatorAdd sentence about discussing course load with advisor.**)**

Students on academic recovery should read the section on [Satisfactory Progress, Retention and Suspension](#) for their course load guidelines. A student who wishes to take a course overload of more than 18 credit hours must have approval from the Registrar. A student seeking overload permission may take no more than 9 credit hours of half-semester courses.

Advising in the Major Field

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

Dropping and Adding Courses

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

Classification

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

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

Credit Options and Restrictions

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

Transfer Credit

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

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

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

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

Articulation Agreement

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

cases, credits from the students' AA or AS programs may apply toward fulfilling this requirement. Admission to Meredith under the Independent Comprehensive Articulation Agreement (ICAA) allowing for the student's completion of most of Meredith's [General Education requirements](#) is not final until a full NC Community College transcript evaluation is completed by the Meredith [Office of the Registrar](#).

College Level Examination Program (CLEP) Examination*

CLEP Examination	Min. Score Accepted	Amount of Credit Hours Granted	Equivalent Course(s)
Business			
Accounting, Principles of	50	3	ACC 220
Business Law, Introductory	50	3	BUS 340
Information Systems & Computer Applications	50	3	
Management, Principles of	50	3	BUS 303
Marketing, Principles of	50	3	BUS 360
Foreign Languages			
French, Level 1	50	3	FRE 101
German, Level 1	50	3	GER 101
Spanish, Level 1	50	3	SPA 101
History & Social Sciences			
American Government	50	3	POL 100
Educational Psychology, Introduction to		NONE	
History of the United States I:			
Early Colonization to 1877	50	3	HIS 214
History of the United States II:			
1865 to the Present	50	3	HIS 215
Human Growth & Development		NONE	
Macroeconomics, Principles of	50	3	ECO 100
Microeconomics, Principles of	50	3	ECO 101
Psychology, Introductory		NONE	
Social Sciences & History	50	3	
Sociology, Introductory		NONE	
Western Civilization I:			
Ancient Near East to 1648	50	3	HIS 101
Western Civilization II:			
1648 to the Present	50	3	HIS 102

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

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

Off-campus Study Credit

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

Cooperating Raleigh Colleges

Meredith College, North Carolina State, Saint Augustine's, William Peace, Shaw University, and Wake Technical Community College form a consortium through which they provide their collective educational resources to students at each of the five institutions. Under this agreement full-time Meredith students may take collegiate-level courses at any of the other campuses in the consortium. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree. Students may *not* audit a course as part of CRC. Questions about these courses should be directed to the [Office of the Registrar](#).

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

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

Special Studies

A student may expand their curriculum beyond the courses in the catalogue by using several options available under the Special Studies Program. Special studies courses may be proposed by students or faculty. They require approval by the head of the department or school which grants the credit as well as the School Dean for the department. Up to 4 credit hours may be earned in a special studies course per term and the option may be pursued on multiple occasions. Options are listed below, accompanied by their course numbers. The course prefix is that of the sponsoring academic program:

INDEPENDENT STUDY (910) A program of study involving a minimum of guidance and allowing truly autonomous study.

DIRECTED INDIVIDUAL STUDY (920) An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance is provided by the instructor.

COMMUNITY INTERNSHIP (930) An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

GROUP STUDY (949) A course on a special topic which is not already offered in the curriculum. Approval is granted on a one-semester basis.

With the exception of group study, which is listed in the schedule of courses, and Special Studies form submitted by the Department, the special studies options listed above require a Special Studies form, submitted by the student, available in the Office of the Registrar. The completed form must be submitted to the [Office of the Registrar](#) by the end of the drop/add period.

Special studies courses may be designated Pass/Fail by those responsible for approving them. A student may elect these in addition to the [P/F options](#).

Undergraduate Research Courses

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

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

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

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

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

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

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

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

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

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

Students may receive no more than a maximum total of 12 credit hours of credit toward graduation in courses numbered 299, 498 and 499. Students registering for 299, 498 and 499 courses are required to fill out a form providing information in their research projects

available in each department office and in the Office of the Registrar. The completed forms will be maintained in the [Office of the Registrar](#).

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

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

Summer Study

Meredith offers summer courses on a variety of schedules. Registration begins in early spring each year. Students register for summer courses with advisor's approval. More information can be seen on the [Summer School website](#). A student who plans to attend summer school at another accredited institution makes application for transfer credit on an [off-campus credit application](#) available from their faculty advisor or the [Office of the Registrar's website](#). They secure for specific courses written approval of their advisor, and the Registrar. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

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

Credit for Extra-Institutional Instruction

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

Residence Credit Requirements

A candidate for a degree must complete 24 of the student's last 30 credit hours at Meredith College. If 4 credit hour courses are involved, 22 of the last 30 credit hours will suffice. For a student who plans to study abroad their senior year, completing 15 of their last 30 credit hours at Meredith will suffice if approved by the

International Programs Committee. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement, one additional course carrying up to 4 hours credit is permitted. A student who plans to complete their graduation requirements in December may take as many as 12 credit hours (or 14, if 4 credit hour courses are involved) at another institution during the summer immediately prior to their final semester, provided they have prior approval and complete at least 12 credit hours at Meredith during each of the student's last two regular semesters.

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

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

Off Campus Transfer Credit

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

Credit in Music

Of the 124 credit hours required for graduation, no more than 4 may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages, unless taken as an audit. This policy does not apply to majors in Music where additional ensemble credits are required. (See the [Courses](#) section for list of ensemble courses.)

Credit in Physical Education and Dance

Of the minimum 124 credit hours required for graduation, no more than 8 credit hours may be physical education and/or dance activity courses. Exceptions to the maximum of 8 credit hours are made for students majoring or minoring in Dance, and must

be approved by the head and by the Senior Vice President and Provost, or the Registrar. Activity courses completed for a grade are counted in the quality point ratio.

Cooperative Education

Cooperative education offers sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith [Career Planning Office](#). Participants complete both work and academic assignments for evaluation. 1 to 4 credit hours of academic credit may be earned for each work experience. Up to 8 credit hours of cooperative education credit may be applied to the 124 credit hours required for graduation.

Auditing Courses

Auditing is an arrangement under which a student participates in but does not earn credit for a course. Advisor approval is required. Forms are available in the [Office of the Registrar](#).

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

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

Repeated Courses

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

Corequisites

A corequisite is a supplementary component of a course. Examples include laboratories or practica requirements. Corequisites are listed in the course schedule. The student must register for corequisites concurrently with the course registration and complete all requirements of each in order to fulfill the graduation

requirements of the college. If the student fails either component of the corequisite, they must retake only the one they did not pass. If the student drops either component, they must drop both components.

Developmental/Remedial Courses

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

Academic Recognition and Graduation

Dean's List

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

Graduation

Students may graduate in May, August, or December. Seniors who expect to graduate must register their intention in the [Office of the Registrar](#). Those who plan to graduate in May or August must file by October 20; December graduates file by March 20. Students who plan to complete work at Cooperating Raleigh Colleges or credit at another college in the semester/term they plan to graduate, must indicate this plan when they file for graduation. Degrees are awarded three times per year on August 31, December 31 and the May commencement date.

Graduation with Distinction

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

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

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

Commencement

A formal commencement program held in May recognizes those receiving degrees from the College. It is the policy at Meredith College for students to be cleared for graduation by the [Office of the Registrar](#). Participation in the ceremony is open to students who have completed requirements in May or the preceding August or December.

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

Attendance/Course Participation Policy

The expectation for students in online and hybrid courses is no different in this regard than for traditional courses. Although with a different delivery mode and different definition of participation, the same class attendance/course participation expectations hold for all Adult & Online Education courses. Student attendance in Adult & Online education courses is defined as active and consistent participation in the course as described in the individual course syllabus.

The Family Education Rights and Privacy Act

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law requiring Meredith College to protect the confidentiality of student educational records. Meredith College has adopted the policies

outlined below to comply with the law, to inform students of their privacy rights, and to maintain the protection of student educational records.

Although student educational records are protected, Meredith College is not required to protect information that is classified as “directory” information. Meredith College will comply with FERPA to protect student educational records from unauthorized access.

Questions concerning FERPA can be answered in the [Office of the Registrar](#) in Johnson Hall-East Wing or (919) 760-8593.

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

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

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

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

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

guardian is an institution, a party independent of the institution, appointed under state and local law to give parental consent, may be allowed to do so).

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

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

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

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

Procedures for Accessing Education Records

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

Definitions

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

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

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

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

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

Exclusions

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

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

Destruction of Education Records

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

Grading System

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

Letter Grades

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

B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.

C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.

D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.

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

F Failure which may not be made up by re-examination.

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

N An interim grade assigned when there is no report by the instructor.

Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average. If a Z is not completed by the final class day of the next semester, it automatically becomes an F. The requirements for completion of a course for a grade, as well as the deadline for completion of the work, will not be extended in the case of leave of absence or withdrawal from the college.

W The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full

semester, the end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the Registrar.) After the withdrawal period a W grade will be given only upon medical or emergency withdrawal.

AU The student completed a satisfactory audit.

NA The student did not complete a satisfactory audit.

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

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

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

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

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

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

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

PT Transfer course with original grade of P or S reported by the credit granting institution. Grade is not calculated into the Meredith or cumulative grade point average.

Pass/Fail Grading

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

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

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

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

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

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

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

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

Guidelines for Incomplete Grades

- An Incomplete grade is appropriate for limited amounts of work due late in the semester (typically after the last day to withdraw) when extraordinary circumstances prevent the completion of required coursework within the time limits previously established.

- An Incomplete is only appropriate when the student's record in the course is such that the successful completion of the indicated coursework would provide the student with an opportunity to pass the course.
- An Incomplete grade is always at the discretion of the instructor. Approval is not guaranteed.
- There are some courses for which an Incomplete grade may not be appropriate.
- Students should be mindful of the impact that an Incomplete grade may have on course prerequisites, progress towards graduation, Dean's List eligibility, and financial aid. Students are encouraged to discuss the impact of Incomplete grades with their advisor, the Office of the Registrar, and the Office of Financial Aid.

Mid-term Progress Reports

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

Class Attendance

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

Grade Reports

A grade report is issued to the student online shortly after the end of the semester. The student may request a written copy with a written request to the [Office of the Registrar](#). These requests will be processed as transcript requests.

Quality Point Ratio

The grade report provides a semester quality point ratio and an overall quality point ratio. These averages are calculated by assigning the following numbers to letter grades: A=4, B=3, C=2, D=1. Quality point ratios are calculated by dividing the number of quality points

earned by the number of semester credit hours attempted. A course that is repeated does not count toward additional credit hours attempted in calculating the quality point ratio. For courses taken on a pass/fail basis, a P will not be counted toward hours attempted for the quality point ratio, but an F grade will be calculated in the credit hours attempted figure.

Grade Appeals

If you have a concern about a final course grade, you should first discuss the matter with the course instructor. It is the instructor's responsibility to explain course requirements, grading criteria, and the basis for the assigned grade. If the concern is not resolved through conversation with the instructor, the next step is to meet with the academic department chair and discuss your concerns.

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

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

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

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

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

Academic Enhancements

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

For the Program CoordinatorWill add a NOTE with language that some enhancements are campus bound.****

Strongpoints®

[StrongPoints®](#) is a defining element of the Meredith College experience and a signature initiative designed to help students discover who they are, how they thrive, and where they are headed. Through a strengths-based and holistic approach, students explore their talents, interests, values, and goals while building the skills needed for lifelong personal and professional success.

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

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

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

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

- Graduate with the confidence and skills needed for lifelong success.

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

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

Undergraduate Research

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

Stipends are available on a competitive basis to support student/faculty teams for eight weeks of summer research. Proposals for summer funding are accepted from all academic disciplines. Summer research students also participate in seminars and present their work at the State of North Carolina Undergraduate Research and Creativity Symposium (SNCURCS) in the Fall and Celebrating Student Achievement (CSA) Day in the Spring.

Community-Based Learning

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

Community-based learning opportunities range from a one-time service experience within a course to more fully integrated community-based learning designated courses. A community-based learning course has all the components of a regular course – students attend class, read textbooks, write papers and take tests. But

in a community-based learning course, students are also asked to put course material to practice by participating in a community service project that directly relates to what they are learning in class. Some students even participate in community-based learning courses abroad.

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

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

Study Abroad

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

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

Summer Abroad Opportunities

Meredith Abroad Summer Regular Summer Opportunities

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

Meredith in Italy

During a semester abroad with Meredith in Italy, students are immersed in Italian language and culture within Meredith's home in the heart of Tuscany. Students live and study together with Meredith faculty

in the 16th century Palazzo Alberti, Meredith's study abroad location in Sansepolcro, Italy. All students will earn a full semester of Meredith College credit.

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

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

Meredith Affiliate Study Abroad Programs

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

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

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

The Honors Program

The [Honors Program](#) is a dynamic academic experience offering a rigorous interdisciplinary course

of study to gifted and motivated student scholars. The program provides challenging and innovative academic experiences for student scholars who want to elevate their learning. Honors students shape their own curriculum through common course work, individualized course projects, and in-depth research.

Honors students have a team of faculty advisors to support them through their academic adventures. Each Honors student is assigned an Honors academic advisor who is well acquainted with the program and its requirements. This advisor stays connected with the Honors student in addition to their in-major academic advisor. As the student embarks on their Honors thesis project, an advisor of their choosing, guides them through the thesis process. Honors students' academic work is regularly featured in research presentations on and off campus. In addition to the academic course work, each year Honors students participate in a variety of off-campus cultural events and have an opportunity to enjoy a weekend Honors trip featuring place-based mini courses taught by dynamic campus faculty. The Honors program provides the framework for bright motivated students to seek out challenges to expand their power of thinking analytically, critically and creatively; to reach into the unknown and increase their knowledge; to stretch their imagination; to work collaboratively and improve their communication skills; to achieve a clear sense of life purpose and direction, and to develop as a substantial and authentic individual.

Accomplished students are invited to apply to the [Honors Program](#) at the time of admission to the College. A small number of students with outstanding academic performance in the fall semester are also invited to join the program in spring. Interested students — traditional, transfer, and Wings — should contact the Honors director.

The Honors Curriculum

The four-year Honors curriculum of 25-28 credit hours represents about one-fifth of the total number of credit hours required of all students for graduation at Meredith. The curriculum, which is designed to overlap with the student's general education and major requirements, includes courses that expose them to the breadth of human knowledge as well as in-depth study in selected fields. Meredith faculty highly regard teaching Honors courses and consider it an opportunity to develop especially innovative learning experiences. Honors courses reflect the highest accomplishment in research, creativity, and thought at the College. A successful graduate of the Meredith College Honors Program will:

- Expand the intellectual depth and rigor of their academic program by challenging themselves to

delve deeper into course content both within their chosen discipline and across their general education curriculum;

- Develop an appreciation for culture and a disposition toward civic engagement through participation in cultural enrichment, travel and service;
- Demonstrate the ability to conceive, plan and execute a high quality research and/or creative project in the context of their chosen discipline and/or integrated across multiple disciplines.

Honors Requirements	Credits	Description/Comments
Honors writing course	3	Taken in first year; builds community as well as writing skills of Honors students. Fulfills ENG-111 requirement. Met through Honors section of ENG-111 or, with permission, ENG-220 , ENG-231 , ENG-235 , ENG-236 , ENG-245 , ENG-247 , ENG-250 , ENG-358 , or ENG-361 .
Honors laboratory science	1-4	Taken in first year; courses available in biology, chemistry and geoscience.
Honors colloquia	6	Interdisciplinary, occasionally team-taught explorations of a topic. Will meet selected general education requirements. 2, 3- credit hour courses.
Honors in the major field	6	May be fulfilled with Honors courses, contractual work for Honors credit in regular courses, or independent study. Honors students are encouraged to contract upper-division courses bearing the same prefix as their major.
Honors electives	6	Reflect student interests, may include Honors courses, colloquia, general education courses, contract work in regular courses, or independent study. May count toward general education. Participation in approved study abroad experience may be contracted for three of the six credit hours. Contracts must be approved by the Honors director prior to departure.
Honors thesis	3	Junior or Senior level project appropriate to major discipline (written thesis, laboratory research, performance). Should reflect scope of intellectual development.
Total credit hours of Honors Requirements	25-28	

Satisfactory Progress in Honors

Honors students typically begin their program of study with the Honors writing course, Honors laboratory science and an Honors general education elective. Students progress through the curriculum by engaging in Honors work each year, including two interdisciplinary colloquia and Honors work within the academic major. The program of study culminates with a thesis or creative project and presentation. Retention in the program requires a minimum grade point average of 3.250 and completion of 2-3 Honors requirements

per academic year. Following established policy, the Honors program does not accept grades below B for Honors credit in contracted courses, including the Honors thesis; and does not accept grades lower than C for Honors credit in non-contracted Honors courses, including colloquia, writing, labs, and Honors sections of elective courses, e.g. [PSY-100](#). Students receive academic credit for any course passed. Students who complete all Honors requirements are recognized at graduation as Honors Scholars. The student's transcript reflects this distinction and notes each Honors course completed. A minimum of 25 credit hours of Honors-related courses is required for graduation with Honors. For further information about the Honors program, please visit the [Honors program website](#).

Teaching Scholars Program

The Meredith College [Teaching Scholars Program](#) will instill a sense of mission, service, and professionalism as we prepare model teachers and future leaders to excel in North Carolina's public schools. Both Meredith [Teaching Scholars](#) and [NC Teaching Fellows](#) are members of the program.

The goals of the Meredith College Program are:

- To provide an academically and culturally enriched preparation program that extends beyond the regular college program;
- To provide opportunities and experiences that encourage the development of leaders and decision makers;
- To provide opportunities for building an understanding of education's place in a greater social context;
- To improve the image of Teacher Education candidates and programs campus-wide;
- To recruit and retain greater numbers of minority teacher candidates in North Carolina.

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

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

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

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

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

Suggested Year	Course Options	Credit Hours
Freshmen	Should take one of the following: Honors Lab Science or Honors English ENG-111	3-4
Sophomore or Junior Year	Honors Education: (Choice of Education EDU-150 , EDU-232 , EDU-234 or EDU-345) Honors Elective in major	6
Junior or Senior Year	Honors in Major	3
	Honors Thesis*	3
Total Hours Honors Credit		15-16

*The honors experience for Teaching Scholars will culminate in the Junior or Senior Year. Information regarding thesis guidelines and related forms may be found on the College [Honors website](#). Scholars will not be allowed to enroll in any thesis coursework during the internship semester, and the thesis must be completed prior to the internship. More information about other [Program](#) requirements can be found in the Teaching Scholars Handbook.

Focus on Careers

Pre-Professional Opportunities

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

Pre-Health Professions

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

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

Dr. Karthik Aghoram, Professor of Biological Sciences, Chair of the Health Professions Advising Office, is the primary advisors for pre-health professions. Students should keep in contact with Dr. Aghoram throughout their academic career, no matter what their chosen major. Dr. Aghoram will work with students and their faculty advisor to make sure that admission requirements are met as well as guide them through the application process for the various graduate and professional programs.

Pre-Veterinary Medicine

Students planning their careers in veterinary medicine should carefully plan their academic schedules. There is no prescribed major for veterinary medicine, however, each veterinary school has specific admission requirements in science. All veterinary schools are looking for a record of superior achievement.

Preparing for a career in veterinary medicine entails commitments beyond standard course work. Students should have a minimum of 600 clinical hours as either a paid or volunteer assistant and are seriously encouraged to exceed this number. Veterinary schools

have high standards and the competition is intense. Students applying to the NC State University Veterinary College must take the GRE before the fall application deadline of their senior year and are encouraged to apply for it during the spring of their junior year. No more than two of the courses listed by NC State University as necessary for application can be pending in the spring of the senior year.

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

Pre-Law

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

Accelerated Law Degree Program

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

Norman Adrian Wiggins School of Law at Campbell University

Students in this program must be independently admitted to both Meredith College and Campbell Law. Admission to Campbell Law is contingent on meeting the GPA and LSAT score in the 25th percentile of the previous year's admission class; after a student has met these minimum requirements, they will be evaluated according to Campbell Law's other standard

requirements. Successful students receive their bachelor degree from Meredith at the end of the first year of study in law school and their JD from Campbell at the end of their 3-year program.

Elon University School of Law

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

Students in either program are free to choose any major at Meredith that falls under 52 credit hours, though majors with less sequencing are recommended to avoid scheduling difficulties. In order to complete both the general education and major requirements within 3 years, students should plan to take between 16-18 credit hours each semester (not including summer). Students interested in this program should contact the Accelerated Law Degree Program Coordinator, Dr. Whitney Manzo.

Dual Degree Engineering Program

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

Students must request to participate in the Dual Degree Engineering Program upon their acceptance to Meredith College and must select their majors by the end of their first semester at Meredith College. Students must maintain a GPA of 3.25 or better for their first two semesters and a minimum of 3.0 thereafter at both institutions, and meet other requirements to continue enrollment in the program and be considered for admission to the College of Engineering. Admission to the NC State University College of Engineering is dependent on GPA, grades in required courses (English, Mathematics, Chemistry, Physics, and E101 and E115 at NC State University) and the successful completion of a set of required courses. Students

should contact either Dr. Jennifer Hontz or Dr. Alexandra Ormond for additional information on this program.

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

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

Professional Writing and Presentation Media

Coordinated by the Department of English, the minor in Professional Writing and Presentation Media is an 18 credit hour interdisciplinary program open to all students. Courses in professional writing and graphic design may be combined with electives in art, creative writing, journalism, business, communication and computer information science. A student enrolled in the minor is encouraged to complete an internship related to their professional writing interests and career goals. Requirements for are noted in the [Degrees and Certificates](#) section.

Early MAT (E-MAT) Program in Education

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

Experiential Learning

Students are encouraged and often required to explore career possibilities through internships. Cooperative education and service experiences in the community are also available. Many experiential placements are taken for course credit, and we strongly encourage that Meredith students are paid for their internship work. The [Office of Career Planning](#) directs the Cooperative Education program, and many individual departments actively arrange and supervise internships for academic

credit. These and other types of experiential learning—student teaching, study abroad, undergraduate research, co-curricular leadership programs and community-based learning—fulfill the [general education](#) experiential learning requirement.

Post-Baccalaureate and Graduate Certificate Programs

Dietetic Internship

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

Paralegal Program

Over the past several decades, paralegals have become increasingly visible and valued members of the legal profession. Although paralegals cannot independently give legal advice to clients, represent clients in court, accept a case or set a fee, they have earned key roles in the legal services team, performing substantive legal work delegated by attorneys. The Meredith [Paralegal Program](#) is a certificate program for women or men who have earned a bachelor's degree in any major. Established in 1979, the program is approved by the American Bar Association and is North Carolina State Bar qualified. The program can be completed in the evening over two semesters.

Training as a paralegal focuses on legal principles and skills which can be transferred to many other occupational settings or serve as a foundation for law school. Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Our pro bono clinic in partnership with Legal Aid of North Carolina provides our students with experience doing substantive legal work and directly assisting clients under the supervision of an attorney.

A strong emphasis on legal research, writing and analytical skills provides a solid foundation for students seeking further career development or law school. Three of the core courses in the curriculum, Legal Survey, Legal Research and Writing, and Law Office Management, are offered for undergraduate credit through the Department of History, International

Studies, Political Science, and Religious Studies. If you are interested in completing the Paralegal Program after graduation, or would like to explore this option, please contact the paralegal program Director at paralegal@meredith.edu to advise you on course selection for cross-listed courses and the mechanics of applying to the Paralegal Program.

Paralegal Program graduates enjoy a wide variety of employment opportunities. Many work in private law firms, while others are employed in corporations, government agencies and non-profits. Graduates have successfully translated their legal skills and experience to such fields as contracts and negotiations, project management, regulatory compliance and law office administration. Admission is competitive and based on the applicant's undergraduate and other relevant performance and potential for future success in the program and in the paralegal field. Further information is available on the [Paralegal Program website](#).

Digital Communication

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

Digital Media

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

Pre-Health

The [Pre-Health Careers Post Baccalaureate Certificate](#) program at Meredith College is a flexible one-year program designed to educate students to excel in the field of health care. Flexibility of the program allows for individualized curricula to fit the requirements of specific fields of healthcare. Coursework within the curriculum supports applicants for medical school, dental school, physician assistant programs, nursing, physical therapy, pharmacy and other allied health fields.

The program at Meredith College offers individualized advising, small class size, and assistance finding and documenting shadowing and clinical experiences.

Faculty teaching within the program provide a committee letter of recommendation for applicants to programs in the healthcare field. MCAT study sessions are provided for students working toward acceptance into medical school.

Professional Performance Certificate

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

Post-baccalaureate Teacher Licensure

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

Interdisciplinary Opportunities

Academic disciplines often intersect with one another as they explore common topics and issues. Interdisciplinary programs highlight methodologies and underlying assumptions as they pose complex questions and challenges to students and faculty. Meredith offers interdisciplinary minors in Arts Administration. Approved courses in [general education](#) and [major fields](#) may be used to earn these minors.

Arts Administration Minor

The [Arts Administration minor](#) prepares students to seek leadership roles in community arts organizations. Women who pursue this career will manage budgets, write grants, plan programming and publicly advocate for the importance of having a strong, broad-based arts presence in the community. The minor combines an arts core which includes history, theory and applied experiences with business and communication courses. Every Arts Administration student will complete two internships. A student who pursues this minor as a

career interest should have a familiarity with visual and performing arts, a commitment to civic engagement, a desire to work effectively as a team member, and good written and verbal communication skills. The program is designed to develop these necessary leadership qualities. Requirements appear in the [Degree and Certificates](#).

Center for Women in the Arts

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

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

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

The presence of the Center for Women in the Arts helps contribute to a campus environment that actively supports the pursuit of a career in visual art, dance, theatre, or music. Excellent campus facilities are extended by the close proximity of the North Carolina Museum of Art, North Carolina Symphony and a host of professional dance and theatre and music companies, art galleries and design firms. Internship opportunities abound, offering students applied experience in their chosen discipline as well as valuable contacts.

To find out about upcoming programming in the arts, visit the department websites. You may also call the [School of Arts and Humanities](#) at (919) 760-8541 for information. To make reservations for ticketed events, call the Box Office at (919) 760-2840.

Academic Support Services Learning Center Peer Tutoring

[The Learning Center](#) is a part of the [Student Success Center](#) that provides free, one-on-one tutoring to

currently-enrolled Meredith students. The tutors are Meredith students who have excelled in their coursework and have been trained to assist their peers. World languages, mathematics, research, science, and writing are subjects for which students can find assistance every semester; help in other subjects varies. The Learning Center also houses a Testing Center for students who have documented accommodations through [Disability Services](#).

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

Carlyle Campbell Library

The [Carlyle Campbell Library](#) is the academic heart of the College and a center for intellectual exchange. Library staff are eager to help students, faculty, and staff explore research topics and make the best possible use of available resources. In support of research, the Library provides access to more than a million resources which includes over 880,000 print and electronic books and over 150,000 streaming video and music titles. Also available are online, full-text versions of articles from thousands of academic journals. Databases and streaming resources are accessible anywhere with a Meredith ID. The Library maintains a pool of laptops to support students. The Library also maintains the College Archives, material related to the history and people of the College.

To enhance the exchange of ideas and the pursuit of research endeavors, the Library provides many environments and tools to meet learning needs. The Library building provides both individual and group study areas. Computer workstations and networked printing are also available. The Library is home to the Creation Station, where patrons can access the KIC Scanner, a color printer/copier, staplers, scissors, and other supplies. In addition, the Library's Media Services Department provides media equipment, training, and consulting. Data projectors, sound systems, cameras, and other media tools may be requested for use on campus. Media Services staff also support video production, events and presentations for the College.

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

Augustine's University, Shaw University, Wake Technical Community College, and William Peace University.

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

Technology Services

The Office of Technology Services supports the College's technological capabilities in academic support, administrative support and campus communication. The Technology Services Department employs professionals with expertise in networking, hardware and software support, voice communication, and instruction. Meredith maintains wired and wireless networks, numerous general use and specialized computer labs, and an online learning management system. All Meredith students are provided Gmail accounts as well as access to wireless connectivity. Technology Services staff maintain and support campus technology applications with phone-in, walk-in, or email services. For more information, please contact the [Technology Services](#) Help Desk at (919) 760-2323.

Disability Services

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

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

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

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

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

Academic Programs

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

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

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

School of Business: Business Administration and Economics.

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

School of Natural and Mathematical Sciences: Biology, Chemistry, Computer Science, Environmental Sustainability, Mathematics, Nursing and Public Health.

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

Academic Programs Chart

Degree Type	Program
Majors & Concentrations	Art Education (see Art)
	Art (Studio)
	Biology (BA and BS)
	Business Administration <i>Accounting</i> <i>Hospitality and Tourism Management</i> <i>Marketing</i>
	Chemistry* (BA and BS)
	Child Development (see Human Environmental Sciences)
	Communication <i>Communication Studies</i> <i>Mass Communication</i> <i>Public Relations</i>
	Computer Science (BA and BS) (see Mathematics and Computer Science)
	Criminology (see Sociology)
	Dance <i>Private Studio Teaching</i> <i>Dance Education</i>
	Economics (see Business)
	English
	Environmental Sustainability (see Biology)
	Family and Consumer Sciences (see Human Environmental Sciences)
	Fashion Merchandising and Design (see Human Environmental Sciences) <i>Design</i> <i>Merchandising</i>
	Food and Nutrition (see Nutrition, Health and Human Performance)
	Graphic Design (see Art)
	Health, Exercise and Sport Sciences (see Nutrition, Health and Human Performance) <i>Health and Physical Education</i> <i>Health and Wellness</i>
	History
	Interior Design (see Human Environmental Sciences)
	International Studies (see History, International Studies, Political Science, and Religious Studies)
	Mathematics* (BA and BS)
	Music
	Music Education
	Music Performance
	Political Science (see History, International Studies, Political Science, and Religious Studies) <i>Pre-Law</i>
	Psychology
	Public Health

Degree Type	Program
	Religious Studies (see History, International Studies, Political Science, and Religious Studies) Social Work Sociology Spanish (see World Languages and Cultures) <i>Cultural Literacy</i> <i>Professional Spanish</i> Theatre (see Dance and Theatre) <i>Musical Theatre</i> *Dual Degree Engineering program with NC State University (5 years)
Minors	Accounting Applied Mathematics Art History Arts Administration Biology Business Administration Chemical Physics Chemistry Child Development Communication Creative Writing Criminology Dance Data Science Economics English Entrepreneurship and Family Business Environmental Sustainability Family and Consumer Sciences Fashion Design Fashion Merchandising Finance Food and Nutrition Forensic Studies French Geoscience Graphic Design Health, Exercise, and Sport Sciences History Hospitality and Tourism Management Human Resource Management

Degree Type	Program
	Interior Design International Studies Italian Studies Marketing Mathematics Music Photography Political Science Pre-Law Professional Writing and Presentation Media Psychology Public Health Public History Religious Studies Social Work Sociology Spanish Statistics Studio Art Theatre Web Development
Teacher Licensure Programs	Birth-Kindergarten (B-K) Elementary Education (K-6) Middle Grades (6-9) <i>English/Language Arts</i> <i>Mathematics</i> <i>Science</i> <i>Social Studies</i> Secondary Grades (9–12) <i>Biology</i> <i>Chemistry</i> <i>English/Language Arts</i> <i>Mathematics Comprehensive Science</i> <i>Social Studies</i> Special Subject Areas (K-12) <i>Art</i> <i>Dance</i> <i>Health and Physical Education</i> <i>Music</i> <i>Spanish</i> <i>Theatre</i> Career & Technical Education (6 -12): Family and Consumer Sciences
Graduate Certificate with Licensure (GCL)	Art Dance Family and Consumer Sciences Secondary English

Degree Type	Program
	Secondary Math Secondary Science Secondary Social Studies Theatre
Post Baccalaureate Certificate Programs	Digital Communication Digital Media Paralegal Pre-Health
Professional Performance	Dance Track Musical Theatre Track Theatre Performance Track Technical/Design Track
Professional Preparation	Accelerated MBA Dentistry Law Medicine Nursing Optometry Pharmacy Physical Therapy Physician Assistant Veterinary Medicine
Graduate Programs	Master of Arts in Biomedical Sciences Master of Arts in Criminal Justice Master of Arts in Industrial-Organizational Psychology Master of Arts in Teaching Master of Business Administration Master of Education Master of Science in Nutrition
Graduate Certificate Programs	Behavioral Forensics Criminal Justice Criminal Justice and Substance Use Disorder Dietetic Internship

Core Connections (General Education)

Core Connections

The Meredith General Education Curriculum

Mission

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

Values

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

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

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

Program Components

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

Component	Definition
Fields of Knowledge	Exploring the past, present and future as approached by the arts, humanities, natural and social sciences, mathematics and health/physical learning
Communication	Development of writing, speaking and foreign language strengths
Modes of Inquiry	Practice in the types of thought that support advanced learning and personal growth: critical thinking, ethical reasoning, quantitative reasoning, information literacy
Perspectives & Citizenship	Understanding significant domestic and global topics; a focused learning experience outside the classroom, and immersion in cultural events, on- and off-campus

Policies

- Listed on the following page are courses that typically meet General Education requirements.
- See Self Service for available offerings each semester.
- A single course may fulfill only one Fields of Knowledge requirement.
- A single course may fulfill only one Fields of Knowledge requirement.
- "Variable" credit indicates requirements that can be combined with other courses.

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

Core Connections Requirements

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

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

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

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

Adult Education Programs

Program	Degree Type
Criminal Justice	Bachelor of Arts
Software Development	Bachelor of Arts
Cybersecurity	Certificate
Project Management	Certificate

College Directory

Administration

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

Office of the President

Aimee Sapp, Ph.D. (2024)
President

Taylor Herring (2019)
Administrative Coordinator

Robin Bost (2022)
Executive Assistant to the President and Board Relations Coordinator

Research, Planning, and Assessment

Dianne Raubenheimer, Ph.D. (2011)
Director of the Office of Research, Planning and Assessment

Lori Wade Miller, B.S. (2003)
Institutional Research Analyst

Dilnavaz Mirza Sharma, MSIS (2008)
Survey and Report Specialist

Marketing

Kristi Eaves-McLennan, B.A., MBA (2000)
Vice President for Marketing and Communications

Rocio Antelis, B.S., B.A. (2023)
Marketing Communications Specialist

Melyssa Allen, B.A. (2001)
Director of Public Relations

Travis Benson, B.S. (2024)
Intranet Coordinator

Anna Blount, B.A. (2024)
Social Media Strategist and Content Producer

Katie Bryant, B.A. (2020)
Assistant Director of Visual Communications

Liza Bunce, B.S., M.A. (2020)
Senior Web Developer and Designer

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

Vanessa French Harris, B.F.A. (2006)
Director of Visual Communications

Charlotte Claypoole McKinney, B.A. (2012)
Assistant Director of Visual Communication- Multimedia

Zorah Olivia, (2024)
Videographer and Multimedia Designer

Emily Parker, B.S. (2015)
Director of Advancement and Strategic Communications

David Timberlake, B.A. (2001)
Director of Web Development

Kaitlin Toxey, B.A. (2020)
Assistant to the Vice President for Marketing and Communications

Admissions

Christine Borneo, B.A. (2014)
Assistant to the Vice President for Enrollment Management

Grace Christenbury, B.A. (2023)
Assistant Director of Admissions

Lisa Elmore (2023)
Admissions Data Administrator

Katherine Fourie (2023)
Assistant Director of Admissions

Jill Hilliard, B.A. (2022)
Senior Associate Director of Admissions

Jill Jenkins, B.A. (2022)
Student Services Administrator - split

Seleta "Grace" Sugg Cook, M.Ed. (2008)
Senior Associate Director of Admission

Events

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

Director of Event Sales and Services

Jim Frick, B.A. (2008)
Production Supervisor

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

Campus Store

Emily Kelleher, B.A. (2017)
Manager

Adult Education

Criminal Justice Program (Dr.) Lori Brown

Software Development Program Dr. Eboni N. Malloy

College Programs Office of the Senior Vice President and Provost

Anita Thomas, Ph.D. (2025)
Senior Vice President and Provost

Heather Bower, Ed.D. (2013)
*Associate Provost and Associate Professor of
Education*

Amy Kinney, B.A. (1998)
Executive Assistant

Liliana Madrid, M.S. (2022)
Associate Provost

Financial Assistance
Kevin Michaelson, B.A. (2006)
Director

Belinda Thomas Brooks, B.S. (1998)
Associate Director

Judith Schram, B.A. (2020)
Assistant Director

Jill Jenkins, B.A. (2022)
Information Manager

Nicole Pawelski, M.S.L.S. (2024)
Office Coordinator and Financial Aid Counselor

Office of the Registrar
Shelly McMahon, M.S. (2019)
Registrar

Kathryn Potts, M.Ed. (2008)
Associate Registrar

Christine Primas (2025)
Registration & Records Coordinator

Pavia (Dani) Range (2024)
Assistant Registrar

Bri'Yahn Ritchie (2023)
Associate Registrar

Wings – Adult Education
Eboni Malloy, Ph.D. (2025)
Director of Adult Education

Department/Administrative Assistants

Jamie Allen (2021)
Rosemarie Cafaldo (2019)
Michelle Cooney (2023)
Mattie Hawkins, B.A. (2005)
Sabrina McCaffery (2021)
Natalie Overton, B.A. (2022)
Shawna Poisson, B.S. (2018)
Tiffany Sanders, B.S. (2018)
Eliandras Sims, B.M. (2024)
Grace Thorpe, B.A. (2024)

Program Coordinators/Managers
Amy Bowen (2014)
Dietetic Internship Coordinator

Doreen Donnelly (2022)
*Graduate Program Manager and Admissions
Counselor, Psychology*

Donna Kocur, M.Ed. (2009)
*Graduate Program Manager & Field Placement
Coordinator, Education*

Tracy Smith, M.S. (2013)
Graduate Program Manager, Nutrition

Library

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

Jeffrey Waller, M.A., M.S.L.S. (2016)
*Co-Director of Library Information Services and Head of
Research and Instruction*

Erin Campbell, M.A. (2020)
Circulation Supervisor

Hank Groon, M.S.L.S. (2022)
Assistant Circulation Supervisor

Morgan Guy, M.S.L.S. (2025)
Research and Instruction Librarian

Kathryn Pleasant, B.A. (2022)
Administrative Assistant

Janice Sniker, M.A. (2016)
Archives Associate

Amanda Sullivan, M.S.L.S. (2015)
Research and Instruction Librarian

Graduate Programs

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

TBA
Associate Director of Graduate Admissions

Paralegal Program

Marisa Campbell, J.D. (2000)
Director

Student Success Center

TBD
Director

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

Lauryn Singletary (2024)
Student Success Coach

Melissa Stanley (2023)
Associate Director of Student Success Center & International Student Support

Jessica Vega Escutia (2025)
Student Success Coach

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

General Education

Chasity Johnson, M.Ed. (2021)
Director

Honors Program

Cecelia Toole, Ph.D. (2011)
Director

International Programs

Brooke Shurer, Ph.D. (2012)
Director

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

Teaching Fellows Program

Cecelia Toole, Ph.D. (2011)
Advisor

Undergraduate Research

Whitney Manzo, Ph.D. (2014)
Director

Business and Finances

Office of the Vice President for Business and Finance

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

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

J. Scott Enroughty (2025)
Executive Assistant

Accounting Office

Nancy Cline (2023)
Director of Accounting

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

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

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

Campus Police

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

TBD
Asst. Chief of Police

Charles Taylor (2020)
Police Officer

Miguel Duran (2019)
Part Time Police Officer

Taylor Hall (2017)
1st Shift Security Supervisory

Robert Pauletich (2026)
2nd Shift Security Supervisory

Theangela Wright (2026)
3rd Shift Security Supervisory

Security Officers

Howard Clark (2016)
Stanley Daniels (2024)
Albert Davis (2025)
James Futrell (2017)
Robert Harrington (2022)
Steve Howard (2024)
Mel Kamar (2026)
Brian Kramer (2025)
Raphael Duran Ramos (2024)
Carmelo Sanchez (2019)
Christopher Smith (2023)
Robert Timper (2011)
Lovell Williams (2024)

Copy Center

Brian McDermott (2025)
Copy Center Assistant

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

Facilities Services

Russell Roxburgh (2025)
Director of Facilities Services

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

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

Maintenance

Dale Parker (2009)
HVAC Supervisor

James Brown (2002)
Maintenance Supervisor

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

Grounds

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

Galdino Vega (1987)
Grounds Supervisor

Michael Johnson (2006)
Assistant Supervisor

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

Housekeeping

Paulette McCammon (2023)
1st Shift Supervisor

Vernon Cambridge (2022)
2nd Shift Supervisor

Ronley Rogers (2024)
Assistant Supervisor, First Shift

Courtney Hailey (2024)
Assistant Supervisor, Second Shift

Sonya Grimsley (2011)
Housekeeper III, First Shift

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

Food Services (Aramark)

Jayme Aimalfoa (2023)
Director of Dining Services

Thomas Grabau (2024)
Executive Chef

Human Resources

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

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

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

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

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

Post Office

Nicole Ward (2023)
Post Office Manager

William Binder (2021)
Postal Assistant

Technology Services

Angela Gouge (1988)
Chief Information Officer (CIO)

Alex Arani (2005)
Technology Support Specialist

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

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

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

Naser Fayed (2002)
Senior Systems Engineer

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

Cinda Goff (2017)
Colleague Administrator

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

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

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

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

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

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

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

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

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

TBA
Senior Programmer/Analyst

TBA
Technology Support Specialist

Institutional Advancement Office of Institutional Advancement

Lennie Barton, Ed.D. (2010)
Vice President for Institutional Advancement

Jennifer Kaisersatt, B.A. (2023)
Assistant to the Vice President

Emily Parker, B.S. (2015)
Director of Advancement and Strategic Communications

Advancement Services

Astra Ball, M.A. (2010)
Director of Advancement Services

Hannah Farrar, B.A. (2025)
Constituent Records and Gift Processor

Skyler Shaw, B.S. (2022)
Assistant Director of Constituent Records and Gift Processing

Whitley Welborn, B.A. (2016)
Associate Director of Development Services

Alumnae & Parent Relations

Hilary Allen, B.A. (2002)
Director of Alumnae Relations

Emily Clemmons, M.A. (2022)
Assistant Director of Alumnae Relations

Hannah Roman, M.B.A. (2021)
Assistant Director of Alumnae Relations

Taylor Wilson Twine, B.S. (2013)
Associate Director of Alumnae Relations

Development

Erin Cleghorn, Ed.D. (2012)

Associate Vice President for Institutional Advancement

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

Regional Director of Strategic Giving

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

Senior Director of Gift Planning

Billie Jo Cockman, B.A. (2000)

Director of Strategic Giving

Eric Douglass, B.S. (2023)

Strategic Giving Officer for Athletics

Renee Keever, M.A. (2024)

Director of Fundraising Research

Claire Ruocchio, B.A. (2021)

Director of Strategic Giving

The Meredith Fund

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

Director of The Meredith Fund

Carissa Anderson, M.Ed. (2023)

Leadership Annual Giving Officer

Tonita Few, M.A. (2023)

The Meredith Fund Strategic Giving Officer for Reunions

Holly Moyd, B.A. (2022)

The Meredith Fund Giving Officer

Faculty 2026-2027

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

Karthik Aghoram, Ph.D. (2005)

Professor of Biological Sciences

B.S., M.S. Bangalore University;

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Michael Altman, M.S. (2019)

Assistant Professor of Practice, School of Business

B.A., York University;

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Phillip Andreae, Ph.D. (2016)

Associate Professor of Mathematics

B.S., Emory University;

Ph.D., Duke University

Jason Andrus, Ph.D. (2008)

Professor of Biological Sciences

B.S., Wake Forest University;

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Assistant Professor of Art

B.S., Drexel University;

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Professor of Sociology

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A.M., Temple University;

Ph.D., Indiana University

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Assistant Professor of Biological Sciences

B.S., M.S., Kiev State University (Ukraine);

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Professor of Chemistry

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Ph.D., Georgia State University

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Dean of Students
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M.Ed., Auburn University

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B.A., M.A., Clark University;
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B.S., University of Connecticut;
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Director of MA in Criminal Justice Program
B.S., University of North Carolina at Chapel Hill;
M.C.J., Boston University

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Director of Nursing Program
B.S., M.S., Virginia Commonwealth University;
D.N.P., Case Western Reserve University

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A.B., Meredith College;
M.F.A., East Carolina University

Jean Jackson, Ph.D. (1983)
Professor of English
B.A., Meredith College;
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A.B., Guilford College;
A.M., Ph.D., University of North Carolina at Chapel Hill

Cameron Johnson, M.F.A. (2007)
Associate Professor of Art
B.F.A., M.F.A., East Carolina University

Chasity Johnson, M.Ed. (2021)
Assistant Professor of Human Environmental Sciences
B.S., East Carolina University;
M.Ed., Meredith College

Nancy Johnson, D.B.A. (2022)
Assistant Professor, School of Business
B.A., M.B.A., Augsburg University;
D.B.A., Saint Mary's University

Shannon Johnstone, M.F.A. (2002)
Professor of Art
B.F.A., The School of the Art Institute of Chicago;
M.F.A., Rochester Institute of Technology

Jeffery Jones, M.F.A. (2024)
Assistant Professor, Theatre Design and Technology
B.A., College of William and Mary;
M.F.A., Florida State University

Todd Jones, M.F.A. (2022)
Assistant Professor of Art/Gallery Director
B.F.A., Florida State University
M.F.A., Ohio University

Cora Kenderdine, Ph.D. (2025)
Assistant Professor of Biological Sciences
B.S., Louisiana State University;
M.S., Ph.D., University of Connecticut

Eric Kuo, Ph.D. (2026)
Assistant Professor and Program Director for Industrial and Organizational Psychology
B.A., University of Maryland;
M.S., Ph.D., North Carolina State University

Emily Lada, Ph.D. (2018)
Associate Professor of Mathematics and Computer Science
B.A., University of North Carolina at Chapel Hill;
M.S., and Ph.D., North Carolina State University

Jeff Langenderfer, J.D. Ph.D. (2006)
Professor of Business
A.B., University of North Carolina at Chapel Hill;
J.D., North Carolina Central University;
Ph.D., University of South Carolina at Columbia

Stephanie Little, Ph.D. (2011)
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

Yiqing Liu, Ph.D. (2023)
Assistant Professor, School of Business
B.A., Fujian Normal University;
M.S., University of St. Andrews;
M.A., Ph.D., North Carolina State University

Sheryl Long, Ph.D. (2023)
Professor of Education; Coordinator of Assessment and Data Management/Education
B.A., Meredith College;
M.A., University of North Carolina at Wilmington;
PhD., North Carolina State University

Kent Lyman, D.M. (2000)
Professor of Music
B.M., University of Utah;
M.M., D.M., Indiana University

Véronique Machelidon, Ph.D. (2001)
Professor of World Languages and Cultures
A.B., Liege University (Belgium);
M.A., University of Illinois at Urbana;
Ph.D., University of North Carolina at Chapel-Hill

Débora Maldonado-DeOliveria, Ph.D. (2000)
Associate Professor of World Languages and Cultures
A.B., University of Puerto Rico;
A.M., Ph.D., University of Rochester

Sharon Malley, A.M. (2001)
Professor of Practice of Nutrition, Health and Human Performance;
Health and Physical Learning Coordinator
B.A., California State University at Long Beach;
M.A., University of North Carolina at Chapel-Hill

Cammey Cole Manning, Ph.D. (2001)
Professor of Mathematics
B.S., Duke University;
M.S., Ph.D., North Carolina State University

Whitney Manzo, Ph.D. (2014)
Professor of Political Science
A.B., University of Oklahoma;
A.M., Ph.D., University of Texas at Dallas

Jeffrey Martinson, Ph.D. (2006)

Associate Professor of Political Science
A.B., Pitzer College;
A.M., Ph.D., The Ohio State University

Molly McKinley, B.A. (2024)

Director, Meredith Center for Entrepreneurial Impact
B.A., Kent State University

Monica 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

David McLennan, Ph.D. (2015)

Professor of Political Science
A.B., A.M., University of Virginia;
Ph.D. University of Texas at Austin

Andrea McPherson, Ph.D. (2011)

Professor of Psychology
A.B., University of North Carolina at Wilmington;
M.S., Ph.D., North Carolina State University

Paige Moore, Ph.D. (2024)

Assistant Professor of Social Work
B.A., M.S.W., Ph.D., North Carolina State University

Gwynn Morris, Ph.D. (2008)

Professor of Psychology
B.S., University of North Carolina at Chapel Hill;
M.S., Ph.D., North Carolina State University

Cynthia Morton-Rose, Ph.D. (2011)

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

Carrie Nichols, M.L.S. (1994)

Co-Director of Library Information Services; Head of Technical Services
A.B., M.L.S., North Carolina Central University

Marilyn Nolte, MBA (2026)

Visiting Lecturer of Operations and Business Analytics
B.S., Georgia Institute of Technology;
M.B.A., North Carolina State University

Pamela Norcross, Ph.D. (2012)

Associate Professor of Human Environmental Sciences
B.S., Appalachian State University;
M.S., Wheelock College;
M.S., Ph.D., University of North Carolina at Greensboro

Mark O'Dekirk, Ph. D. (2001)

Professor of Psychology
A.B., North Carolina State University;
A.M., Ph. D., University of Alabama

Sasha Ormond, Ph.D. (2013)

Professor of Chemistry
B.S., Ph.D., North Carolina State University

Cathie Ostrowski, M.S. R.D., L.D.N., F.A.N.D. (2003)

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

Lynn Owens, Ph.D. (2022)

Professor of Communication
B.A., University of Pennsylvania;
M.S., Northwestern University;
Ph.D., University of North Carolina at Chapel Hill

Jessica Palmer, M.F.A. (2019)

Associate Professor of Human Environmental Sciences
B.F.A., East Carolina University;
M.F.A., Savannah College of Arts

Carolina Perez-Heydrich, Ph.D. (2013)

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

Jessika Perkins, M.S. (2025)

Instructor, Nutrition, Health and Human Performance
B.A., University of North Carolina at Charlotte;
M.S., Meredith College

Cara Phillips, M.F.A. (2021)

Assistant Professor of Practice, Human Environmental Sciences (Interior Design)
B.S., University of North Carolina at Greensboro;
M.F.A., Radford University

Maria Pickering, Ph.D. (2014)

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

Rachel Pohlman, M.P.H. (2025)

Instructor, MSN-ADNT Program Coordinator and Dietetics Educator
B.S., University of Massachusetts;
B.S., University of Georgia at Athens;
M.P.H., University of North Carolina at Chapel Hill

Katlyn Bunn Pomeroy, M.S.L.S. (2022)

Technical Services Librarian
B.A., M.S.L.S., University of Alabama at Tuscaloosa

Matthew Poslusny, Ph.D. (2013)

Professor of Chemistry
A.S. County College of Morris;
B.S., East Texas State University;
Ph.D., University of North Texas

Amanda Powell, M.S. (2015)
Laboratory Manager, Biological Sciences
B.S., Meredith College;
M.S., East Carolina University

Betty-Shannon Prevatt, Ph.D. (2002)
Associate Professor of Psychology
B.A., Meredith College;
M.A., East Carolina University;
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Shannon Quevedo, Ph.D. (2024)
Assistant Professor of Chemistry
B.S., Harvey Mudd College;
M.S., Ph.D., University of Michigan at Ann Arbor

Candalyn Rade, Ph.D. (2021)
Associate Professor of Psychology
B.A., Taylor University;
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Anthony Reid, M.S.W. (2018)
Assistant Professor of Social Work
B.A., M.S.W., University of North Carolina at Chapel Hill

Benjamin Reid, Ph.D. (2024)
Assistant Professor of Mathematics and Computer Science
B.S., Virginia Polytechnic Institute;
Ph.D., University of Oregon

Robert Reid, Ph.D. (1979)
Professor of Biological Sciences
B.S., Dickinson College;
A.M., Oberlin College;
Ph.D., North Carolina State University

Kelly Roberts, Ph.D. (2006)
Professor of English
B.A., Meredith College;
M.S., North Carolina State University;
Ph.D., University of North Carolina at Chapel Hill

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Associate Professor of Nutrition, Health and Human Performance
B.S., Davidson College;
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Steven Roten, M.F.A. (2003)
Professor of Theatre
A.F.A., Wilkes Community College;
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T . Brian Routh, D.B.A. (2020)
Associate Professor, School of Business
B.S., M.S., University of North Carolina at Wilmington;
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Heather Frese Sanchez, M.A., M.F.A. (2023)
Instructor, English
B.A., Muskingham University;
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Associate Professor of Nutrition, Health and Human Performance
B.S., University of Arkansas;
M.S., University of West Florida;
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William Schmidt, Ph. D. (2001)
Professor of Chemistry, Physics and Geoscience
B.S., University of Wisconsin;
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B.S., A.M., West Virginia University;
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Associate Professor of Biological Sciences
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Instructor, Psychology
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Assistant Professor of Sociology
 B.A., National Taiwan University;
 M.A., Ph.D., Kent State University

Courtney White, M.F.A. (2015)

Assistant Professor of Dance
 B.A., Meredith College;
 M.F.A., University of North Carolina at Greensboro

Elizabeth Wolfinger, Ph.D. (1992)

Professor of Biological Sciences
 B.S., Liberty University;
 Ph.D., North Carolina State University

Lindsey Bruner Woodcock, D.M.A. (2022)

Assistant Professor of Music
 B.M., Iowa State University;
 M.A., University of Iowa;
 D.M.A., University of Georgia

Eunyoung Yang, Ph.D. (2008)

Professor of Human Environmental Sciences
 B.S., Southern Illinois University;
 M.A., Ph.D., Texas Woman's University

Jina Yoo, Ph.D. (2021)

Assistant Professor of Communication
 B.A., M.S., Ph.D., Michigan State University;
 M.P.H., Washington University in St. Louis

Anne York, Ph.D. (1999)

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

Bing Yu, Ph.D. (2008)

Professor, School of Business
 B.Engr., Waban Institute of Technology;
 M.B.A., University of Toledo;
 Ph.D., Kent State University

Rize Faculty 2026-2027

Facilities

Johnson Hall, named in memory of Livingston Johnson, is the main administration building and anchors the original campus quadrangle of six buildings. Built in 1925, it was occupied in early 1926 when the campus moved from downtown Raleigh to its present West Raleigh location. Johnson Hall was renovated in 2016 and now includes the Jo Ellen Ammons Welcome Center on the first floor. Johnson Hall houses student services, including Admissions, Financial Assistance, Registrar, and Accounting.

Seven residence halls are located on the campus.

Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and Barefoot Residence Halls house 140–170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Social rooms, study parlors, kitchenettes, vending machines, and laundry facilities are conveniently located in the residence halls. All residence halls are supported by the campus wireless network.

The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella, William Louis and E. McNeill Poteat; E. Bruce Heilman; Culbreth C., Kilty Barefoot and their family. Vann, Stringfield, Brewer and Faircloth residence halls were built in 1925 and are also a part of the original quadrangle of buildings.

The College opened The Oaks in the fall of 2009, which is an **apartment building** available for students who have junior or senior status. The building consists of 78 apartment units; 48 units are 4 bedroom and 2 bath and 30 units are 2 bedroom and 2 bath. Each unit has a furnished living space and also a refrigerator, stove, microwave, dishwasher, and washer and dryer.

Completing the original quadrangle is **Belk Dining Hall**. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk and is accessible to five of the residence halls by covered breezeways. The renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization. It is located in the center of the original campus courtyard.

Jones Auditorium, named in honor of Wesley Norwood and Sallie Bailey Jones, houses a 630-seat auditorium/theater with balcony seating and a studio theater. Jones Auditorium was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

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

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964 and is located in a beautifully landscaped oak grove on the south front campus. The large stage area is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith. Many campus and community events are held in the Amphitheater.

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

Jones Chapel was completed in 1982. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the College chaplain and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and The Meredith Fund. It also contains the Mabel Claire Hoggard Maddrey Parlor, a reception room for meetings and social events. The

house is named in honor of Mae Grimmer, who was for 36 years, executive secretary of the Alumnae Association.

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

Park Center, completed in 1996, is connected to the Cate Center. The Park Center houses offices for the John E. Weems Graduate School, Residence Life, Commuter Life, Diversity Programs, and First Year Experience as well as the Dean of Students, Academic Advising, Success Coaching, Career Planning, and Human Resources. Also housed in Park is the StrengthsLab – a dedicated space on campus for students to work on their strengths with a variety of resources that support strengths development. The building is named in honor of Roy and Dorothy Park.

Named in honor of Marquerite Noel, the **Noel House** was originally used for student housing. In 1998, it was renovated to house the Office of Technology Services.

Shearon Harris Building, constructed in 1982, houses the School of Business and the Department of Communication. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center houses the Frankie G. Weems Art Gallery, an art history theater and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929–43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the Departments of Education, Psychology and Social Work, and the Meredith Autism Lab.

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

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The Library moved from the second

floor of Johnson Hall to its present building in 1969. Information about the Library and its services can be found at the [library's website](#).

Martin Hall provides classrooms and laboratories for the Departments of Human Environmental Sciences, World Languages and Cultures, and Nutrition, Health, and Human Performance. The building reopened in 2004 following renovations. The building is named for Margaret Craig Martin, '30, an alumna whose service to the College includes being a faculty member, alumnae director, and a member of the College's Board of Trustees.

The **Science and Mathematics Building** contains over 80,000 square feet of classrooms, state-of-the-art computer and science laboratories, and faculty offices for the Departments of Chemistry, Physics and Geosciences, Biological Sciences, and Mathematics and Computer Science. The building also contains a telescope teaching/observation platform, and an interior courtyard with outdoor teaching spaces.

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

Ellen Brewer House was originally used for the resource management practicum in the Home Economics Department. It now contains a five-star infant/toddler lab operated by the Child Development program within the Department of Human Environmental Sciences. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Athletic Center, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, the Lowery Fitness Center (In memory of Herman and Ruth Lowery, parents of Ann Lowery, '74, current Board of Trustees member.) and offices for the Departments of Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, driving range, softball field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation for their service to Meredith.

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

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

Location

Located in central North Carolina, Raleigh, the home of Meredith College, is a growing capital city of approximately 474,069 people, according to the US Census Bureau. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University, Shaw University and St. Augustine University; Chapel Hill and Durham, sites of the University of North Carolina and Duke University, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. Students frequently take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

Visitor Parking

Visitor parking areas are located throughout the campus including the parking lot adjacent to the Chapel, along the front drive, in front of the Alumnae House, behind Belk Dining Hall and adjacent to Wainwright Music Building. [Campus maps](#) are available at the security station along the front campus drive, from [campus security](#), or in the [Office of Admissions](#).

Academic Calendar

2025-2026 Academic Calendar (subject to change)

Fall Semester 2025

Event	Dates
Arrival of new students	SAT AUG 16
Registration and Add/Drop	TUE AUG 19
Classes begin	WED AUG 20
Last day to add and drop (no grade) courses	TUE AUG 26
Drop with a grade of "W" begins (refer to the fee schedule)	WED AUG 27
Labor Day Holiday - no classes	MON SEP 1
Follows a Monday Schedule	WED SEP 3
Last day to make a grading change	WED SEP 17
Mid-Term	WED OCT 8
Progress Reports due at NOON	FRI OCT 10
Autumn Recess	SAT OCT 11 - TUE OCT 14
Classes Resume at 8:00 a.m.	WED OCT 15
Spring 2026 Pre-registration begins	THU OCT 23
Wellness Day - no classes	TUE NOV 4
Last Day to withdraw, request LOA or drop a class (with a grade of "W")	WED NOV 5
Follows a Tuesday Schedule	THU NOV 6
Thanksgiving Recess	WED NOV 26 - SUN NOV 30
Classes Resume at 8:00 a.m.	MON DEC 1
Last day of classes	THU DEC 4
Reading Days	FRI DEC 5, SAT DEC 6
Final Examinations (excl. SAT)	MON DEC 8 - MON DEC 15
Last Day of Fall 2025	MON DEC 15
Grades Due at NOON	WED DEC 17

Spring Semester 2026

Event	Dates
Registration and drop/add	FRI JAN 9
Classes begin	MON JAN 12
Last Day to add and drop (no grade) courses	FRI JAN 16
Drop with a grade of "W" begins	SAT JAN 17
Holiday--Martin Luther King Day - no classes	MON JAN 19
Last day to make a grading change	MON FEB 9
Wellness Day - no classes	WED FEB 18

Event	Dates
Mid-Term	TUE MAR 3
Progress Reports due at NOON	FRI MAR 6
Spring Recess	MON MAR 16 - SUN MAR 22
All Offices closed for spring break	FRI MAR 20
Classes resume at 8:00 a.m.	MON MAR 23
Last day to withdraw, request LOA or drop a class (with a grade of "W")	MON MAR 30
Fall 2026 Pre-registration begins	THU APR 2
Celebrating Student Achievement - no classes	TUE APR 14
Last day of classes	WED APR 29
Reading Day	THU APR 30
Final Examinations	FRI MAY 1 - THU MAY 7
Last Day of Spring 2026	THU MAY 7
Commencement	SAT MAY 9
Grades due for all students at NOON	MON MAY 11

Summer Semester 2026

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

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

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

2026-2027 Academic Calendar (subject to change)

Fall Semester 2026

Event	Dates
Arrival of new students	SAT AUG 15
Registration and Add/Drop	TUE AUG 18
Classes begin	WED AUG 19
Last day to add and drop (no grade) courses	TUE AUG 25
Drop with a grade of "W" begins (refer to the fee schedule)	WED AUG 26
Labor Day Holiday--No classes held	MON SEP 7

Event	Dates
Follows a Monday Schedule	WED SEP 9
Last day to make a grading change	WED SEP 16
Mid-Term	WED OCT 7
Progress Reports due at NOON	FRI OCT 9
Autumn Recess	SAT OCT 17 – TUE OCT 20
Classes resume at 8:00 a.m.	WED OCT 21
Spring 2027 Pre-registration begins	THU OCT 29
Wellness Day--No classes held	TUE NOV 3
Last Day to withdraw, request LOA or drop a class (with a grade of "W")	WED NOV 4
Follows a Tuesday Schedule	THU NOV 5
Thanksgiving Recess	WED NOV 25 – SUN NOV 29
Classes resume at 8:00 a.m.	MON NOV 30
Last day of classes	WED DEC 3
Reading Days	FRI DEC 4, SAT DEC 5
Final Examinations (excl. SAT)	MON DEC 7 - MON DEC 14
Last Day of Fall 2026	MON DEC 14
Final grades due for all students at NOON	WED DEC 16

Spring Semester 2027

Event	Dates
Registration and Drop/Add	FRI JAN 8
Classes begin	MON JAN 11
Last day to add and drop (no grade) courses	FRI JAN 15
Drop with a grade of "W" begins	SAT JAN 16
Holiday-Martin Luther King Day	MON JAN 18
Last day to make a grading change	WED FEB 8
Campus Wellness Day - no classes	WED FEB 17
Mid-Term	TUE MAR 2
Progress Reports due at NOON	THU MAR 4

Event	Dates
Spring Recess	MON MAR 15 – SUN MAR 21
All Offices Closed for Spring Break	FRI MAR 19
Classes resume at 8:00 a.m.	MON MAR 22
Last Day to withdraw, request LOA or drop a class (with a grade of "W")	MON MAR 29
Fall 2027 Pre-registration	THU APR 1
Celebrating Student Achievement (no classes)	THU APR 15
Follows a Thursday Schedule	TUE APR 20
Last day of Classes	WED APR 28
Reading day	THU APR 29
Final Exam Days	FRI APR 30, SAT MAY 1, MON MAY 3, TUE MAY 4, WED MAY 5, THU MAY 6
Last Day of Spring 2025	THU MAY 6
Commencement	SAT MAY 8
Grades due for all students at NOON	MON MAY 10

Summer Semester 2027

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

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

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

Correspondence & Visits

The mailing address of Meredith College is:
3800 Hillsborough Street
Raleigh, NC 27607-5298
The College telephone number is (919) 760-8600.
The Meredith fax number is (919) 760-2828.
Information on Meredith is available at:
www.meredith.edu

Academic Records and Non-degree Registration
Office of the Registrar, (919) 760-8593
registrar@meredith.edu

Admissions (Traditional age and Transfer/Wings - Adult Education Program)
Office of Admissions, (919) 760-8581
admissions@meredith.edu

Adult Student Information
Office of Admissions
(919) 760-8581
admissions@meredith.edu

Alumnae Matters
Office of Alumnae & Parent Relations, (919) 760-8548
alumnae@meredith.edu

Athletics
Athletics Office, (919) 760-8205
athletics@meredith.edu

Campus Events
(919) 760-8533
events@meredith.edu

Campus Chaplain
(919) 760-8347

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

Educational Programs
Provost's Office, (919) 760-8514

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

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

Full-Time Employment, Internships and Co-op
Office of Career Planning, (919) 760-8341
career@meredith.edu

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

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

News Items/Publications
Department of Marketing, (919) 760-8455
marketing@meredith.edu

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

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

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

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

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

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

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

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

Enrollment

Enrollment for 2025-2026

SUMMER SCHOOL 2025	# OF REGISTRATIONS
Total Summer Registrations	480
Unduplicated Summer Enrollment	472

UNDERGRADUATE STUDENTS, FALL 2025	# OF REGISTRATIONS
Degree Candidates for Bachelor of Arts, Bachelor of Science, Bachelor of Music and Bachelor of Social Work	1,190
Non-degree Students	14
Cooperating Raleigh Colleges	8
Total Students in Undergraduate Credit Courses	1,212

GRADUATE STUDENTS, FALL 2025	# OF REGISTRATIONS
Degree Candidates for Master of Business Administration, Master of Education, Master of Arts in Teaching, Master of Arts in Industrial-Organizational Psychology, Master of Science in Nutrition	189
Non-degree Student	9
Dietetic Internship Program Students	25
Post-Baccalaureate Students; Digital Communication; Pre- Health	32
Total Students in Graduate-level Courses	255

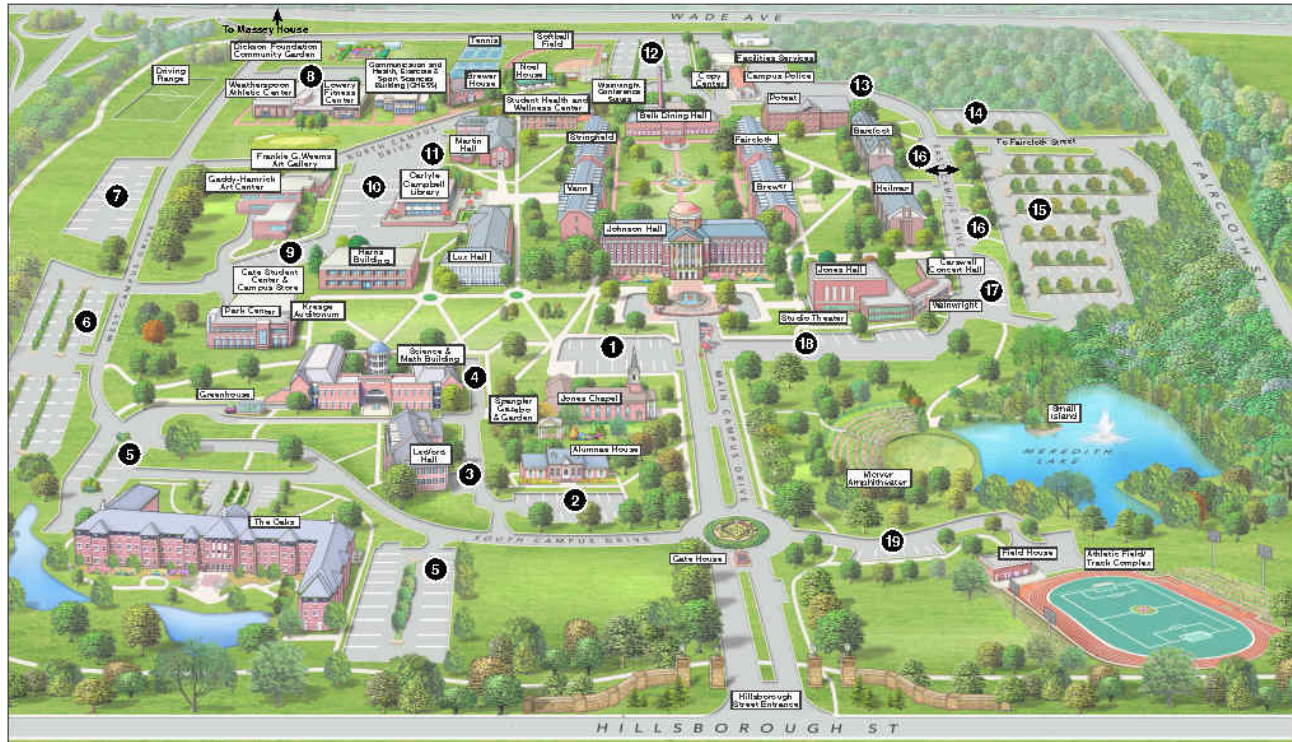
TOTAL ENROLLMENT, FALL 2025	# OF REGISTRATIONS
Total Degree Candidates	1,436
Total Non-Degree Students	31
Total Enrollment for Credit	1,467

NON-CREDIT REGISTRATIONS, FALL 2025	# OF REGISTRATIONS
Paralegal Programs	37
Music	238
Total Registrations in Non-Credit Classes/Programs	275

FALL 2025 GEOGRAPHIC DISTRIBUTION OF STUDENTS IN CREDIT COURSES:	DISTRIBUTION #
Alabama	1
Alaska	1
California	4
Colorado	3
Connecticut	3
Delaware	1
Florida	7
Georgia	4
Illinois	1
Indiana	1
Maine	1
Maryland	13
Massachusetts	5
Minnesota	2
Mississippi	1
Missouri	3
New Jersey	5
New York	9
North Carolina	1,233
Ohio	2
Oklahoma	1
Pennsylvania	13
Rhode Island	1
South Carolina	12
Tennessee	1
Texas	7
Utah	2
Virginia	35
Washington	2
Foreign Countries (35)	93
Total	1,467

Campus Maps

Campus Map



Meredith College Parking Areas

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

MEREDITH
COLLEGE

May, 2023 - 22-004

Degrees

Cybersecurity

Cybersecurity

Degree Type
Certificate

Certificate Requirements

Course #	Title	Credits
CY-101		3
CY-203		3
CY-204		3
CY-305		3
CY-306		3
CY-407		3
Total Credits		18

Project Management

Project Management

Degree Type
Certificate

Certificate Requirements

Course #	Title	Credits
PM-101		3
PM-203		3
PM-204		3
PM-305		3
PM-306		3
PM-407		3
Total Credits		18

Sociology, Criminology and Criminal Justice

Criminal Justice

Degree Type
Bachelor of Arts

Required Courses

SOC-480 or an alternative approved by the Department Head

Course #	Title	Credits
CJU-100	Introduction to Criminal Justice	3
CJU-320	Social Justice and Criminal Law	3
CJU-324	Holistic Criminal Procedure	3
SOC-100	Principles of Sociology	3
SOC-231	Social Problems	3
SOC-236	Crime and Criminality	3
SOC-242	Deviance and Society	3
SOC-374	Social Research Principles	3
SOC-375	Data Analysis	3
SOC-480	Community Internship	0-6
SOC-495	Professional Development	1
	SOC-481 or SOC-496 or SOC-498	3
Sub-Total Credits		31-37

Criminal Justice Electives

Course #	Title	Credits
	Criminal Justice Electives	
	PSY-201 or SWK-200	3
	PSY-426 or SWK-321	3
	PSY-428 or SWK-325	3
Sub-Total Credits		9
Total Credits		21

SOC-481 or SOC-496 or SOC-498

Elective Credits 3

Course #	Title	Credits
SOC-481	Capstone	0-3
SOC-496	Research Capstone	3
SOC-498	Honors Thesis in Sociology	3
Sub-Total Credits		6-9

Criminal Justice Electives

Course #	Title	Credits
CJU-320	Social Justice and Criminal Law	3
CJU-322	Practical Aspects of Policing	3
CJU-323	Practical Aspects of Criminal Courts	3
CJU-325	Practical Aspects of Corrections	3
COM-215	Introduction to Public Relations	3
GEO-203	Geographic Information System (GIS)	3
GEO-206	Weather, Climate, and Global Change	3
POL-100	American Government	3
POL-200	Law and Society	3
POL-340	State and Local Government	3
PSY-100	Introduction to Psychology	3
PSY-320	Psychopathology & Mental Health	3
PSY-450	Forensic Psychology	3
SOC-240	Introduction to Forensic Studies	3
SOC-288	Special Topics in Sociology	1-3
SOC-335	Race and Ethnic Relations	3
SOC-337	Trauma Informed Corrections	3
SOC-338	Sociology of Families	3
SOC-342	Juvenile Delinquency	3
SOC-343	Sociology of Murder	3
SOC-345	Sociology of True Crime	3
SOC-410	Women and Prison	3
SOC-421	Human Trafficking and Gender-Based Violence	3
SOC-442	The Color of Crime	3
SOC-443	Women and Crime	3
SOC-446	Drugs and Society	3
SOC-447	Victimology, Trauma and Treatment	3
SOC-449	Sociology of the Border	3
SOC-488	Special Topics in Sociology	1-3
Sub-Total Credits		83-87

PSY-201 or SWK-200

Elective Credits 3		
Course #	Title	Credits
PSY-201	Human Diversity & Social Justice	3
SWK-200	Human Diversity and Social Justice	3
Sub-Total Credits		6

PSY-426 or SWK-321

Elective Credits 3		
Course #	Title	Credits
PSY-426	Trauma & Crisis Intervention	3
SWK-321	Trauma & Crisis Intervention	3
Sub-Total Credits		6

PSY-428 or SWK-325

Elective Credits 3		
Course #	Title	Credits
PSY-428	Introduction to Substance Use Disorders & Addiction Treatment	3
SWK-325	Introduction to Substance Use Disorders & Addiction Treatment	3
Sub-Total Credits		6

Software Development

Software Development

Degree Type

Bachelor of Arts

General Education

Course #	Title	Credits
	General Education Requirement Met by Earned Transfer Associate's Degree or Bachelor's Degree	60
Sub-Total Credits		60

Major Core Courses

Course #	Title	Credits
SD-101		3
SD-102		3
SD-113		3
SD-204		3
SD-215		3
SD-217		3
SD-309		3
SD-311		3
SD-412		3
Sub-Total Credits		27

Software Development Elective Courses

Choose two from:

Course #	Title	Credits
SD-316		3
SD-308		3
SD-310		3
Sub-Total Credits		6

Free Electives

Course #	Title	Credits
	Free Electives	31
Sub-Total Credits		31

General Education Requirement Met by
Earned Transfer Associate's Degree or
Bachelor's Degree

Elective Credits 60

Free Electives

Elective Credits 31

*Meets the minimum of 31 credit hours completed in residence requirement.

Courses

Communication

COM-215 : Introduction to Public Relations

Students gain an understanding of the scope of public relations by examining many aspects of the field, including writing and types of campaigns. Students create a communication plan that reflects strategic thinking and incorporates core competencies as well as produce written materials that illustrate an understanding of basic public relations writing skills.

Credits 3

Semester Offered

Fall

Spring

Cybersecurity

CY-101

In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social manipulation and technology to launch devastating attacks – and provide you with the tools you'll need to defend against them. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer.

Credits 3

CY-203

Modern organizations know that even the strongest systems can be vulnerable to cyberattacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities.

Credits 3

CY-204

This course explores the critical role of governance in mitigating cybercrime and ensuring the integrity of digital environments. You will learn how governments detect and stop cybercrimes, and become familiar with the laws and policies in place to deter cybercriminals. Develop and implement robust security policies procedures that align with legal and ethical standards and help create a resilient, compliant digital ecosystem.

Credits 3

CY-305

The moments after a breach can make or break an organization. When the unthinkable happens and a cybercrime is discovered, the actions taken by the security operations team can either contain the damage and restore order or lead to catastrophic consequences. This course examines the tools and techniques used to conduct investigations into cybercrimes and teaches the defensive skills necessary to ensure a breach doesn't occur in the first place.

Credits 3

Required Prerequisites

Introduction to Cybersecurity-[CY-101](#), Network and System Security-[CY-203](#)

CY-306

To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You'll learn the tools to launch these offensive tactics, and then complete a hands-on project where you will be asked to ethically hack a real system.

Credits 3

Required Prerequisites

Network and System Security-[CY-203](#)

CY-407

Technology is racing forward, and cybersecurity must stay ahead to meet new challenges and threats. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attacks being launched. By the end of the course, you will be able to implement the most cutting-edge practices in cybersecurity in order to protect against attacks.

Credits 3

Required Prerequisites

Network and System Security-[CY-203](#)

Geoscience

GEO-203 : Geographic Information System (GIS)

This course provides students with the experience of finding and analyzing a variety of geographically referenced data, and then presenting them in graphical and statistical formats in order to answer research questions from every day life. This process will include spatial reasoning, problem definition, and appropriate applications for planning and decision making.

Credits 3

Semester Offered

Fall

GEO-206 : Weather, Climate, and Global Change

An introduction to the nature, origin, processes and dynamics of the atmosphere that result in weather variability and climate change and their impact on human activity.

Credits 3

Semester Offered

Fall, Odd-Numbered Years Only

Political Science

POL-100 : American Government

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on the political institutions that surround it. Attention given to current political events and issues.

Credits 3

Semester Offered

Fall

Spring

POL-200 : Law and Society

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.

Credits 3

Semester Offered

Fall

POL-340 : State and Local Government

This course provides a survey of politics and policy at the state and local levels of government. Institutions, processes, and behaviors of governments and political participants will be studied. The federal system will be examined from the viewpoint of states and localities.

Credits 3

Project Management

PM-101

Project Management is about executing ideas on time, in budget, and adapting to challenges along the way. All modern business professionals need to understand it. This course, which culminates in a final project, gives you the foundational tools to do that: Waterfall and Agile methodologies, the project management lifecycle, precise goal-setting, professional progress trackers, stakeholder engagement, and project analysis.

Credits 3

PM-203

Most projects fail at the planning stage. This course teaches you to create plans that keep projects on track from day one. Define project scopes that adapt to change, develop timelines with Gantt charts and critical path analyses, and create budgets that succeed under pressure. Using project-based coursework, you'll learn to develop plans that are both ambitious and achievable, mastering the skills to optimize resources and deliver results that matter.

Credits 3

Required Prerequisites

Project Management Fundamentals- [PM-101](#)

PM-204

Imagine skydiving without a parachute—that's what it's like to run a project without a risk management plan. This course teaches you to see the storm coming and prepare, turning looming disasters into manageable challenges. You'll learn to cut through the noise, create clear action plans, and keep control even when the pressure is on. Be the manager who's ready for anything, who stays calm, steady, and ahead of the game when things get tough.

Credits 3

PM-305

You've mapped out the perfect project plan, but things are slipping. What now? This course dives into the real challenges of project execution—where theory meets chaos. Learn to track KPIs to catch issues before they spiral, handle conflicts head-on, and pivot with confidence when things shift. Master the art of data storytelling to make your progress clear, wrap up projects seamlessly, and create impact that reverberates across the business.

Credits 3

Required Prerequisites

Project Management Fundamentals-[PM-101](#), Predictive Project Planning-[PM-203](#), Managing Risk and Uncertainty-[PM-204](#)

PM-306

When change outpaces planning and requirements keep shifting, traditional project management falls short. That's where Agile comes in—designed to thrive in uncertainty and deliver value in fast-paced environments. Here, adaptability beats predictability, and customer satisfaction takes priority over rigid plans. In this course, you'll learn to pivot with purpose, keep your team aligned, and impress stakeholders, even when the ground is constantly shifting.

Credits 3

PM-407

In this capstone course, you'll step into the real role of a project manager, leading a complex project from start to finish and showcasing everything you've mastered. By semester's end, you'll not only have a standout portfolio piece to impress future employers but also sit for the CAPM exam—demonstrating your skills, knowledge, and readiness to tackle the field.

Credits 3

Required Prerequisites

Project Management Fundamentals- PM-101, Predictive Project Planning PM-203, Managing Risk and Uncertainty- PM-204, Project Execution, Monitoring and Control- PM-305, Agile Frameworks and Methodologies PM-306

Psychology

PSY-100 : Introduction to Psychology

An introduction to the scientific study of behavioral and mental processes. Topics include the neurobiological basis of behavior; perception; development; learning; memory and thinking; motivation; personality; normal and abnormal behavior; psychotherapy; and social factors in behavior.

Credits 3

Semester Offered

Fall

Spring

PSY-201 : Human Diversity & Social Justice

This course focuses on the diversity of the population of the United States with an emphasis on North Carolina. Students are introduced to the concepts of prejudice, discrimination, oppression and social and economic injustice and to the processes by which these are imposed upon some populations based on age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, race, religion, gender, sex, and/or sexual orientation. Methods to combat prejudice, discrimination, and oppression and to restore social justice will be considered.

Credits 3

Semester Offered

Fall

Spring

PSY-320 : Psychopathology & Mental Health

Formerly titled Abnormal Psychology, this course is a study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes.

Credits 3

Required Prerequisites

[PSY-100](#)

Semester Offered

Fall

Spring

PSY-426 : Trauma & Crisis Intervention

Trauma & Crisis Intervention will provide foundational understanding of the impact of psychological trauma including the neurophysiological alterations associated with trauma with a special attention and focus on Trauma Informed Care (TIC). The ABC Model of Crisis Intervention will serve as the framework for introducing foundational knowledge & skills required to intervene with individuals who are experiencing psychological crises.

Credits 3

Required Prerequisites

[PSY-100](#) or SWK-100

Semester Offered

Spring

PSY-428 : Introduction to Substance Use Disorders & Addiction Treatment

This course introduces students to Substance Use Disorders and Addiction treatments by examining co-occurring psychiatric disorders as the norm with substance use disorders and addictions. With DSM-5 diagnostic criteria, the 2014 ACA code of ethics, and 2016 CACREP standards integrated throughout the course, students will gain a foundation of understanding and explore treatment options in the field. Students will conceptualize treatment of substance use disorders, build knowledge of common clinical work integrated in addictions counseling, and ascertain ethical and advocacy related challenges encountered by social work professionals.

Credits 3

Required Prerequisites

[PSY-100](#) or SWK-100

Semester Offered

Fall

PSY-450 : Forensic Psychology

This course will provide an overview of the field of Forensic Psychology, which investigates the intersection of psychology with the law and criminal-legal systems. Topics will include: hindsight bias, discrimination and discriminatory intent, witness memory and testimony, police psychology, false confessions, jury psychology, competency to stand trial, forensic assessment, correctional psychology, and mass incarceration, among others. This course targets students with background and interests in psychology, social work, and criminal justice fields.

Credits 3

Required Prerequisites

[PSY-100](#), recommended PSY-410

Semester Offered

Spring, Even-Numbered Years Only

Social Work

SWK-200 : Human Diversity and Social Justice

This course focuses on the diversity of the population of the United States with an emphasis on North Carolina. Students are introduced to the concepts of prejudice, discrimination, oppression and social and economic injustice and to the processes by which these are imposed upon some populations based on age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, race, religion, gender, sex, and/or sexual orientation. Methods to combat prejudice, discrimination, and oppression and to restore social justice will be considered.

Credits 3

Semester Offered

Spring

Fall

SWK-321 : Trauma & Crisis Intervention

Trauma & Crisis Intervention will provide foundational understanding of the impact of psychological trauma including the neurophysiological alterations associated with trauma with a special attention and focus on Trauma Informed Care (TIC). The ABC Model of Crisis Intervention will serve as the framework for introducing foundational knowledge & skills required to intervene with individuals who are experiencing psychological crises.

Credits 3

Required Prerequisites

SWK-100 or [PSY-100](#)

Semester Offered

Varies-Contact Prog. Director

SWK-325 : Introduction to Substance Use Disorders & Addiction Treatment

This course introduces students to Substance Use Disorders and Addiction treatments by examining co-occurring psychiatric disorders as the norm with substance use disorders and addictions. With DSM-5 diagnostic criteria, the 2014 ACA code of ethics, and 2016 CACREP standards integrated throughout the course, students will gain a foundation of understanding and explore treatment options in the field. Students will conceptualize treatment of substance use disorders, build knowledge of common clinical work integrated in addictions counseling, and ascertain ethical and advocacy related challenges encountered by social work professionals.

Credits 3

Required Prerequisites

SWK-100 or [PSY-100](#)

Semester Offered

Fall

Sociology, Criminology and Criminal Justice

CJU-100 : Introduction to Criminal Justice

This course introduces the study of societal responses to crime and provides an explanation of why criminal justice should be thought of as a system. It covers the workings of law enforcement, the courts, and the correctional system, as well as juvenile justice. It reviews what constitutes crime and how crime is measured. Additionally, this course looks to the future and outlines some of the pressing issues that continue to challenge crime control in a democratic society.

Credits 3

CJU-320 : Social Justice and Criminal Law

This course examines fairness and inequality in the criminal justice system through the lens of law and the courts. Topics include racial and gender bias in policing and judicial decision-making, sentencing disparities, and the legal regulation of punitive practices such as drug courts and solitary confinement. Using critical legal theories and case studies, the course analyzes how criminal law, court procedures, and sentencing policies can perpetuate inequality, and explores legal reforms aimed at promoting fairness and more equitable outcomes for marginalized communities.

Credits 3

Required Prerequisites

[SOC-100](#) or [CJU-100](#)

CJU-322 : Practical Aspects of Policing

This online course explores the practical, day-to-day operations of policing and law enforcement in a flexible, accessible format. Students examine how officers respond to crime, maintain public safety, and interact with diverse communities, with attention to ethical decision-making and professional accountability. Topics include patrol strategies, investigations, traffic enforcement, report writing, and handling high-pressure situations. Through case studies, interactive discussions, and real-world scenarios, students gain a practical understanding of policing strategies and their impact on individuals and communities, while developing critical thinking and problem-solving skills applicable to criminal justice practice.

Credits 3

CJU-323 : Practical Aspects of Criminal Courts

This online course offers a comprehensive exploration of the practical functioning of criminal courts and the criminal justice system. Designed for students, legal professionals, and anyone interested in courtroom processes, the course combines theoretical understanding with hands-on applications through interactive modules, virtual case studies, and simulated courtroom exercises. Students will learn about the roles and responsibilities of judges, prosecutors, defense attorneys, and court personnel, as well as courtroom procedures from arraignment to sentencing. Key topics include evidence handling, trial procedures, sentencing practices, ethical considerations, and case management.

Credits 3

CJU-324 : Holistic Criminal Procedure

This course examines policing and corrections as central components of the criminal justice system, emphasizing how everyday practices of surveillance, arrest, supervision, and punishment shape individuals' lives. Using a holistic approach, the course explores how social, economic, and environmental factors—such as racial inequality, poverty, mental health, and addiction—contribute to contact with police and ongoing involvement in jails, prisons, probation, and parole. Rather than focusing primarily on legal doctrine, the course emphasizes system navigation, institutional decision-making, and client-centered strategies that address both immediate justice system consequences and the broader conditions that sustain criminalization.

Credits 3

Required Prerequisites

SOC-100 or [CJU-100](#)

CJU-325 : Practical Aspects of Corrections

This course examines the practical operations of correctional systems and institutions, focusing on the day-to-day realities of corrections work. Students will explore the structure and functions of correctional agencies, including jails, prisons, probation, parole, and community-based corrections. Emphasis is placed on inmate management, rehabilitation programs, security procedures, ethical and legal issues, and the challenges faced by correctional professionals. Through case studies, applied exercises, and real-world examples, students gain practical insight into correctional policies, offender supervision, and reentry processes. The course prepares learners for careers in corrections, criminal justice, and related fields by bridging theoretical concepts with operational practice.

Credits 3

SOC-100 : Principles of Sociology

An introduction to the concepts, methods and theories employed by sociologists to understand societies, social institutions, and the myriad expressions of group life. The course explores the cultural contexts of human behavior to explain individual and group interaction, social mobility and inequality, relations framed by class, gender and race, and patterns of socialization, deviance and social change.

Credits 3

Semester Offered

Fall

Spring

SOC-231 : Social Problems

This examination of American Society places an emphasis on the institutional bases of social problems and conflict, as well as the policies designed to address these problems. Topics include poverty, racism, environmental threat, crime and violence, and other contemporary challenges. Attention is consistently directed to the influences of these social problems on women's lives as well as the ethical dilemmas and debates surrounding the solutions to these problems.

Credits 3

Semester Offered

Spring

SOC-236 : Crime and Criminality

This course explores questions about the criminal law, criminal conduct, the risks of criminal victimization and prevailing crime control policies. Theories developed to explain why individuals offend and why crime rates vary are examined in light of research findings, so that students gain a thorough understanding of crime and its causes. These ideas are applied to conventional street crime as well as to organized crime and elite crime.

Credits 3

Semester Offered

Fall

Spring

SOC-240 : Introduction to Forensic Studies

This course is intended to offer students an overview of various elements of the criminal investigation process, from police detective work to forensic science processes. We will use a sociological perspective to examine such topics as: homicide investigation, cold case files, and police investigative techniques and an introduction to forensic analyses including fingerprinting, ballistics, forensic accounting, cyber forensics, and DNA processes. Students will learn about changes over time investigation techniques and science applications in the criminal justice system and how these changes have affected political, social and economic interests in society.

Credits 3

Semester Offered

Fall

SOC-242 : Deviance and Society

This course is based on the premise that deviance is a socially constructed phenomenon. This means that the attributes, behaviors and conditions humans label 'deviant' vary over time and place, as do societal reactions to them. Students will be introduced to agents of social control, both formal and informal, as well as the role such control and power differentials plays in defining, labeling, and sanctioning deviant behavior. The material covered in the course examines theories of deviant behavior, how social scientists study deviant behavior, how deviant behavior is socially constructed, how people manage deviant identities, how relationships operate in deviant subcultures and countercultures, and the relationships between deviant subcultures and mainstream culture.

Credits 3

Semester Offered

Fall

SOC-288 : Special Topics in Sociology

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

SOC-335 : Race and Ethnic Relations

Patterns of relationship among racial and ethnic groups in the United States are analyzed. This course explores inequalities of wealth, power, and status along with the persistence of racism, movements to advance civil rights and efforts by groups to maintain social boundaries. Current trends in intergroup relations are discussed to explore how changing demographic racial patterns may affect future definitions of race and ethnicity.

Credits 3

Required Prerequisites

At least 3 credit hours of SOC courses.

Semester Offered

Fall

SOC-337 : Trauma Informed Corrections

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem.

Credits 3

Required Prerequisites

3 credits from Department SOC

Semester Offered

Spring

SOC-338 : Sociology of Families

This course will provide students with an overview of the family from a sociological perspective. Students in the course will examine transformation of the family across time as well as its position as both a private and public institution. Topics include defining the family, gender and power, courtship and marriage, parenting, divorce and remarriage, work, and family violence. Particular attention is placed on the roles of women in the family and the ways in which families impact the lived experiences of the women in them.

Credits 3

Required Prerequisites

At least 3 credit hours of SOC courses.

Semester Offered

Fall

SOC-342 : Juvenile Delinquency

This course examines the nature and extent of juvenile delinquency, measurement issues and the various sociological and other relevant social science theories of the causes of this phenomenon. Policy implications of these theories and the current research in the field and historical trends in juvenile delinquency are discussed and evaluations of treatment and prevention programs in the local community as well as the larger society are examined.

Credits 3

Required Prerequisites

At least 3 credit hours of SOC courses.

Semester Offered

Fall

SOC-343 : Sociology of Murder

This course will analyze homicide from macro and micro sociological perspectives. We will critically analyze the phenomenon of homicide and the reactions to it both broadly (macro) and deeply (micro). Using sociological imagination to understanding homicide from a critical perspective in which the relationship between the lives of individuals and the larger social forces that help to shape their lives will be identified. We will focus on political, economic and cultural forces including gender and race that impact on homicide and how individuals in society view and react to different types of homicide. We will discuss the consequences of homicide for both individuals and society, and different types of possible intervention strategies based on different theoretical approaches to the socio-scientific study of murder. We will explore reasons, and possible implications, for the fascination surrounding homicide in the United States. We will examine the laws, the courts, and how law enforcement investigate homicide cases.

Credits 3

Semester Offered

Fall

SOC-345 : Sociology of True Crime

This course blends classic criminology theories (Strain, Labeling, Conflict) with media analysis, exploring how media shapes our fascination with crime, its social construction, and the CJS's role, using podcasts, documentaries, and case studies (like Amanda Knox or the Mafia) to link micro-level stories to macro societal issues, inequality, and policy implications. Key themes include moral panics, race/gender in crime, the criminal justice system's function, and the sociology of investigation, often using real-world examples and multimedia.

Credits 3

SOC-374 : Social Research Principles

This course will explore the logic of scientific inquiry. Throughout the course, students will explore the relationship between theory and methodology, the nature of causation, components of research design, and a variety of methods for social science research. Guidance in retrieving information, reviewing and evaluating research reports, and constructing a research proposal is provided.

Credits 3

Required Prerequisites

[SOC-100](#), [SOC-231](#), or SOC-260, and MAT-175

Semester Offered

Spring

SOC-375 : Data Analysis

This course introduces students to the fundamentals of research and data analysis used in criminal justice and social science. Students learn how researchers collect, measure, and interpret information to better understand crime, social issues, and policy outcomes. Emphasis is placed on recognizing patterns in data, drawing informed conclusions, and critically evaluating research findings. Using real-world examples such as crime and social justice data, students gain hands-on experience with research tools and software to explore relationships, interpret results, and apply evidence-based reasoning to policy and practice.

Credits 3

SOC-410 : Women and Prison

This course will examine the causes and consequences of women's incarceration. We will use sociological and criminological theorizing to understand why and how women's incarceration rates have increased over the last three decades. We will examine the impact this trend has on individuals, families and communities. Key topics within the course include: women's pathways to criminal involvement; the relationship between women's physical and sexual victimization and their incarceration; the impacts of women's incarceration on children and families; and current efforts to re-integrate women into society post-incarceration. Although we will focus mainly on incarcerated women in contemporary culture, we will also consider other historical contexts, such as the origins of women's "reformatories" and the evolution of women's incarceration over time. To deepen our understanding of these issues, we will also apply an intersectional analysis to focus on how marginalized women are impacted by the criminal justice system and mass incarceration.

Credits 3

Required Prerequisites

At least 6 credit hours of SOC courses, or permission of instructor

Semester Offered

Spring

SOC-421 : Human Trafficking and Gender-Based Violence

This course will examine the intersections of gender and violence. We will use sociological theorizing to understand why, how, and when violence is gendered and assess the impact and consequences on individuals, communities, and society. Key topics within the course include: rape and sexual violence, intimate partner violence, stalking, female genital mutilation, mass shootings, war, pornography, violence against LGBTQ people, and sex trafficking. To deepen our understanding of these issues, we will also apply an intersectional analysis to focus on how different marginalized groups are impacted by gender-based violence. Although we focus mainly on contemporary gender-based violence in the U.S., we will also consider other cultural and historical contexts.

Credits 3**Required Prerequisites**

At least 6 credit hours of SOC courses.

Semester Offered

Fall

SOC-442 : The Color of Crime

This course examines the roles of minorities as offenders, victims, and employees in the criminal justice system. An assessment of statistics, research, and the literature as it relates to minorities and crime will be included. Public perceptions of race and crime and the interactions of police, courts and juries in terms of the race of victims and perpetrators will be examined. Research on racial bias in jury decisions, sentencing, and the death penalty will also be reviewed.

Credits 3**Required Prerequisites**

At least 6 credit hours of SOC courses.

SOC-443 : Women and Crime

This course focuses on the experiences of women in the criminal justice system. The study of crime throughout our history has focused overwhelmingly on males and this has often resulted in hiding the experiences of women. We will examine how gender shapes women's experiences as victims, as offenders and career professionals in law enforcement. The experiences of women in prison and the effect on their families will be examined. The intersections of race and social class will be examined as well.

Credits 3**Required Prerequisites**

At least 6 credit hours of SOC courses.

SOC-446 : Drugs and Society

The purpose of this course is to analyze the organization and consumption of drugs in the United States. Both legal and illegal drug use will be examined in terms of consumption and legal issues as well as social effects on individuals, families and communities. The politics and economics of both pharmacological and criminal justice institutions and drugs will be examined.

Credits 3**Required Prerequisites**

At least 3 credit hours of SOC courses.

Semester Offered

Summer

SOC-447 : Victimology, Trauma and Treatment

This course provides an overview of victimology to identify, describe, explain and discuss a wide range of victimizations and victimological debates. This course involves the study of crime victims. We will examine the physical, emotional, and financial harm people suffer at the hands of offenders, as well as the history, theories, research, legislation, and policy implications related to the social construction of a crime victim. Services and solutions for victims of crime will also be discussed.

Credits 3**SOC-449 : Sociology of the Border**

This course focuses on the border between the US and Mexico, a border that is over 2,000 miles between two countries which are very different. The course will examine the push/pull factors that have led to immigration from Mexico, and some of the changes in that situation in recent years. The role of the border patrol in regulating the border and dealing with crime and the unique culture created along the border with the mix of cultures will be examined. Topics include the drug trade, violence against women, the economic realities of businesses on both sides of the border and finally the current politics of immigration in both the US and Mexico.

Credits 3**Required Prerequisites**

At least 6 credit hours of SOC courses.

SOC-480 : Community Internship

The internship is a learning experience involving work in a community, criminal justice or criminological setting. Interns are expected to gain valuable work experience as well as relevant knowledge which will add to their overall understanding of the field of sociology or criminology. Internship positions must center on learning new material over the course of the semester and interns are expected to participate in ongoing training and development.

Credits 0

-6

Required Prerequisites

At least 6 credit hours of SOC courses.

Semester Offered

Fall

Spring

Summer

SOC-481 : Capstone

This course is designed for Criminology, Criminal Justice, and Sociology majors, as well as Criminology & Sociology double majors, who have completed SOC 480: Community Internship. The course integrates writing in criminal justice, criminology, and sociology, with an emphasis on developing critical analysis skills, examining the social construction of crime, and strengthening effective written communication through a range of writing assignments.

Credits 0

-3

Required Prerequisites

[SOC-480](#)

Junior or Senior standing only

Semester Offered

Fall

Spring

Summer

SOC-488 : Special Topics in Sociology

Special topics course offered in response to student and faculty interest.

Credits 1

-3

Required Prerequisites

Prerequisites vary with topic studied.

SOC-495 : Professional Development

This career/graduate school preparation course for the Sociology or Criminology major is an opportunity for students to make plans for their futures after graduation. Students will complete a variety of exercises and oral presentations meant to prepare them for graduate school or a job in public service, law enforcement, the non-profit sector or the private sector.

Credits 1

Required Prerequisites

Sociology or Criminology majors only.

Senior standing or permission of instructor.

Semester Offered

Fall

SOC-496 : Research Capstone

This capstone course for the Sociology or Criminology major is an opportunity for students to use their sociological imaginations to formulate solutions to the problems that face our world today. All students will utilize sociological or criminological theories, literature, methods and data to explore a macro-level social problem chosen by the sociology faculty. Findings of the semester long project will be presented to sociology faculty, students, and the broader Meredith Community. In addition, students will develop a resume and prepare for a career or graduate school after graduation.

Credits 3

Required Prerequisites

[SOC-374](#), and either MAT-175 or MAT-248

Junior or Senior standing

Semester Offered

Fall

SOC-498 : Honors Thesis in Sociology

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of the sociology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration.

Credits 3

Required Prerequisites

At least 3 credit hours of SOC courses., [SOC-374](#), and either MAT-175, MAT-248

Senior standing, members of the Honors and/or

Teaching Fellows Programs

Semester Offered

Fall

Software Development

SD-101

We live in a digital world, and to shape it, you need to understand the systems that power it. This course teaches you not just how computers work, but how they have—and will continue to—evolve. You'll get a taste for coding by building your own website, design AI-powered products, learn how to break down technical problems, and become a wiser digital citizen in the process.

Credits 3

SD-102

Programming is not just about coding; it's about solving problems and thinking logically. This course is a general introduction to coding in Python, one of the most popular and powerful programming languages. Step-by-step, you'll use functions, logic, loops, and libraries to take your ideas from concept to reality. By the end, you'll be able to create useful applications from scratch, but more importantly solve technical problems - a key skill for everyone.

Credits 3

SD-113

This course teaches you to build data-powered software products. Building on fundamentals of Python programming, you'll learn how to build software that interacts with other software, stays up-to-date, and is something that people want to use and build on top of. In doing so, you'll master all the skills necessary to pursue advanced programming and app development.

Credits 3

Required Prerequisites

Programming for Everyone I-[SD-102](#)

SD-204

This course equips you with the tools to pursue a job in Software Engineering after graduation. You'll explore career paths, potential salary ranges, and common roles in the field, then identify target jobs that align with your personal and financial goals. From there, you'll build a clear, practical plan for navigating the job search with confidence.

Credits 3

Required Prerequisites

Any introductory programming course

SD-215

Have you ever wondered how search engines like Google can find what you need in milliseconds? The secret lies in efficient data structures. In this course, you will learn the fundamentals of data structures and why they are so crucial for optimizing performance. You'll explore linked lists, stacks, queues, trees, and graphs, and learn where to use them. By the end, you'll implement these structures to make your programs faster and be well-prepared for coding interviews.

Credits 3

Required Prerequisites

Programming for Everyone I-[SD-102](#), Programming for Everyone II-[SD-113](#)

SD-217

Have you ever wondered how you'd manage without websites—no online banking, instant information, or social media? Fortunately, web development brings these essential services to life. In this course, you'll learn the fundamentals of web development, from HTML and CSS to JavaScript. You'll discover how to create visually appealing and interactive sites. By the end, you'll build responsive, user-friendly websites that captivate and engage users.

Credits 3

Required Prerequisites

Introduction to Computer Science-[SD-101](#) or Programming for Everyone I-[SD-102](#) or any programming class

SD-308

This course is all about equipping you with the skills to build dynamic, database-driven web applications—the core of great app development. You'll create powerful backend scripts using Java and JavaScript, build RESTful APIs, and develop middleware for user authentication and session management. By the end, you'll create apps that are not only functional but also beautiful, engaging, and solve real-world problems.

Credits 3

Required Prerequisites

Programming for Everyone I-[SD-102](#)

SD-309

Credits 3

Required Prerequisites

Web Development-[SD-217](#), Programming for Everyone I-[SD-102](#) or Introduction to Computer Science-[SD-101](#)

SD-310

This course will have you building sleek, dynamic web apps using tools, such as React and Angular. Learn to create stunning front-end interfaces, seamlessly connect them with backend services, and ensure everything runs smoothly. You'll dive into component-based architecture, manage state like a pro, and master the art of making your apps fast and responsive. By the end, you'll be ready to create full-stack applications that stand out and wow users.

Credits 3

Required Prerequisites

Web Development-[SD-217](#), Application Development I-[SD-309](#), Programming for Everyone I-[SD-102](#) or Introduction to Computer Science-[SD-101](#)

SD-311

Ever wondered what it takes to turn a great idea into a fully functional software product? This course covers everything from concept to implementation. Learn to use Git for efficient code management, ensure quality with comprehensive testing, and streamline delivery with CI/CD pipelines. Discover design patterns and apply SDLC methods. By the end, you'll be equipped to tackle any software project with confidence and expertise.

Credits 3

Required Prerequisites

Web Development-[SD-217](#), Application Development I-[SD-309](#), Career Navigation and Exploration in Computer Science-[SD-204](#), Programming for Everyone I-[SD-102](#) or Introduction to Computer Science-[SD-101](#)

SD-316

Imagine having to wait hours to buy a product online due to slow load speeds. That's the world without efficient algorithms. Algorithms are crucial for many everyday applications, such as enabling GPS systems to find the best routes and online stores to load quickly. In this course, you'll uncover the magic behind algorithms, learning divide-and-conquer, dynamic programming, and greedy algorithms. By the end, you'll build scalable applications that won't break.

Credits 3

Required Prerequisites

Programming for Everyone I-[SD-102](#), Programming for Everyone II-[SD-113](#), Data Structures-[SD-215](#), Algebra or Discrete Math

SD-412

Curious about what happens under the hood of your computer? This course explores the inner workings of computer systems while teaching you the C programming language. Learn the fundamentals of operating systems, memory management, and file systems. Explore how microprocessors execute instructions and how peripherals communicate with the main system. By the end, you'll have an understanding of computer architecture and be able to optimize system performance using C.

Credits 3

Required Prerequisites

Programming for Everyone I-[SD-102](#)