

Errata sheet: 2005-2006 Undergraduate Catalogue

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Mission

Founded by the Baptist State Convention of North Carolina in 1891, Meredith College is a private comprehensive institution for women and a community devoted to learning for life in all of its dimensions. In 1997 the Meredith community adopted the following statement of mission:

In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the college values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.

Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.

With an undergraduate enrollment of 2,009, a faculty student ratio of 10:1, and an average class size of 16, Meredith is well-positioned to foster such a community of committed learners. The college also serves several hundred women and men through the John E. Weems Graduate School and the non-credit offerings of its continuing education programs. *For a history of the college and its historical statement of purpose, see page 177.*

The Academic Experience at Meredith

Meredith offers four undergraduate degrees:

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

Students may select from among 62 undergraduate majors as well as 48 minors and 29 concentrations. Academic programs are administered by 17 departments and schools. *A complete list of majors appears on page 57.* Students may supplement any major with courses and practica in teaching offered by the School of Education. Students in all fields complete 53–69 credit hours of general education course work.

Building upon an established liberal arts tradition, Meredith is meeting challenges of the new century with several new initiatives. These include a bold new general education program, the Meredith Technology Initiative, Undergraduate Research, and Civic Engagement.

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Faculty

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

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

In fall 2004, the College employed 131 full-time and 134 part-time faculty. Eighty-five percent of full-time faculty have earned the doctorate or other terminal degree at 75 or more graduate institutions in the United States and abroad. 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.

Among the Fall 2004 full-time faculty, 66 percent were female and over six percent were minorities. The college actively seeks to diversify its faculty.

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Outcomes and Recognition: Consumer Information

Various surveys and studies confirm that Meredith students and alumnae typically have satisfying experiences, that they would make the same choice again, and that they would recommend the college to potential students. Retention and graduation rates are well above national averages. [Approximately 78 percent of entering freshmen return for their sophomore year. An average of 70 percent of full-time first-time students are graduated from the college within six years, with 59 percent completing within four years.](#) And the results on the National Survey of Student Engagement show that Meredith students rate Meredith more highly than the national means on five areas of effective educational practice: level of academic challenge, active and collaborative learning, faculty-student interactions, enriching educational experiences, and supportive campus environment.

Meredith's educational program has consistently been recognized by *U.S. News & World Report*. *U.S. News* ranked Meredith [sixteenth](#) among the best master's universities in the South in its [2005 edition of America's Best Colleges](#). Meredith was also named as a "Great School at a Great Price" and cited for having the 6th highest graduation rate in the Southern region.

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Art

ART-299 Introduction to Research in Art (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to pursue original research in the field of art. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience appropriate to the field of artistic study, such as a paper or artistic object or performance and a presentation or exhibition. A research proposal form completed by the student and the faculty mentor is required. [Prerequisites: ART-101, ART-105 and ART-221 or ART-222.](#)

ART-394 Graphic Design Studio (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This class deals with a variety of exploratory projects and client work. Responsibilities span the entire palette of tasks a graphic designer will be asked to fulfill, e.g. nurturing client contact, analyzing and interpreting the objectives of a project, creating design concepts and strategies for application, design of the actual project, taking the project through to the application [printing/press check/check/supervision on press/designing for a virtual presentation], client follow-up, and market analysis. Many projects are completed as group projects, and many decisions are made by students collaboratively. As students advance they will be asked to take on leadership at higher levels, e.g. class manager [master scheduling], art director for a particular project, production manager for a particular project, organizer of special activities [e.g. field trips, etc.]. Professional designers will be invited to class on various levels/issues. May be repeated for credit. Six studio hours per week. Studio fee assessed. [Prerequisites: ART-245.](#)

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Biology

BIO-203 Disease, Death and Sex in the Middle Ages (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course investigates how epidemic diseases shape human societies, and how continued cultural and technological innovation create conditions favorable for such epidemics. Two disease complexes constitute the primary focus of the course: Black Death for the Middle Ages and Syphilis for the Renaissance. These will also serve as historical models for understanding current emerging diseases such as HIV, SARS, West Nile Virus, Mad Cow, and Ebola.

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BIO-498 Honors Thesis in Biology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the biology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program Director is required for registration. Honors Scholars and Teaching Fellows with concentrations in Molecular Biology and Environmental Science are required to complete one semester of BIO-499 and one semester of BIO-498 for a total of six hours.

BIO-499 Senior Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Senior Research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. Students with concentrations in Molecular Biology and Environmental Science are required to complete two semesters of BIO-499 for a total of six hours.

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Computer Information Systems

CIS-121 Spreadsheets II (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is a continuation of CIS-120. Students will learn how to use Excel as a practical business tool with in-depth use of formulas and functions and efficient worksheet and workbook design. Some topics in Excel databases and the creation of simple macros will also be covered. Prerequisite: CIS-120 or competency in spreadsheets.

CIS-240 Visual Basic (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to programming in Visual Basic. Emphasis will be placed on the event-driven, graphical nature of Visual Basic, as opposed to procedure-oriented programming. Topics include form layout, event-driven Windows programming concepts, variables and data types, objects and properties, control structures, file management, accessing databases, linking applications, Web page development from a Visual Basic application, and developing and using ActiveX controls. This course is intended for those with programming experience. May be taken without prerequisite course with instructor's consent. Prerequisites: CSC-101.

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Communication

COM-325 Oral Interpretation of Literature (3.00 cr.)
(Fall, Course Offered Every Other Year)

An approach to the study of literature that uses performance as its primary "way of knowing." Students will apply various theories of interpersonal communication to the analysis of literary texts. This will lead to performances in each of the genres studied. Genres include prose fiction, poetry, and Shakespearean drama. Concepts include the implied author, personae, reliable and unreliable narrators, kinesthetics of poetic texts, and speech acts that can best be communicated through performances. This course does not satisfy the general education literature elective requirement. Prerequisites: ENG-200 or COM-225.

COM-380 Communication Law and Ethics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course introduces students to the laws and ethical issues that are involved in public and mass communication. Includes a review of First Amendment, censorship, libel, slander, obscenity laws, and media regulation. Students engage in a review of ethical theories as related to communication and ethical problem solving.

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Computer Science

CSC-203 Foundations of Computer Science (3.00 cr.)
(Spring, Course Offered Every Year)

A survey course, which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture [data storage and data manipulation], the human/machine interface [operating systems, algorithms, programming languages, and software engineering], data organization [data structures, file structures, database structures] and the potential of algorithmic machines [artificial intelligence, theory of computation]. Prerequisites: CSC-101.

CSC-212 Object Oriented Programming (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A continuation of the development of program design, including style, debugging, and testing larger programs. The main focus is object-oriented programming. Prerequisites: CSC-101.

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English

ENG-220 Creative Nonfiction (3.00 cr.)
(Fall or Spring, Every Other Year)

This course combines critical reading, informal reflection, and formal writing on a topic of current intellectual or community interest. Prerequisites: ENG-111

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Family and Consumer Sciences

FCS-325 Supervised Work Experience in FCS (1.00–4.00 cr.)
(Summer, Course Offered Every Year)

Provides a guided internship experience as required for North Carolina Family and Consumer Sciences Teaching Licensure. The internship is secured by the student in a family and consumer sciences-related field, and is conducted in cooperation with an approved internship sponsor. For each credit hour, the student completes 100 hours of the supervised work experience. Pass/Fail grading only.

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FCS-765 Family & Consumer Science Education (3.00 cr.)
(Fall, Even-Numbered Years Only)

A survey of the curriculum for secondary family and consumer sciences education. Includes a program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations [FCCLA], and legislation. Includes field experience. Required of secondary family and consumer sciences education majors.

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Health

HED-200 Responding to Emergencies (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness. Students who successfully complete the course will receive American Red Cross Certification. [Course fee assessed.](#)

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Interior Design**ID-342 Special Problems in CADD** (3.00 cr.)
(previously the course number was ID-448)*(Fall and Spring, Course Offered Every Year)*

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages.
Prerequisites: ID-248.

ID-248 Technology Applications for Interior Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Exploration of technology techniques and tools for Interior Design. Design software and internet exploration. Introduction of computer aided drafting and design. [Prerequisites: ID-243.](#)

ID-343 Construction Technology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design.
Prerequisites: ID-144, ID-244. [Pre or Co Requisite ID-342.](#)

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Music**MUS-723 Instrumental Materials & Methods** (2.00 cr.)
(Spring, Course Offered Every Year)

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning and advanced school ensembles. School observation and teaching is required.

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Religion**REL-262 Jesus and the Gospels** (3.00 cr.)
(Spring Semester, Every Year)

Historical and literary study of the Gospels as distinctive and divisive expressions in narrative forms of the proclamation concerning Jesus of Nazareth. Focus will be on the modern quest for the historical Jesus and a variety of historical, literary and theological problems posed by the gospel texts and the quest. Prerequisite: One 100 level Religion course.

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Spanish**SPA-207 Intermediate Conversation in Spanish** (3.00 cr.)
(Spring, Course Offered Every Year)

Spanish 207 is a new course in conversational Spanish, which focuses on increasing a student's oral proficiency at the intermediate level. Emphasis is placed on the proper pronunciation of the language and on listening and speaking. Students will learn: to initiate a conversation, to keep contact with the audience (whether an individual or a group), manage to explain what they "really" mean, how to behave appropriately in face-to-face interactions, to achieve competency in different speaking situations, and how to use Spanish the way native speakers do. The class will be conducted entirely in Spanish. It may be repeated once for credit through an approved program of study abroad. Course offered as needed. Prerequisites: SPA 205-206 or equivalent (Intermediate Spanish I and II). Co-requisites: None.

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Social Work**SWK-307 Human Behavior for Social Work Practice: Birth – Adolescence** (3.00 cr.)
(Fall, Course Offered Every Year)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. The course focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from conception through adolescence. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: [BIO 322](#), PSY 100, SOC 230. Prerequisite or co-requisite: SWK 241.

SWK-308 Human Behavior for Social Work Practice: Adulthood Through Death (3.00 cr.)
(Spring Even-Numbered Years Only)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from young adulthood through death. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: [BIO 322](#), PSY 100, SOC 230. Prerequisite or co-requisite: SWK 241.

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Theatre

THE-480 Intern: Area of Specialization (1.00–3.00 cr.)
 (previously the course number was THE-380)

(Fall and Spring, Course Offered Every Year)

The course consists of an internship in theatre management, or in production, and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. May be taken without prerequisite course with instructor’s consent.
 Prerequisite: THE-114

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Board of Trustees

Officers

Barbara Allen
Outreach

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FACULTY, 2004-2005

Diane Strangis, Ed.D. (2004)
Assistant Professor of Human Environmental Sciences
A.B., University of Minnesota; M.S., Ed.D., University of Kentucky.

Susan B. Wessels, D.B.A., C.P.A.(1978)
Professor of Business
 A.B., Grove City College; M.B.A., DePaul University. D.B.A., University of Sarasota

page 189:

Adjunct Faculty, 2004–2005

Lynne Gregorio, Ph.D. (1998)
Business
 B.S., M.S., Ph.D., North Carolina State University

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Faculty Emeriti 2004–2005

Allen F. Page
Ph.D. (1973)
 A.A. Mars Hill College; A.B. Wake Forest University; M.Div. Union Theological Seminary; Ph.D. Duke University

page 195:

Office of the Registrar
Jody Hamilton-Davis, M.A. (2003)
Registrar

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School of Humanities and Social Science
Barbara McCay (1997)
Assistant

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ENROLLMENT FOR 2004–2005

Summer School 2004

Total Summer Registrations, 2004	1,081
Unduplicated Summer Enrollment, 2004690

Undergraduate Students, Fall 2004

Degree Candidates for Bachelor of Arts, Bachelor of Science, Bachelor of Music and Bachelor of Social Work	1,807
Non-degree Students	202
Teacher Licensure Program	58
Second Major	13
Cooperating Raleigh Colleges	88
Other	43
Total Students in Undergraduate Credit Courses	2,009