Peace College does not discriminate in its admission of women students, regardless of race, creed, color, religion, age, national origin, sexual orientation, disability, or veteran status. In our employment practices, Peace College seeks to hire, promote, and retain the best qualified individuals, regardless of race, creed, color, religion, age, sex, national origin, sexual orientation, disability, or veteran status. This is done in accordance with the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The college complies with the Family Education Rights and Privacy Act of 1974, as amended, regarding information on file and students’ access to their records. Directory information (name, address, class, and major) may be released, unless the student requests in writing that her information be withheld.

Peace College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097, telephone 404-679-4501) to award baccalaureate degrees.
Inquiries should be directed as indicated below. Call the campus receptionist at 919-508-2000 and ask to be connected to the appropriate individual:

**Academic Advising**, Assistant Dean for Advising and Retention  
**Academic Matters**, Dean of Academic Affairs  
**Academic Support Programs**, Coordinator of Learning Services  
**Admissions and Applications**, Dean of Enrollment  
**Alumnae Affairs**, Director of Alumnae Affairs  
**Athletics**, Director of Athletics  
**Bequests, Gifts or Grants**, Vice President for Development and Alumnae Affairs  
**Bookstore**, Manager of Bookstore  
**Career Services**, Director of Career Services  
**Clubs and Organizations**, Director of Student Life  
**Counseling**, Director of Counseling Center  
**Disabilities**, Director of Disability Services  
**Educational Programs**, Dean of Academic Affairs  
**Expenses and Account Information**, Vice President for Finance and Administration  
**Financial Aid**, Director of Financial Aid  
**First Year Experience**, Director of First Year Experience  
**Health Services and Medical Forms**, College Nurse or Dean of Students  
**Housing and Residence Life**, Director of Residence Life  
**Information Systems & Technology**, Associate Vice President for Technology  
**International Programs**, Coordinator of International Studies Programs  
**Internships**, Assistant Director of Career Services  
**Leadership Programs**, Coordinator of Leadership Studies Program or Director of Student Engagement  
**Library**, Director of Library Services  
**Marketing**, Vice President for Marketing and College Relations  
**New Student Orientation**, Director of Student Engagement or Dean of Students  
**Public Relations**, Vice President for Marketing and College Relations  
**Religious & Spiritual Life**, Chaplain  
**Scholarships and Financial Aid**, Director of Financial Aid  
**Security**, Director of Security  
**Student Activities**, Director of Student Engagement  
**Student Life, Handbook, Rules and Regulations**, Dean of Students  
**Transcripts and Academic Reports**, Registrar

The college reserves the right to make any necessary changes in the calendar, regulations, student charges or courses of instruction announced in this catalog. It is the responsibility of the student to see that all the degree requirements are met for graduation from Peace and/or transfer to other institutions.
Dear Peace Students,

Whether you are a first-year student or a transfer, you are beginning a remarkable journey of academic and personal growth amid an exceptional community of students. You’ll get to know and respect Peace faculty members and professionals who will help ensure your success.

This catalog is your academic guidebook, which along with your faculty advisor and mentors will help you chart your journey through the Peace Passport curriculum and into your majors. Peace Passport combines academic coursework with learning experiences outside the classroom that will prepare you to live in a global world. You will work closely with your faculty advisor to choose courses that will help you become well educated, develop skills that will advance your career potential and seek experiences that enrich your life.

Recent results of the National Survey of Student Engagement speak to the satisfaction of our students with their Peace College education. In the survey of students at 610 colleges and universities across the nation, Peace seniors ranked the College in the top ten percent in all five of the survey’s categories: student-faculty interaction, supportive campus environment, active and collaborative learning, level of academic challenge and enriching educational experiences. I trust you will enjoy the same positive experiences throughout your career at Peace.

As the first alumna president of Peace, I extend my best wishes to you and challenge you to continue the legacy of leadership and academic excellence that is a hallmark of Peace graduates.

Laura Carpenter Bingham, President
Class of 1977
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PEACE COLLEGE CALENDAR: FALL 2008 SEMESTER

AUGUST
16   Arrival of new students (first-year and transfer students)
16-19  Student Orientation; Advising (first-year and transfer students)
20   Classes begin
26   Academic Convocation, 3:30 p.m.
27   Last day to add a course

SEPTEMBER
1   Labor Day Holiday, no classes, offices closed
9   Applications for semester abroad in Spring 2009 due

OCTOBER
3   Mid-term reports due
3   Residence halls close at 5 p.m.
4-7   Fall Break, no classes, offices open
7   Residence halls reopen at 2 p.m.
8   Classes resume at 8 a.m.
15   Last day to drop a course
30   Pre-registration for Spring 2009 begins (see your advisor)

NOVEMBER
6   Pre-registration for Spring 2009 ends
25   Residence halls close at 5 p.m.
26-30   Thanksgiving Holiday, no classes
27-28   Offices closed
30   Residence halls reopen at 2 p.m.

DECEMBER
1   Classes resume at 8 a.m.
3   Last day of classes
4   Reading Day
5-11   Final examinations
11   Residence halls close at 5 p.m.
24-31   Offices closed

UPPER-LEVEL DESIGN STUDENTS WORK WITH CLIENTS ON THE PEACE COLLEGE CAMPUS AS WELL AS IN THE RALEIGH COMMUNITY.
# Peace College Calendar: Spring 2009 Semester

## January
1. New Year’s Day Holiday, offices closed
4. Residence halls open 2 p.m.
6. Advising and schedule change period begins
5-6. Spring Orientation for new students
7. Classes begin at 8 a.m.
14. Last day to add a course
19. Martin Luther King, Jr. Holiday, no classes, offices closed

## February
3. Applications for semester abroad in Fall 2009 due
18. Last day to remove Fall Semester “I” grades
27. Mid-term reports due
27. Residence halls close at 5 p.m.
28. Spring Break Begins, no classes, offices open

## March
8. Spring Break concludes, Residence halls reopen at 2 p.m.
9. Classes resume at 8 a.m.
11. Advising and Assessment morning
   Last day to drop a course
26. Pre-registration for Fall 2009 begins

## April
2. Registration for Fall 2009 ends
9. Residence halls close at 5 p.m.
10. No classes, offices closed
10-13. Easter Holiday, no classes
13. No classes, offices open
13. Residence Halls reopen at 2 p.m.
14. Classes resume at 8 a.m.
23. Student Showcase, no classes
28. Awards Convocation, 3:30 p.m.
29. Last day of classes
30. Reading Day

## May
1-7. Final examinations
8. Baccalaureate, 7:30 p.m., First Presbyterian Church
9. Commencement, College Green, 10 a.m.*
9. Residence halls close at 3 p.m.
25. Memorial Day Holiday, offices closed

* The college holds one official commencement ceremony per academic year.
OUR MISSION
Peace is a baccalaureate college of arts and sciences that challenges women to an adventure of intellectual and personal discovery, preparing women for graduate and lifelong learning, for meaningful careers, and for ethical lives of purpose, leadership and service.

BEGINNING YOUR COLLEGE EDUCATION
You are on an educational journey that lasts a lifetime. At Peace College, you will acquire a strong liberal arts background, giving you the skills to communicate effectively, be a critical thinker and appreciate diversity. Student activities and enrichment programs will complement classroom instruction, and the development of moral character will help you become a socially responsible person and productive citizen. Even your social life at Peace will be important. As you cultivate friendships, you will nurture the self-confidence needed to succeed. A decision to study at Peace is a decision to gain a solid foundation for the rest of your life. Read the details outlined in this Catalog and discover the opportunities and commitment Peace College offers you.

OUR STRATEGIC PLAN FOR 2012: THE TRANSITION CONTINUES

PEACE’S EVOLUTION AS A BACCALAUREATE INSTITUTION

- Peace College will achieve regional name-recognition as a baccalaureate liberal arts and sciences college that develops women as citizens and leaders.
- Peace College will develop distinctive programs and initiatives based on the principle of “connections” that allow students to apply the skills and knowledge developed in classes in professional and civic contexts. A hallmark of the Peace College experience has always been meaningful and productive student-faculty interactions. We will keep class sizes small and foster mentoring relationships that develop between students, faculty, and staff and result in positive student outcomes.
- Peace College will provide contemporary facilities and a talented workforce to support the development of students’ intellectual, professional, and social abilities.
- Peace College will attract and retain a student body reflective of society and of ample size and vitality to support academic and student development programs that mold women as citizens and leaders.
- Peace College will strengthen its finances and fundraising to ensure the continued success of its academic and student programs and its contemporary campus. The college will develop appropriate strategies for attracting new financial resources through achievement of a $30 million capital campaign and for leveraging prudent investments in its new mission.

PEACE AT A GLANCE

AN AVERAGE OF 60% OF OUR GRADUATES INDICATE THEIR INTERNSHIPS LED DIRECTLY TO A JOB OFFER.

97% OF THE 2006-07 GRADUATES WERE EMPLOYED IN A PROFESSIONAL POSITION OR ENROLLED IN GRADUATE SCHOOL WHEN SURVEYED ONE YEAR AFTER GRADUATION.

OVER THE LAST 10 YEARS, EVERY PSYCHOLOGY STUDENT WHO HAS PRESENTED HER RESEARCH AT THE NATIONAL CONFERENCE FOR UNDERGRADUATE RESEARCH HAS HAD HER PAPER ACCEPTED FOR PUBLICATION IN THE CONFERENCE PROCEEDINGS.

OUR FACULTY MEMBERS’ WORKING RELATIONSHIPS WITH STUDENTS EARNED THE COLLEGE TOP RANKINGS IN NSSE’S CATEGORY “FACULTY-STUDENT INTERACTION”.

9
CHARACTER
Peace is an independent liberal arts and sciences college for women. In the fall of 1995, the college began instruction at the baccalaureate level while continuing to offer its excellent associate degree programs. Elimination of the Associate of Arts, Associate of Science and Associate of Fine Arts in Music degrees was effective at the end of the 2004-05 academic year.

DEGREES OFFERED
Peace offers the Bachelor of Arts degree in Anthropology, Biology, Business Administration, Child Development, Communication, Education, English, Graphic Design, History, Human Resources, Leadership Studies (co-major), Liberal Studies, Music Performance, Political Science, Psychology, and Spanish.

In addition, Peace offers a licensure-only program in Teacher Education for students already holding a BA or BS degree.

STUDENT BODY
The majority of the approximately 700 students at Peace are from North Carolina; however, there are students from across the nation, especially other Southeastern states. There are also international students. Most students are recent high school graduates; however, some women are enrolling at Peace to begin or continue their college education as non-traditional students.

FACULTY
Peace maintains a full-time-student-to-full-time-faculty ratio of 12:1. Our highly qualified faculty offers individual attention to Peace students, serving as role models and mentors during your time here. Three-fourths of the full-time faculty members hold doctoral or terminal degrees in their disciplines, and all full-time faculty have completed advanced study beyond the master’s degree. As an undergraduate institution with its primary focus on teaching, all classes are taught by faculty members, not graduate assistants.

ACCREDITATION
Peace College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA, (404-679-4501) to award baccalaureate degrees. Peace College, or members of its faculty and staff, holds membership in the following associations:

- American Association for Higher Education
- American Counseling Association/American College Counseling Association
- Association of Governing Boards of Universities and Colleges
- Association of Presbyterian Colleges and Universities
- Council for the Advancement and Support of Education
- Council of Independent Colleges
- The College Board
- Cooperating Raleigh Colleges
- Greater Raleigh Chamber of Commerce
- National Academic Advising Association
- National Association of Independent Colleges and Universities
- North Carolina Association of Colleges and Universities
- North Carolina Independent Colleges and Universities
- North Carolina Association of Student Financial Aid Administrators
- Southern Association of Colleges and Schools
- Southern Association of Colleges for Women
- Southern Association of Student Financial Aid Administrators
- United States Tennis Association
- Women’s College Coalition
SPECIAL PROGRAMS
Professional, course-related internships are required for students in all baccalaureate majors. Extensive independent study courses offer opportunities for exploration of topics of individual interest. The Career Services Office provides career counseling, listings of internship options, workshops, and a resource library. Peace College students have access to courses and library facilities and on-line databases of other Raleigh colleges and universities through the Cooperating Raleigh Colleges (CRC) consortium (see page 39).

Summer International Study programs are available on a continuing basis in England, in Qatar and in Mérida, Mexico, and opportunities are available annually in a variety of other locations for short-term work or internships or for a semester abroad. A special program for Honors Scholars is supported, as is the opportunity for students to take Honors credit in selected courses. A double major in Leadership Studies can complement a student’s major. Students who wish to pursue a Master of Arts in teaching may do so through arrangements Peace has with both the University of North Carolina at Chapel Hill and East Carolina University. Contact the Education faculty at Peace College for further information.

THE ARTS
Peace has strong programs in theatre, visual arts, music, and dance. Peace College Theatre stages theatrical productions every semester. Graphic Design students present shows of their work, and the Peace College Dance Company performs each year. The music program features several performing groups and private lessons in voice, piano, organ, strings, woodwinds, and brass are offered. The college has a partnership with the North Carolina Symphony. Through this partnership the Symphony and the College collaborate on campus performances for Manning Chamber Music Series, which features Peace College music faculty and musicians from the symphony.

STUDENT ACTIVITIES
Peace College has more than 25 student-led groups with many opportunities for leadership. Spiritual life, sports, special interest and academic clubs, intercollegiate athletics, social programming, and student government are among the areas sponsoring a variety of student activities.

RELIGIOUS LIFE
Peace is affiliated with the Presbyterian Church (USA) through the First Presbyterian Church of Raleigh. However, the college is not sectarian, and students from other religions attend Peace. Religious life is enhanced through weekly chapel services, which are required for first-year and transfer students; by an on-campus chaplain; and by the activities of the Peace Spiritual Life Association, a student-led organization.

HEATHER FINCH ’09 SHOWS A PEACE TIMES NEWSPAPER AS PART OF PEACE’S CULTURAL EXCHANGE WITH QATAR UNIVERSITY.

ASSESSMENT AT PEACE COLLEGE

Periodic and systematic evaluation of students at the college-wide level helps Peace College determine how effectively we are meeting the academic and personal development needs of our students. In addition to using the results of such assessment to make appropriate changes in the programs at Peace, the information is needed for the Southern Association of Colleges and Schools as part of our continuing accreditation by the Commission on Colleges. All Peace students will participate in this assessment process throughout their years at Peace College.

The different types of assessments include: general education knowledge and skills, writing skills, speaking skills, development and achievement of personal and academic goals while at Peace College, and surveys about the facilities, programs and services offered by Peace.

Different types of data are collected each year and students are randomly selected for which type of test or survey they will take. Scores on standardized tests used in the assessment work remain confidential and in no way affect a student’s grade in her courses. The results are used solely for examining programs and services offered by the college and to make improvements as deemed appropriate. Results of these tests and surveys have been very helpful to the college in the past.

ACADEMIC DIVISIONS, DISCIPLINES, AND ASSESSMENT

ACADEMIC DIVISIONS AND DISCIPLINES
The faculty and curricula are organized under four divisional areas:

Division of Humanities
Division of Organizational Studies
Division of Sciences
Division of Education

The four divisions are headed by chairpersons who are chosen from the faculty and who may be contacted for information about subjects offered in their divisions.

<table>
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<tr>
<th>Division of Sciences</th>
<th>Division of Organizational Studies</th>
<th>Division of Humanities</th>
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<tbody>
<tr>
<td>Lisa Bonner, Chair</td>
<td>Teresa Holder, Chair</td>
<td>Valerie Hall, Chair</td>
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<tr>
<td>Anthropology</td>
<td>Adventures</td>
<td>English</td>
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<td>Biology</td>
<td>Art and Design</td>
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<td>Computer Information Systems</td>
<td>Child Development</td>
<td>Latin American Studies</td>
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<td>Mathematics</td>
<td>Communication</td>
<td>Liberal Studies</td>
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<td>Physical Education, Health &amp; Dance</td>
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<td>Sociology</td>
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<td>Journalism</td>
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<tr>
<td>Division of Education</td>
<td>Leadership Studies</td>
<td>Spanish</td>
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<tr>
<td>Carolyn Morrison, Chair</td>
<td>Political Science</td>
<td>Theatre</td>
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<td>Elementary Education</td>
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<td>Special Education</td>
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ASSESSMENT AT PEACE COLLEGE
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Peace College was founded by prominent Presbyterians in the Synod of North Carolina who desired to establish in the state capital a school “of high grade” for young women. At the inception of the project in 1857, William Peace, an elder of the First Presbyterian Church of Raleigh, donated $10,000 and eight acres of land for the present college site. In recognition of his generosity, the college was named for him.

The Civil War postponed the school’s opening for several years. In 1861 Main Building, still unfinished, served as a Confederate States hospital. After the war, the United States government used Main as local Freedman’s Bureau offices.

In 1872 the Rev. Robert Burwell and his son, John B. Burwell, leased the property, and they re-established Peace as an educational institution. The Burwells remained as co-presidents of Peace until 1890. During this time, Robert and John Burwell developed Peace’s reputation as a leader in education for women.

Peace established one of the first departments of art and painting in the South in 1875. Four years later, the first kindergarten in the South began at Peace. The following year, in 1880, Peace introduced the South’s first school of cooking. In 1878, a prominent North Carolina stock company, composed primarily of Presbyterians, bought Peace. Twelve years later, James Dinwiddie leased Peace for a term of fifteen years. Dr. Dinwiddie purchased a large portion of the stock and conducted a successful school until 1907. At that time, his failing health forced him to give up his work. He was very anxious for the school to remain under Presbyterian influences and control, so he appeared before the Session of the First Presbyterian Church of Raleigh with the offer to sell the school to the church.

The First Presbyterian Church appointed James R. Young as chairman of a committee to devise a plan and take action regarding the purchase. As a result, property now valued at more than $7 million came under the permanent control of the Presbyterian Church. Peace secured a new charter, which changed the school from a stock company to a corporation and guaranteed the original purpose of Peace as a women’s educational institution affiliated with the Presbyterian Church.

When First Presbyterian Church of Raleigh assumed ownership of Peace in 1907, it secured the assistance of the Albemarle, Granville, Kings Mountain, Orange and Wilmington Presbyteries in its management. Peace Institute, as the college was named from its beginning, was renamed Peace, a Junior College for Women, in 1930. In 1940 the name was changed to Peace Junior College and in 1943 to Peace College.

In its earlier years of operation, Peace offered course work at all levels, from kindergarten through college, and it continued to offer instruction beginning with grade seven until 1936. From 1936 through 1939, Peace discontinued grades seven to ten. In 1953, Peace came under the control of the Synod of North Carolina. This relationship continued until 1962, at which time the First Presbyterian Church of Raleigh reassumed the operation. By 1969, Peace no longer offered high school instruction.

A Board of Trustees now governs Peace College. The Board’s Executive Committee has the authority to make decisions concerning its operation. A second affiliated organization, Peace College of Raleigh Foundation, Inc., serves as a fund-raising and investment agency, operating solely on behalf of Peace College.

In June of 1992, the Peace College Board of Trustees voted unanimously for Peace to move to baccalaureate status. Peace College was accredited as a baccalaureate institution in 1996 and offers a variety of majors leading to the Bachelor of Arts degree. The Board of Trustees voted unanimously on January 15, 2004, to eliminate the associate degree programs by May 2005. In 2007 Peace College celebrated the Sesquicentennial of its founding.
LOCATION
Peace College is located at 15 East Peace Street in downtown Raleigh, North Carolina, the state’s political, educational and cultural center. The State Capitol, Legislative Building, State Library and museums lie within a few blocks of the campus. The College’s location offers unique opportunities for personal and educational enrichment of which we encourage students to take advantage.

North Carolina State University is just minutes from Peace College, and four other colleges also are located in Raleigh. The University of North Carolina at Chapel Hill and Duke University are within 25 miles of Peace. Numerous concerts, dramatic presentations, and other cultural activities in the area complement the Peace College program. An international airport services several major airlines, which provide transportation to all parts of the United States and foreign countries. Amtrak passenger rail service and bus service are also available in Raleigh.

PEACE COLLEGE CAMPUS
THE CAMPUS
Peace College maintains a vibrant, picturesque campus in the center of the busy capital city. It is located in a 21-acre grove of native oaks. The campus features a mix of historic and contemporary facilities with ample parking for students, faculty, staff and visitors. The entire campus has wireless access for the Internet.

THE FOLLOWING ARE DETAILS ON INDIVIDUAL CAMPUS FACILITIES:

MAIN BUILDING, constructed before the Civil War, stands impressively in the center of campus. While maintaining the original brick structure with massive white columns and large balconies at its entrance, Main’s interior has been renovated to provide modern comforts without sacrificing its historic elegance. Main contains administrative and faculty offices, meeting and reception rooms, parlors and resident rooms for students. Student rooms have two internet ports, two telephone lines with voice mail and a cable television connection.

Main Building and all other residence halls are equipped with emergency lighting and smoke detection devices for fire protection. Main Building is equipped with a sprinkler system. The West Wing of Main Building contains the Williams Board Room, the Blue Parlor, offices and the James Dinwiddie Chapel.

Erected in 1928, the East Wing of Main Building contains Career Services, Academic Advising, Adventures Program, Educational Support Services and Leggett Theater complex.
MARY LORE FLOWE BUILDING, completed in 2000, contains a lecture hall with tiered seating and laptop connections, a variety of classroom sizes, and faculty offices. In addition, there are state-of-the-art computer laboratories for anthropology, business administration, communication/mass media, human resources, languages, and psychology. All classrooms and labs have access to the Internet and multimedia. During a special dedication ceremony in the fall of 2000, the building was named for Mary Lore Flowe, an alumna who graduated in 1900.

BROWNE-MCPHERSON MUSIC BUILDING, added to the campus facilities in 1974, honors two long-time members of the Board of Trustees, Micou F. Browne and William P. McPherson, both of Raleigh. A specially designed concert pipe organ, designed for Peace by Holtkamp Organ Co., is the focal point of the Sarah Graham Kenan Recital Hall, which seats 275.

The Music Building also contains voice and piano studios, an organ instruction complex, a choir practice room, classrooms, office space and a lounge area. In 1998 a computer lab was added which makes possible music manuscript production, editing and CD production.

JAMES DINWIDDIE CHAPEL, renovated in 1973, is located on the second floor of Main’s West Wing. The Chapel, named in memory of Dr. James Dinwiddie, who served as Peace College president from 1890 to 1907, is a beautiful place of worship. The 1870 Pomplitz organ, a rare antique pipe organ, has been restored to superior working condition.

IRWIN BELK HALL, completed in 1967, was named as an expression of appreciation for gifts by Mr. and Mrs. Irwin Belk of Charlotte, North Carolina, other members of the Belk Family and associates. The building contains a spacious student dining room, named the Carol Grotnes Belk Dining Room in honor of Mrs. Irwin Belk; the President’s Dining Room; the bookstore; the Student Development Office; a Starbucks and a mini convenience store; student lounge; and student computers with wireless access.

JAMES A. DAVIDSON RESIDENCE HALL, completed in 1986, accommodates 64 students. The three-story structure is arranged with a suite floor plan. There are two women per room and four students sharing a bathroom. Non-suite, two-person rooms have a private bath. Student rooms have two internet ports, two telephone lines with voice mail and a cable television line. The building has an elevator and three study rooms. It is named for a long-time friend of Peace College, James A. Davidson of Raleigh.

GROVER M. HERMANN STUDENT CENTER, built in 1963, was given by the late Grover M. Hermann and Mrs. Hermann, then of Chicago, Illinois. The student center contains a swimming pool, locker rooms, a gymnasium, a dance studio and a classroom. Besides physical education areas, the Center provides facilities for social affairs and recreation in general. The facility got a refresh in 2005 thanks to the generosity of alumna Fay Anderson ’54 and her husband, Ed.
MARY HOWARD LEGGETT THEATER, located on the second floor of Main's East Wing, was completely redesigned and renovated in 1996 and is now a state-of-the-art facility with computerized lighting and sound systems. The theater is named in memory of Mary Howard Leggett, class of 1922.

LUCY COOPER FINCH LIBRARY, completed in 1969, was made possible by a major contribution from Mr. and Mrs. George D. Finch of Thomasville, North Carolina, and their three daughters. The facility accommodates more than 56,000 volumes and 5,700 periodical titles easily searched in the library's electronic catalog. The Library's intranet homepage provides access to the Internet and to a variety of electronic information resources including the NCLIVE database of almost 5,000 full-text periodicals. The NCLIVE periodical collection can be accessed from any workstation on the campus network or from off-campus computers with Internet connections. In 2008, the Library is undergoing renovation and a minor expansion. In the interim, some library resources can be accessed in Frazier Hall.

S. DAVID FRAZIER HALL contains the Office Services Center on the first floor and 21 resident rooms on each the second and third floors. The resident rooms are grouped in suites with a bathroom in each suite separating two, two-person rooms. Frazier Hall, formerly East Building, was erected in 1928 and renovated in 1972 and 1987. Student rooms have two Internet ports, two telephone lines with voice mail and a cable television line. In 1992, East Building was further renovated and rededicated as Frazier Hall in honor of Dr. S. David Frazier, Peace president from 1965-1988. Frazier Hall underwent a complete renovation in 2001.

JOYNER HOUSE, renovated in 1999, serves as a residential house for students. The house includes 10 bed spaces plus living quarters, a kitchen and a laundry area. Student rooms have two Internet ports, two telephone lines with voice mail and a cable television line.

RAGLAND TENNIS COURTS, this complex of six, all-weather Laykold courts, three of which are lighted, was a gift of Mr. and Mrs. W. Tient Ragland, Jr., of Raleigh.

MARIAN N. FINLEY RESIDENCE HALL, constructed in 1964, received its name from Mr. and Mrs. A.E. Finley of Raleigh, long-time supporters of Peace College. Finley Hall provides suite-type living quarters for 91 students. Student rooms have two internet ports, two telephone lines with voice mail, and a cable television line. Finley Hall reopened in the fall of 2004 following a complete renovation.

WILLIAM C. PRESSLY ARTS AND SCIENCE BUILDING was named by Mr. and Mrs. Grover Hermann in honor of Dr. William C. Pressly, the sixth Peace College president. This building, first used in 1964-65, contains classrooms and laboratories for work in biology and chemistry. It also contains art and graphic design studios and general classrooms. The Dr. Claire E. Freeman ’39 Cellular and Molecular Biology Laboratory was dedicated in November 1998. In this laboratory students are able to conduct state-of-the-art experiments such as gel electrophoresis of DNA and proteins, DNA cloning and creating recombinant bacteria. The Dr. Annie Louise Wilkerson Biology Laboratory was dedicated in 2007 and is named for Raleigh's first female doctor of obstetrics and gynecology.

WILLIAM G. ROSS RESIDENCE HALL, completed in 1969, is a facility for 126 students. The U-shaped, three-and-one-half-story structure is arranged with a suite floor plan, providing every four students with a bathroom. Student rooms have two Internet ports, two telephone lines with voice mail and a cable television line. Three study rooms, Health Services, the Counseling Center, two kitchens, a fitness center and reception areas are included. The building is named for William G. Ross of Raleigh, former chairman of the Board of Trustees’ Building Committee.

NEW HALL, which opened July 2005, is located on north campus on land that was purchased in 2002. This facility houses 66 juniors and seniors in apartment-style “cottages” of six or eight students, offering a more independent living experience on campus. Each cottage has semi-private bedrooms and bathrooms, with a shared living room, kitchen, and dining area, a washer/dryer in each unit, and full internet, telephone, and cable television connections. Students who live in this residence hall are required to have a meal plan, but may choose a modified plan of 10 meals per week.
INTRODUCTION TO ADMISSIONS

Peace College seeks to enroll women who will benefit from the academic program and who will contribute to the life of the Peace College Community – a community upheld by the Honor System, which requires students to maintain academic and personal integrity. The college encourages women with varied talents and interests representative of all social, economic, ethnic and racial backgrounds to apply.

Students may apply for admission to Peace College for the fall or spring semester. Applications will be accepted until August 15 for the fall semester and until one week prior to the start of classes for the spring semester. Applications received after those dates will be processed on a space-available basis. Admission decisions are made on a rolling basis.

Admission requirements/procedures for students are defined by five categories.

- Traditional First-Year student (high school senior or graduate)
- High school students applying as a junior for early entrance
- Transfer students
- International students
- Former Peace students (readmission)

Regardless of category, a candidate for admission to Peace must submit entrance credentials indicating evidence of graduation from a secondary school or other successful experiences that demonstrate the student’s ability to make satisfactory progress at Peace College.

Note: Peace College does not award credit for life experience and does not offer provisional admission to degree candidates.

ADMISSIONS

Applications are reviewed individually; decisions are based on the following credentials:

- GPA on academic courses (see minimum course requirements)
- Scholastic Aptitude Test I (verbal and math only) or American College Test scores course selection
- rank in class
- interview with an Admissions representative, if requested.

Further consideration will be given to an applicant’s personal qualifications, co-curricular activities, community involvement, and overall potential for success. Additional consideration of a students’ acceptance will be granted upon the discretion of the Dean of Enrollment.
REQUIRED DEPOSIT: Upon acceptance, all students, (resident/commuter and/or full-time/part-time and readmitted) are required to pay a non-refundable $150 deposit to confirm their attendance.

MEDICAL EXAMINATION RECORDS: Upon acceptance to Peace College, a student must submit a medical examination report prior to registration.

Application deadlines:

For Fall semester: August 15
For Spring semester: January 2

A. FIRST-YEAR ADMISSION
The major criteria in admissions’ decisions are the strength of the high school course selection and the grades in the academic courses.

RECOMMENDED ACADEMIC COURSES:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Math (Algebra I, II &amp; Geometry):</td>
<td>*3</td>
</tr>
<tr>
<td>Science</td>
<td>2-3</td>
</tr>
<tr>
<td>Social Science</td>
<td>2-3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
</tbody>
</table>

*Students are encouraged to complete four years of mathematics

INTERVIEW: All applicants are encouraged to schedule an appointment to visit the campus and interview with a member of the Admissions Staff. In some cases, an interview may be required as part of the application process.

Applications may be obtained from your high school counselor, through the Peace College website at www.peace.edu or the College Foundation website at www.cfnc.org, or by calling the Peace College Admissions Office at 1-800-PEACE-47 or, in the Raleigh area, 919-508-2214. Peace will consider waiving the non-refundable application fee of $25 for students who submit the College Board Application Fee Waiver Form (available from school counselors).

B. APPLYING FOR EARLY ENTRANCE AFTER JUNIOR YEAR
Students may apply for admission to Peace College after completion of their junior year of high school if they can provide written evidence of exceptional academic achievement, emotional stability and social maturity. Students who apply for early entrance are required:

- to have a minimum GPA of “B” (3.00) in academic courses,
- to be ranked in the top 25th percentile of their class,
- to have earned scores of 1100 or higher on standardized tests, and
- to be interviewed on campus by the Admissions Staff.

To apply for early entrance: Complete the Peace College application and submit a final transcript showing all work completed through the end of the junior year.

Note: To be eligible for financial assistance, students must have received a high school diploma or its recognized equivalent [generally the GED (General Education Diploma)]
C. TRANSFER STUDENTS
Transfer applications are accepted for all class levels. Please refer to the heading Transfers to Peace College for information on evaluation of transfer credits.

ADMISSION REQUIREMENTS
Transfer students are required to apply at least one week prior to the beginning of classes each semester, allowing sufficient time for evaluation of credits and preparation of advising materials.

Applicants are required to submit official college transcripts from all colleges attended or currently attending at the time of application, but no later than one week prior to matriculation. In the event that the applicant is enrolled in classes at the time of application, she will be required to submit an updated, official final transcript upon completion of work in progress.

Prospective transfer students who have completed fewer than 24 hours of college-level course work (not including remedial or developmental courses) are required to submit SAT or ACT scores and an official transcript from high school. All transfer students are required to have a minimum 2.0 cumulative grade point average.

Applicants are required to submit a completed Dean’s Evaluation form. This form is to be completed by the Dean of Students at the last college or university attended.

D. COMPREHENSIVE ARTICULATION AGREEMENT
Peace College has signed the Comprehensive Articulation Agreement (CAA) with the North Carolina Community College System. This agreement aids in the transfer of credit from colleges within the North Carolina Community College system. For specific details about how courses transfer under the CAA, refer to the Peace Passport section of this catalog.

E. INTERNATIONAL STUDENTS
Peace College is authorized by the U.S. Immigration and Naturalization Services to enroll non-immigrant students in accordance with federal regulations. International students for fall must complete their application by May 1, 2008 for the fall semester or October 1, 2008 to be considered for the spring semester. The following guidelines are used to evaluate the application of International students:

I. Peace College requires documentation of international students. Any student seeking admission to Peace must provide proof of their current United States visa.

II. Peace College requires a minimum score of 550 on the written Test of English as a Foreign Language (TOEFL) and 213 on the computer-based TOFEL from students whose native language is not English (minimum score on internet-based TOFEL is 80). To be considered for merit-based scholarships, international students are required to take the Scholastic Aptitude Test I (SAT I) or the ACT Test.

III. Four years of study of English as a foreign language is preferred; students should have maintained a grade of “C” or better in such courses.

IV. Applicants must submit a fully-completed certificate of financial responsibility. This statement must be notarized.

V. Applicants must submit a notarized medical form stating the immunization records to the student.

VI. The Admissions Office must receive official copies of transcripts from all schools attended previously; all forms must be translated into English. Peace College recommends using World Education Service, Inc. (WES) as a valid source of translation. WES does require a fee for translation.

VII. Any National Examination results, such as British GCE “O” or “A” levels must be submitted as a part of the Application. Photocopies of these certificates must be certified by the high school and bear the secondary school’s official stamp or seal.
Admissions decisions are based on evidence of a candidate’s sound academic training, ability, motivation, maturity and integrity as shown in school records and standardized test results. International students applying under the auspices of ASPECT or those who are presently enrolled in an American high school or college should contact the Office of Admissions for more information at 1-800-PEACE-47 or 919-508-2214 locally.

Note: Due to time constraints, international students should submit all official documents no later than May 1 for fall semester consideration and no later than October 1 for the spring semester.

<table>
<thead>
<tr>
<th></th>
<th>APPLICATION REQUIRED</th>
<th>REQUIRED DOCUMENTS</th>
<th>INTERVIEW</th>
<th>PREFERRED DEADLINES</th>
<th>NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRADITIONAL First-Year Student</td>
<td>Yes</td>
<td>High School transcripts and SAT or ACT scores</td>
<td>Recommended</td>
<td>No later than one week prior to the start of Fall and Spring semester classes</td>
<td>Rolling admissions - notification upon completion of application folder</td>
</tr>
<tr>
<td>EARLY ENTRANCE after Junior year of high school</td>
<td>Yes</td>
<td>High School transcripts and SAT or ACT scores</td>
<td>Required</td>
<td>No later than one week prior to the start of Fall and Spring semester classes</td>
<td>Rolling admissions - notification upon completion of application folder</td>
</tr>
<tr>
<td>TRANSFER</td>
<td>Yes</td>
<td>24 + credits only college transcripts</td>
<td>Required</td>
<td>No later than one week prior to the start of Fall and Spring semester classes</td>
<td>Rolling admissions - notification upon completion of application folder</td>
</tr>
<tr>
<td>INTERNATIONAL</td>
<td>Yes</td>
<td>TOEFL, translated high school transcripts</td>
<td>Recommended</td>
<td>May 1 - Fall October 1 - Spring</td>
<td>Rolling admissions - notification upon completion of application folder</td>
</tr>
<tr>
<td>PART-TIME STUDENTS</td>
<td>Yes</td>
<td>In some cases: High School transcripts and SAT or ACT scores</td>
<td>No</td>
<td>No later than one week prior to the start of Fall and Spring semester classes</td>
<td>Rolling admissions - notification upon completion of application folder</td>
</tr>
</tbody>
</table>
F. READMISSION OF FORMER PEACE COLLEGE STUDENTS
Any student who was previously enrolled at Peace and who has not been enrolled for one or more semesters and who wishes to return to Peace should contact the Office of Admissions. An interview may be required for some applicants. Applicants for readmission are required to apply at least one week prior to the beginning of classes each semester, allowing sufficient time for evaluation of credits and preparation of advising materials.

Applicants for readmission are also required to submit official copies of transcripts at the time of application, but no later than one week prior to matriculation. A 2.0 cumulative GPA is required for admissions. In the event that the applicant is enrolled in classes at the time of application, she will be required to submit an undated official final transcript upon completion of work in progress.

Applicants who have been suspended from Peace College must successfully complete, at another institution, a minimum of one 3 semester hour course with a 2.0 GPA that is equivalent to a course listed in the Peace College academic catalogue.

The student who is away from Peace College for one or two semesters may elect to comply with the catalog that was in effect during the time of her first enrollment at Peace. The student who is away from Peace College for more than two consecutive semesters must comply with the catalog that is in effect at the time of her re-enrollment (or with those coming into effect during that re-enrollment). A readmitted student must pay the $150.00 required deposit and in some cases the student will be required to complete the medical examination form.

G. SPECIAL PROGRAMS AND SERVICES
DUAL ENROLLMENT PROGRAM
The Dual Enrollment Program allows qualified high school girls to take courses at Peace College for college credit. Students who meet the following academic requirements are eligible for the program:

- Scores (PSAT/SAT/ACT) and grades indicating above-average ability.
- Class rank in top 30% of class.
- Endorsement by high school guidance counselor.
- Approval by high school principal.

Interested students may request information on Dual Enrollment from the Admissions Office at Peace College, 15 East Peace Street, Raleigh, NC, 27604. To request information by telephone, call 919-508-2214 to reach the admissions office through e-mail, please send your name and contact information to admissions@peace.edu.

Credits earned through the program may be applied toward a degree at Peace College, provided the student is accepted and enrolls as a degree seeking student. Students may also request that their transcripts be transferred to another college or university.

TRANSITIONS PROGRAM
The Transitions Program is designed for full-time, degree-seeking students whom we believe will have enhanced opportunities for success at Peace by enrolling in Adventures 099, “Academic and Life Skills for Success,” in their first semester. Students will also participate in our first-year seminar, which is required for all students. Students admitted to the transition program are limited to 14 credit hours their first semester at Peace College.

BRIDGE PROGRAM
The Bridge Program is designed to allow students whose high school grades and GPA are below Peace’s standards, but whose overall profile indicates potential for success at Peace, to enroll on a part-time basis. Students accepted to the Bridge Program are non-degree students and are required to take 4 semester hours in the summer (ADV 100, “Adventures for Women,” and ENG 100, “Fundamentals of Writing”). Bridge students are then limited to a 10-hour load in the fall semester (including ADV 099, “Academic and Life Skills for Success”). Students who complete their fall semester with at least a 2.0 GPA will be allowed full-time, degree-seeking status upon the evaluation of the Admissions Office.
STUDENTS WITH DISABILITIES
Students with disabilities must meet regular admissions requirements. In addition, they must submit documentation from a licensed psychologist or physician as to the nature and extent of their disability. All testing must be current, within four years from the date of application. To receive accommodations through Disability Services, a student must be “state-identified.” For additional information, contact the Director of Disability Services.

Peace College does not discriminate in its admission of women students, regardless of race, creed, color, religion, age, national origin, sexual orientation, disability, or veteran status. In our employment practices, Peace College seeks to hire, promote, and retain the best qualified individuals, regardless of race, creed, color, religion, age, sex, national origin, sexual orientation, disability, or veteran status. This is done in accordance with the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The college complies with the Family Education Rights and Privacy Act of 1974, as amended, regarding information on file and students’ access to their records. Directory information (name, address, class, and major) may be released, unless the student requests in writing that her information be withheld.

INTERVIEWS AND CAMPUS VISITS
The Peace College campus is open for visits throughout the year. Prospective students are encouraged to visit the Admissions Office in Main Building as follows:
- September-May: 9 a.m. to 4 p.m. Monday through Friday, and 9 a.m. to 12 p.m. Saturday.
- Offices are closed on major holidays throughout the year.

TO SCHEDULE AN INTERVIEW OR CAMPUS VISIT
Admissions Office
Peace College
15 East Peace Street
Raleigh, N.C. 27604
1-800-PEACE-47 (or 508-2214 locally)
INVEST IN QUALITY

A Peace College education is an exceptional education at a reasonable cost. Most Peace College students need some form of financial aid to meet the cost of a college education. In fact, each year we offer more than $4 million in aid to over 96% of our students. Prospective students interested in Peace College are encouraged to apply for admission regardless of their financial situation. Please refer to the Scholarship and Financial Aid section of the Catalog for details on financial assistance programs.

The college reserves the right to adjust tuition, room and board and fees if conditions make an adjustment necessary. Consequently, at the time of a student’s future enrollment, expenses may differ from those stated in this particular issue of the Catalog. Advance notice of any adjustment will be provided to students.

North Carolina Residents

Resident Students:

Tuition: $22,818
Room and Board: $7,820
Total: $30,639

Less: NCLTG* - $1,950
Total: $28,688

Commuter students:

Tuition: $22,818
Less: NCLTG* - $1,950
Total: $20,868

Out-of-State Students

Tuition: $22,818
Room and Board: $7,820
Total: $30,638

*The N.C. Legislative Tuition Grant (NCLTG) is subject to change by the North Carolina General Assembly.

APPLICATION FEE

All first-time applicants are required to submit a $25 non-refundable processing fee payable to Peace College with the application. This fee, paid only once, is intended to defray the cost of processing the application and is not credited to the student’s account. For fall semester, tuition deposits of $150 for new students are due May 1 or within fifteen days of acceptance if admitted later than May 1. For spring semester, tuition deposits of $150 are due November 1 or within fifteen days of acceptance if admitted later than November 1. ALL DEPOSITS ARE NONREFUNDABLE after May 1 for the fall semester and November 1 for the spring semester. Deposits are credited to the student’s account.

COMMUTER STUDENT EXPENSES

Commuter students are those attending Peace College full or part-time but not living on campus. A full-time student is one registered for twelve or more semester hours. Tuition charges for full-time commuter students are detailed in the chart below. Commuter students registering for fewer than twelve semester hours will be assessed charges at the rate of $200-$600 per semester hour, depending on total hours enrolled, payable immediately after registration. Commuter students may purchase meals at a per-meal rate or may take advantage of block plans offered by Dining Services.

PAYMENT SCHEDULES

Payments for tuition/fees, room and board are due in full by August 1 for the fall semester and by December 15 for the spring semester. Payments, financial aid and/or a payment plan must be in place by these dates to cover the full semester balance. If the decision to attend Peace is made after August 1 for the fall or December 15 for the spring, payments, financial aid, and/or a payment plan must be in place prior to the start of classes to cover the full semester balance. Class registration may be cancelled at the college’s discretion prior to the start of classes if a student account balance is not fully satisfied by payment, financial aid, and/or a payment plan.
TUITION MANAGEMENT SYSTEMS, INC.
The services provided by Tuition Management Systems, Inc., offers the advantage of five or ten convenient monthly payments. There is an enrollment fee of $45/$60, respectively, collected by Tuition Managements Systems, Inc., for this plan. The first payment for the fall is due by July 1. The first payment for the spring is due by December 1. Monthly late fees are assessed by Tuition Management Systems, Inc.

Students and parents desiring to use this monthly payment plan can obtain more information by contacting Tuition Management Systems, Inc., P.O. Box 842722, Boston, MA, 02284-2722; 800-722-4867; www.afford.com.

SPECIAL FEES
Non-refundable special fees are due prior to the first class meeting. The rates listed below are per semester-hour unless otherwise indicated. Special fees are in addition to the fees as scheduled. **Note: Students from the Cooperating Raleigh Colleges pay the same additional course fees as Peace College students.**

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music (Voice, Piano, Organ)</td>
<td>$125</td>
</tr>
<tr>
<td>Full-time students (includes practice)</td>
<td></td>
</tr>
<tr>
<td>Part-time students, for credit/non-credit Weekly half-hour lessons (15 weeks)</td>
<td>$315</td>
</tr>
<tr>
<td>Weekly one-hour lessons (15 weeks)</td>
<td>$325</td>
</tr>
<tr>
<td>Class Piano (Music 110)</td>
<td>$125</td>
</tr>
<tr>
<td>Voice Class (Music 100)</td>
<td>$125</td>
</tr>
<tr>
<td>Audit charges per credit hour</td>
<td>$100</td>
</tr>
<tr>
<td>Graduation Fee (including diploma)</td>
<td>$100</td>
</tr>
<tr>
<td>Lab Fee</td>
<td>$30 (per course)</td>
</tr>
<tr>
<td>Photography</td>
<td>(to be announced)</td>
</tr>
<tr>
<td>Transcripts of Academic Records</td>
<td>$5</td>
</tr>
</tbody>
</table>

PART-TIME FEES

<table>
<thead>
<tr>
<th>Hours</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4 hours</td>
<td>$200/credit hour</td>
</tr>
<tr>
<td>5-8 hours</td>
<td>$400/credit hour</td>
</tr>
<tr>
<td>9-11 hours</td>
<td>$600/credit hour</td>
</tr>
<tr>
<td>Credit in excess of 18 hours</td>
<td>$200/credit hour</td>
</tr>
<tr>
<td>Dual Enrollment Fee</td>
<td>$100/per course</td>
</tr>
</tbody>
</table>

OTHER FEES

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activity Fee</td>
<td>$175</td>
</tr>
<tr>
<td>Orientation Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Parking Fees</td>
<td>$85</td>
</tr>
<tr>
<td>Stop Payment Request</td>
<td>$25</td>
</tr>
<tr>
<td>Returned check fee</td>
<td>$25</td>
</tr>
<tr>
<td>Student Identification Card</td>
<td>$20</td>
</tr>
<tr>
<td>Replacement identification card</td>
<td>$20</td>
</tr>
<tr>
<td>Health Insurance Fee</td>
<td>$400</td>
</tr>
</tbody>
</table>

**Books, supplies, and spending money are not included in the above charges.**

BOOKS
The College Bookstore handles all textbooks and supplies. At the end of the semester, the bookstore will repurchase books that will be used again if they are in acceptable condition. To return a purchased book, there must be no markings in the book and verification that the student has dropped the course.
RETURN OF FEDERAL UNEARNED FUNDS FOR TITLE IV RECIPIENTS
Federal financial aid funds (Title IV funds) are awarded with the expectation that students will complete the entire period of enrollment. Students earn a percentage of the funds that are disbursed with each day of class attendance. When a student who has received Title IV funds leaves school before the end of the semester or period of enrollment, federal law requires Peace College to calculate the percentage and amount of unearned financial aid funds that must be returned to the federal government.

Once a student has completed more than 60% of the enrollment period, students are considered to have earned all funding received. This calculation may have the effect of requiring the student to repay funds that have already been disbursed to the student. A leave of absence may be considered to be a withdrawal. Students are encouraged to meet with the Financial Aid Office prior to making the decision to withdraw from school.

INSTITUTIONAL REFUND POLICY
The following institutional refund policy applies to:

- Students who are not receiving federal Title IV aid, and
- Students whose accounts are not cleared after applying the Return of Federal Unearned Funds formula described above.
- Students withdrawing before the end of a semester will be responsible for the following percentage of tuition and fees for the semester:

WITHDRAWAL DURING:

- First week 20%
- Second week 40%
- Third week 60%
- Fourth week 80%
- After four weeks 100%

- Board will be refunded based on the number of weeks remaining in the semester after the week of withdrawal.
- Room charges will not be refunded.
- Beginning on the first day of classes, no refunds will be made if a student is suspended from the college for academic or conduct reasons.

TUITION INSURANCE REFUND PLAN
Peace College has a concern for the student who suffers a serious illness or accident and has to leave the College before the semester is completed. Peace College has arranged to offer the Tuition Refund Plan to students and parents to minimize the financial portion of the loss. This elective insurance plan, made available through A.W.G. Dewar, Inc. (Dewar), provides coverage for tuition and housing charges.

This plan significantly extends and enhances the College's published refund policy. In cases of withdrawals due to accident or illness, the plan assures you a 100 percent refund throughout the term. The refund amount is 60 percent in cases of withdrawals due to mental or nervous disorders as defined in the plan. Contact the Student Accounts Office for more information about signing up for this plan and current rates.
LATE PAYMENTS
It is imperative that all accounts be paid promptly. There will be a monthly late fee assessed on all unpaid balances. Class registration may be cancelled at the college’s discretion prior to the start of classes if a student account balance is not fully satisfied by payment, financial aid, and/or a payment plan.

We are committed to providing an exceptional education at a reasonable cost. The cost of tuition, room and board at Peace College remains below the national average for private four-year colleges and universities. To assist in meeting documented need, the college has an extensive program of financial assistance.

To be considered for any need-based financial aid, including all federal and state programs, students must submit a Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA to the processor indicated on the form. The college’s school code number is 002953. The FAFSA may be completed on line at www.fafsa.ed.gov. You may apply for your PIN at www.pin.ed.gov. It is recommended that financial aid applications be submitted prior to March 15, and after the student and her family have completed their prior year’s tax returns. Late applications can be considered only if all funds have not been expended.

All need is determined by subtracting the Expected Family Contribution (EFC) as determined by the federal analysis of the family’s resources, from the total cost of attending Peace College. The family’s contribution is estimated on the basis of income and assets, with consideration given to taxes and other expenses of the family. Families may contact the Office of Financial Aid at 1-800-732-2347 for questions regarding aid.

*For additional information on scholarships, grants, loans, or federal work-study positions, you can visit our website at www.peace.edu or contact the Peace College Office of Financial Aid. Financial Aid programs are subject to change. Always check with the Office of Financial Aid for the most up-to-date information.

TUITION DEDUCTIONS
Tuition deductions are allowed in the following situations:

VIII. Full-time students who are daughters of Presbyterian ministers or Presbyterian missionaries (home or foreign) are given tuition deductions of $500 per semester.

IX. When sisters are simultaneously enrolled at Peace, a $500-per-semester deduction is made for each enrolling sister after the first student.

X. Peace also participates in a tuition remission plan for daughters of its employees and a group of other private colleges and universities. Please see the Financial Aid Staff or employee handbook for an explanation of these benefits.
SCHOLARSHIPS AND GRANTS

PEACE COLLEGE SCHOLARSHIPS AND GRANTS

PEACE COLLEGE PRESIDENTIAL SCHOLARSHIP
Peace College Presidential Scholarships are awarded to qualified students who have earned exceptional academic records. These students should also possess exemplary characteristics of leadership ability and/or special talents that would enable them to make significant contributions to campus life. These merit-based scholarships are renewable for an additional three years of study at Peace College provided recipients maintain a “B” average (3.00) with no grade below “C.” Scholarship awards range from $8,500 to $15,500.

PEACE COLLEGE ACADEMIC ACHIEVEMENT SCHOLARSHIP
Peace College Academic Achievement Scholarships are awarded to qualified students who have earned outstanding academic records and who, in the judgment of college representatives, display potential for making significant contributions to the Peace College community. These merit-based scholarships are renewable for an additional three years of study at Peace College provided recipients maintain a “B” average (3.00) with no grade below “C” and provided they exhibit exemplary conduct. Scholarship awards range from $6,500 to $12,500.

PEACE COLLEGE CHALLENGE GRANTS
Peace College Challenge Grants are awarded annually on the basis of academics. These merit-based grants are renewable for an additional three years of study at Peace College, provided recipients maintain a “C” average (2.00) with no failing grade. Grant awards range from $3,000 to $11,500.

PEACE COLLEGE NEED-BASED GRANTS
Peace College Need-Based Grants are awarded annually to eligible students. Eligibility and grant amounts are based on information received from the Free Application for Federal Student Aid (FAFSA). Students may apply to have the grants renewed each year they are enrolled in Peace College by completing the FAFSA at www.fafsa.ed.gov.

SLOAN SCHOLARS PROGRAM FOR PRESBYTERIANS
Through the Sloan Scholars Program, Peace College will award up to $5,000.00 per year to students who are certified by the Session of their Presbyterian Church as an active member of the congregation. New students must meet all Peace College admission requirements and be in the top 1/3 of the high school class. Priority will be given to students who demonstrate financial need. The Scholarship is renewable for all four years provided the student maintains a “C” average (2.0 GPA) and maintains good social standing at Peace College. The scholarship is available to students from North Carolina and states other than North Carolina with preference given to North Carolina students.

DEPARTMENTAL SCHOLARSHIPS
Fine Arts scholarships are awarded to students who audition or present portfolios and possess special talents. These awards are granted based upon recommendations from the individual department coordinators.

TRANSFER MERIT GRANTS
Students who transfer into Peace College may be eligible for merit-based grants. These grants are awarded on the basis of the number of transferable credits earned at an accredited college or university and on the cumulative grade point average earned at each institution attended. The Transfer Merit Grants are renewable for up to two additional years, provided recipients maintain a “C” average (2.00) with no grade below “C.” Grant awards range from $3,500 to $14,500.

OUTSIDE SCHOLARSHIPS
The Office of Financial Aid maintains a listing of outside scholarships and resource links online at www.peace.edu on the Financial Aid section under Online Resources. Students should visit the Office of Financial Aid website and/or office at least once a semester to stay informed on other available resources.

The Office of Financial Aid reserves the right to adjust a student’s award if her academic status or housing status changes.
**FEDERAL WORK-STUDY**

The Federal Work-Study Program stimulates and promotes part-time employment of students attending Peace College. The employment made available from the Federal Work-Study Program (FWSP) complements and reinforces the educational program and/or vocational goals of each student receiving assistance to the maximum extent possible.

The FWSP provides jobs for students who are in need of earnings from employment to pursue their courses of study. Eligibility is determined by the Free Application for Federal Student Aid (FAFSA).

Grants are available to Peace College students in amounts beginning at $200. Eligibility for these grants is determined by financial need, academic potential and citizenship. Grants are gifts and are renewable as long as academic achievement and conduct are satisfactory. A student should submit a Free Application for Federal Student Aid (FAFSA) for each year she applies for aid.

**FEDERAL GRANTS**

**FEDERAL PELL GRANTS**

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. To apply, the student must complete a Free Application for Federal Student Aid (FAFSA). For additional information regarding this grant, consult the Office of Financial Aid. Rules and regulations governing this program are subject to changes made in federal policies.

**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)**

These federally sponsored grants are awarded to students with significant financial need. The amount of the grant is determined by available funds and results of the Free Application for Federal Student Aid (FAFSA). The FSEOG Program is designed as a supplement to the Federal Pell Grants.

**STATE GRANTS**

**NORTH CAROLINA STATE CONTRACTUAL SCHOLARSHIP FUND (NCSCSF)**

This fund was designed by the General Assembly as a state-appropriated scholarship fund to assure that North Carolina students are able to attend a private college. These grants are available to legal residents of North Carolina with specific need. To apply, the student must complete a Free Application for Federal Student Aid (FAFSA). Students should complete the FAFSA no later than March 15 to be considered for the grant. This grant is funded by the State of North Carolina and administered by the college.

**NORTH CAROLINA STUDENT INCENTIVE GRANTS (NCSIG)**

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation of North Carolina, Inc., P.O. Box 41966, Raleigh, N.C. 27627-1966 (888-234-6400). To apply, the student must complete a Free Application for Federal Student Aid (FAFSA). Students should complete the FAFSA no later than February 15 to be considered for the grant.

**NORTH CAROLINA LEGISLATIVE TUITION GRANTS (NCLTG)**

This entitlement grant is available to legal residents of North Carolina enrolled at in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant is authorized at $1,950 for full-time students, and prorated for enrollment of 9 – 11 hours per semester. NCLTG is also available to students with degree seeking teacher licensure. The amount varies and final determination is unknown prior to legislature approval of the state budget annually. Although this is an entitlement grant, to apply, the student must complete a NCLTG application that may be obtained from the Office of Financial Aid.
FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFELP)

This program includes Federal Subsidized Stafford Loans, Federal Unsubsidized Stafford Loans, and Federal PLUS Loans. Through the Federal Stafford Loan Program, a dependent student may be eligible to borrow as much as $3,500 for her first year, $4,500 for the sophomore year, and $5,500 for her junior and senior years. A dependent student may borrow up to $23,000 in Stafford loans for her total undergraduate study. An independent student may borrow an additional $4,000 of unsubsidized funds for her first and second years of study and an additional $5,000 of unsubsidized funds for study for the third year of study and beyond. An independent student may borrow up to $46,000 of subsidized and unsubsidized funds for her total undergraduate study.

Federal Stafford Subsidized Loans incur interest charges. However, the Department of Education pays this interest for students while they are enrolled at least half-time and during their grace period. Federal Stafford Unsubsidized Loans incur interest charges also; however, the student is responsible for payment of these charges while enrolled. Students are encouraged to pay the interest on the loan while in school to avoid capitalization of the interest at repayment. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time, but deferments may be granted under a variety of conditions set forth in federal law. The interest rate is set annually for the 12-month period July 1-June 30. To apply for the Federal Stafford Loan (subsidized or unsubsidized), the student must complete and file the Free Application for Federal Student Aid (FAFSA). The student must be enrolled at least half-time during the loan period in a program of study leading to a degree or certificate. She must demonstrate financial need for a subsidized loan and must have received a determination of eligibility or ineligibility for a Federal Pell Grant.

The PLUS loan allows parents of undergraduate dependent students to borrow up to the cost of attendance, minus other aid. The FAFSA must be completed in order for a parent to obtain the PLUS loan. The interest rate is adjusted annually on July 1 over the life of the loan. The repayment period begins after the second disbursement of the loan. The length of the repayment period depends on the total amount borrowed, but normally does not exceed 10 years.

The PLUS loan is meant to be used in addition to any other loan the student may borrow, or as a primary source for those who do not qualify for a Federal Stafford Loan. For this reason, we recommend that students apply for a Federal Stafford Loan before they or their parents apply for a PLUS loan. Parents who are denied PLUS loans may contact the lender to appeal this decision, or they may have their student borrow additional Federal Stafford Unsubsidized funds up to $5,000. Please contact the Office of Financial Aid for more information. You are required to select a lender of your choice for your Stafford and/or PLUS loans. A lender list is provided for you at the Financial Aid page of our website www.peace.edu under Types of Loans /Lender Link.

ALTERNATIVE LOANS

Various alternative loans are available for students who are not eligible for Federal Stafford loans or who need additional loan money. Consult the Office of Financial Aid for information regarding these loans.

Peace College strongly encourages all students to complete the FAFSA before applying for an alternative loan. Federal loans (Stafford and PLUS) should always be the first option to consider when borrowing money to finance an education. If you are considering an alternative loan, you should carefully evaluate a loan program to determine if it best meets your needs.

VETERANS EDUCATIONAL ASSISTANCE PROGRAM

Educational Assistance Benefits are available for veterans, active-duty military, National Guard and selected reserve and, in some instances, their qualified dependents. For additional information on specific programs, contact the Veterans' Certifying Official.

INDEPENDENT AND DEPENDENT STATUS

The FAFSA determines a student’s dependency status. Federal regulations are very specific about the classification of dependent and independent students. If the student feels that she does not meet the classification of a dependent student, please contact the Office of Financial Aid.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students must meet the Satisfactory Academic Progress (SAP) standards set by Peace College in order to renew a financial aid award. The Office of Financial Aid will monitor grades and hours earned for each student who has financial aid. If a student does not meet the SAP guidelines given, her financial aid could be removed. Please contact the Office of Financial Aid with questions.
HONOR SOCIETIES

ALPHA CHI NATIONAL HONOR SCHOLARSHIP SOCIETY
A general honor society for junior and senior baccalaureate students, Alpha Chi admits to membership students who achieve academic distinction. No more than ten percent of the junior and senior classes with grade-point averages of 3.60 or higher may be inducted in any given academic year. This society promotes academic excellence and exemplary character among students. The Peace College chapter is North Carolina Psi. The chapter is required to sponsor at least one scholarly or academic activity each year to promote scholarship in the Peace College community.

BETA BETA BETA
Beta Beta Beta is a National Biological Honor Society. It is dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. To be eligible for membership, a student must have 1) a minimum average of “B” in at least four biology courses, 2) declared a major in biology, and 3) good academic standing overall. Induction of new members occurs in the spring.

LE CENACLE DE PEACE
This society was created in 1997 to honor outstanding students in French who desire to learn more about France, its culture, literature, art, and music. Membership is extended to students who have completed their second semester of a 300- or 400-level French course at Peace College and who have demonstrated a seriousness of purpose in their studies. Provisional membership is open to students during their second semester of study at the 300 level.

PSI CHI
Psi Chi is the Psychology National Honor Society. This organization is dedicated to promoting scholarship and service in the area of psychology. Psi Chi members are encouraged to participate in faculty and independent research, as well as to participate in community service. Psychology majors and minors with 45 credit hours (9 in psychology courses) who have a GPA of 3.0 or higher and who are in the top 30% of their class are eligible to join Psi Chi. Induction occurs in the spring.

SIGMA DELTA MU
Sigma Delta Mu is a national honor society in Spanish for two-year colleges and the first three semesters of four-year colleges and universities. It honors those who seek to attain excellence in the study of Spanish and the literature and culture of Spanish-speaking peoples. To be eligible for active membership, a student must be enrolled in the second semester or higher, be in good standing, be genuinely interested in Hispanic culture, have a minimum grade-point average of 3.00 in Spanish, and rank in the upper 35 percent of her class or have a minimum overall average of 2.75. The Peace chapter is the Beta Chapter of North Carolina.

SIGMA DELTA PI
Sigma Delta Pi is a national honor society in Spanish for four-year colleges and universities. It was Peace’s first baccalaureate honor society and was chartered in April 1997. With more than 470 chapters nationwide, it is by far the largest foreign language honor society and is a member of the Association of College Honor Societies. Founded in 1919, it is affiliated with both the American Association of Teachers of Spanish and Portuguese and the Modern Language Association. The Peace chapter of Sigma Delta Pi is Upsilon Beta. To be eligible for Sigma Delta Pi membership, a student must maintain a strong academic profile overall, must have a B or better average in Spanish, and must complete 18 semester hours of Spanish, including advanced-level courses taught in Spanish.

SIGMA TAU DELTA
Sigma Tau Delta’s central purpose is to confer distinction upon outstanding students of the English language and literature in undergraduate, graduate, and professional studies. Membership in this honor society is available to juniors and seniors who major or minor in English, who have at least a B average in English, and who rank in the highest 35 percent of their class in general scholarship. A member of the Association of College Honor Societies, Sigma Tau Delta is composed of more than 560 chapters located throughout the United States, Europe, Canada, and the Caribbean.
ARTEMISIA AWARD
Established in 1999 by Peace professors Woody Holliman and Carolyn Parker, this award recognizes outstanding graphic design majors.

BIOS AWARD IN BIOLOGICAL SCIENCE
Established in 1990 by Peace College faculty members Drs. Patricia L. Weigant and Lisa A. Bonner, this award recognizes outstanding biology majors.

FIRST-YEAR CHEMISTRY ACHIEVEMENT AWARD
Sponsored by the Chemical Rubber Company, this award is given to the first-year student attaining the highest achievement in general chemistry. The award includes a certificate and a copy of the CRC Handbook of Chemistry and Physics, a major scientific reference book.

ELIZABETH GIBSON TAYLOR PROSE AWARD
This award was established in 1982 to honor Elizabeth Gibson Taylor ’22 for her interest in English studies. This award is presented annually to the student who has produced the outstanding work of prose published in the college literary magazine.

EXCELLENCE IN LEADERSHIP STUDIES AWARD
The Excellence in Leadership Studies Award is given to an outstanding senior who is double-majoring or minoring in Leadership Studies. This award was created to recognize a Leadership Studies major or minor who has demonstrated excellence in her academic studies, campus leadership, and civic participation, and involvement in the Leadership Studies program and in developmental opportunities outside of courses.

IDA WITHERS CURRIE AWARD
The Ida Withers Currie Award is given to the outstanding senior business student chosen by the business admin faculty. The award was established by James Currie in honor of his sister, Ida Withers Currie ’29, a Peace graduate and former business instructor at the college.

JANE HERRING WOOTEN ’37 RESEARCH GRANTS
Established in 1998 by Peace College graduate and retired Raleigh pediatrician Dr. Jane Herring Wooten ’37 and her husband Kenneth Wooten, the grant(s) will be used annually to assist students in conducting research projects in cellular and molecular biology.

KATHARINE BRYAN SLOAN GRAHAM ACADEMIC ACHIEVEMENT AWARD
Granted annually at graduation, the award was established in 1969 in memory of Katharine Bryan Sloan Graham, the first student to matriculate at Peace in 1872. The award is presented to the graduating senior whose academic record places her among the top three students of her class and who, in the opinion of the faculty and administration, exemplifies commendable traits of citizenship, cooperation, and concern for others.

LAURA CARPENTER BINGHAM EXCELLENCE IN LEADERSHIP AWARD
This award is to be given to an outstanding senior who has demonstrated excellence in her academic studies, in campus leadership, in civic participation, and in the important qualities of integrity and honor. It recognizes a woman whose unfailing loyalty to Peace College will truly make a difference in this world.

MARY PATE CURRIE AWARD
This award was established in memory of Mary Pate Currie, Peace College class of 1923, by her family and friends. The award recognizes a rising Peace College senior of high moral character who exemplifies the character of Mary Pate Currie. The selection is made annually by a committee of faculty members representing the areas of humanities and fine arts. The recipient will demonstrate high academic achievement and have a major in an area of the humanities, including the fine arts.

NATIONAL DEAN’S LIST
Each semester the Dean of Academic Affairs nominates students from the Dean’s List with Distinction to be placed on the National Dean’s List. These students have earned a 4.0 grade-point average or are in the top 5% of their class. Their meritorious achievement earns them a place in the annual edition of the National Dean’s List, an opportunity to compete for national scholarship awards, and the use of the National Dean’s List Student Referral Service.

MABEL PUGH ART AWARD
Established in memory of Ruth Huntington Moore with a bequest from the estate of Mabel Pugh, head of the art department at Peace College from 1936 until 1960, this award is given annually to a returning first-year student who is a graphic design major and who shows outstanding progress in the development of her art work in the areas of creativity and craftsmanship.
NANCY J. FRAZIER STUDENT SERVICE AWARD
This award was established by former Peace President Dr. S. David Frazier in memory of his mother. The award is presented to a student in student government who has demonstrated outstanding service to the college and to her classmates.

OUTSTANDING GRADUATE AWARD
The college annually presents this award to a bachelor’s degree graduate who, in the opinion of the faculty and administrative staff, is the outstanding member of the graduating class in her academic, social, and religious leadership; in her acceptance of her obligations; and in her general interpretation of the ideals of Peace College.

PEACE COLLEGE DANCE COMPANY ANNUAL AWARDS
The Dancer of the Year award was established in 1988 to honor the junior or senior who best exhibits the qualities most valued in a dancer–exceptional technical abilities and performance quality, tireless dedication, and enthusiasm. This award recipient receives an engraved plaque and her photograph is hung in the Dancers Hall of Fame.

The Young Choreographer of the Year annual award was established in 1990 to honor the dancer who has excelled in the field of choreography. Judgment criteria for this award are the quality of the creative work producing a new, non-commissioned work for the Peace College Dance Company.

PEACE TIMES AWARD
The Peace Times Award is presented by faculty advisors to members of the Peace Times staff that have made the most significant contributions to the student newspaper during the year.

PENNY ENGLISH AWARD
This award was established in 1973 by the late Celeste Penny, class of 1909, who taught English for many years in the North Carolina public schools. The income is awarded to a first-year student chosen by the faculty of the English department for the most outstanding work in first-year student English.

PENNY POETRY AWARD
The Penny Poetry Award, established in 1977, is given annually to the student who has produced the outstanding work of poetry published in the college literary magazine.

PHYSICAL EDUCATION ACHIEVEMENT AWARD
This award is to recognize a student who has demonstrated outstanding perseverance, improvement, and sportsmanship in her performance, as well as excellence in her written work, in physical education. The award recipient receives an engraved plaque.

PRESSLY MUSIC AWARD
The Pressly Music Award to honor the late Dr. William C. Pressly, a former President of Peace, is given annually to the senior music major whom the music faculty considers to have made a significant contribution to the music program and activities at Peace and also to have shown the most progress in the development of her own musical abilities.

PSI CHI RESEARCH AWARD
This award was established in 2002 by the faculty of the psychology program to recognize excellence in psychology research. It is presented annually to the student chosen by the Psychology faculty who shows outstanding progress in the area of psychology research. The student will receive either a gift or cash award.

SCHWERTMAN AWARD FOR EXCELLENCE IN ENGLISH
This cash award is presented annually to the student chosen by the English faculty for the most outstanding work in English. The award honors the memory of Dr. Mary Pogue Schwertman, who taught English at Peace from 1960 until her death in 1981.

THE TYNER-CROSSNO AWARD IN HISTORY AND POLITICAL SCIENCE
This award, established in 1987 by Dr. Wayne C. Tyner, retired Alumnae Professor of History, and Mr. John L. Crossno, Associate Professor of History, is a cash award given annually to a student who has taken at least nine semester hours in history and/or political science, who has done excellent work in those courses, and who has demonstrated seriousness of purpose in her studies.

W. ROBERT EVERETT BUSINESS ACHIEVEMENT AWARD
The W. Robert Everett Business Achievement Award Fund is given to an outstanding sophomore chosen by the business faculty.
ADVISING
Peace College maintains a strong advising program that promotes a close, mentoring, academic relationship between its faculty/staff advisors and student advisees. Faculty/Staff advisors help students to get the most out of their Peace education, and guide them through the process of finding their academic, career and life path. The advisors meet with students each semester to assist with registration, monitor academic performance and progress in meeting graduation requirements, and aid in career planning. While the advisor plays an important role as a helper and guide, the student is responsible for ensuring that she is meeting the requirements for graduation or for a pre-professional program.

Entering students are each assigned to a first-year advisor who will assist during the student’s first two semesters. As the student ends her first year, if she has decided on her major and has met the prerequisites, she may declare her major. She will then be assigned to an advisor in her major, one she will remain with until graduation. If the student has not decided on a major at the end of her first year, she will continue to work with her first-year advisor until she declares a major. Throughout her second year, she will have many opportunities to help clarify her choice of major: the Career Services staff, the ADV 107 course, “Exploring Majors and Careers,” the Majors Fair, Major Daze, and Find Your Passion Workshops.

ADVENTURES
Your First Year Adventure at Peace College is a specifically designed set of experiences for first-year students to welcome them to the college and to encourage their academic success through intellectual and personal discovery. These experiences will help you as a first-year student to negotiate the difficult transition from high school to college, both academically and personally. A central component of the First Year Adventure is your required first-year seminar class, ADV 100: Adventures for Women in Learning. This course is designed to give you the opportunity to find community with other first-year students by exploring academic, social, and ethical issues that are important to your life.

As a first-year student at Peace, you will begin your adventure by taking part in a common summer reading program tied into the annual campus theme. Your first official experience as a Peace student will happen during the summer when you attend Pacer Camp, a summer program where you will register for classes as well as begin to experience life as part of the Peace community by meeting other incoming students and current Peace students. When you arrive on campus in the fall, you will go through our orientation program, Pathways to Peace, along with your ADV 100 classmates. Through Pathways, you will begin your intellectual and personal journey, learning about the college and local community and what they have to offer, and meeting to discuss your summer reading.

Through the first-year seminar, ADV 100, you will develop a close connection with a member of the Peace College faculty or staff who will serve as your ADV 100 instructor and first-year advisor. Additionally, you will be assigned to an exceptional upper-class student, your peer educator, who will be your Pacer Camp to Pathways to Peace group leader, will co-teach the first-year seminar, and will serve as a mentor to help you throughout your first-year experience. Many other “Adventures” await you during your first year at Peace including learning about and taking part in Peace traditions, attending intellectual and cultural events, and getting involved in student clubs, student government and athletics. To help you get the most out of your adventure at Peace College, we strive for you to accomplish the following:

• to begin the process of discovery, both intellectually and personally
• to facilitate adjustment to college life
• to promote a sense of community
• to provide students with effective first-year advising
• to connect students with exceptional peer educators and mentors
• to create a healthy learning environment among students on campus
• to promote effective decision-making in students’ lives and careers
• to expose students to educational opportunities outside the classroom
• to involve students in the Raleigh community through service
• to help students better understand their world and their place in it
• to encourage students to be better citizens of their local communities, their nation, and the world.
LEARNING AND WRITING CENTER
The Learning and Writing Center, located in Main 12, provides free tutorial and writing assistance for all Peace students. The center offers tutoring in Spanish, French, math, statistics, accounting, study skills, and writing.

Grammar workshops are offered to all students who may need assistance with passing the grammar competency exam. These workshops are led by a composition instructor and seek to provide guidance in areas such as using commas appropriately, understanding various parts of speech, identifying dependent clauses, etc.

Study skills workshops are offered to students who feel they need assistance with developing various academic strengths. These workshops target areas such as time management, test-taking skills, and motivation.

ADVENTURES 099
The Academic and Life Skills (ADV-099) course is designed for all students who wish to improve their academic performance. Instruction in specific study skills is provided (e.g., time management, textbook reading, test-taking, etc.). Other course topics include motivating oneself to learn, developing an internal locus of control, and utilizing individual learning styles and preferences. These skills and topics are reinforced in a weekly study hall in which students’ academic progress is monitored through the use of self-report forms and one-on-one coaching sessions.

SUPPLEMENTAL INSTRUCTION
Supplemental instruction is available in biology, chemistry, and statistics. These are group tutoring sessions that seek to bolster students’ understanding of classroom content. Sessions are available for any student taking one of the listed courses.

TRANSITIONS PROGRAM
The Transitions Program is designed to enhance the success of students whom the college deems to be in need of instruction in college study skills, as well as one-on-one coaching. Students accepted into the program are required to take the ADV-099 course (mentioned above) during their first semester. Students in the program will also take the required first-year seminar course entitled Adventures for Women, ADV-100. Students must also register for a reduced course load (14 hours) their first semester. A reduced course load can help the student attain a satisfactory GPA while mastering the transition to college. The program instructor offers opportunities for those who need added support to meet with her during subsequent semesters as the need arises.

EDUCATIONAL SUPPORT
Peace College recognizes that students may need assistance to complete college-level courses. In an effort to acknowledge the individuality of each student and to foster growth and learning among all students, the college provides the below-listed support and services, at no additional cost to the student.

CAREER SERVICES
The Career Services Office is open 8-5, Monday-Friday, all year. There is no charge for these services for Peace students or alumnae. The Career Services Office provides the student with a variety of services to assist her to determine and accomplish her career goals. Specifically, Career Services supports the student in her:

- exploration of career options through career counseling and interest, skill and personality assessments;
- applying for her internship experience;
- examination of post-graduate options, including help with graduate school and professional schools and/or employment in a chosen field; and
- reparation for a competitive job search through participation in job fairs, resume writing, mock interviews, interviewing with selected employers, and networking with Peace alumnae.

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Supplemental instruction is available in biology, chemistry, and statistics. These are group tutoring sessions that seek to bolster students’ understanding of classroom content. Sessions are available for any student taking one of the listed courses.

TRANSITIONS PROGRAM
The Transitions Program is designed to enhance the success of students whom the college deems to be in need of instruction in college study skills, as well as one-on-one coaching. Students accepted into the program are required to take the ADV-099 course (mentioned above) during their first semester. Students in the program will also take the required first-year seminar course entitled Adventures for Women, ADV-100. Students must also register for a reduced course load (14 hours) their first semester. A reduced course load can help the student attain a satisfactory GPA while mastering the transition to college. The program instructor offers opportunities for those who need added support to meet with her during subsequent semesters as the need arises.
EDUCATIONAL SUPPORT

BRIDGE PROGRAM
The Bridge Program allows students whose overall profile indicates a potential for success to enroll at Peace College, even though the students’ high school grades and GPA are below the college’s standards. Students accepted into the program are non-degree students and are required to take 4 credit hours in the summer, which includes ADV 100, Adventures for Women, and ENG 100, Fundamentals of Writing. Students in the Bridge Program must limit their course loads to 10 credit hours in the fall of their first semester. One of the 10 hours includes Academic and Life Skills for Success, ADV-099. Students who complete the fall semester with at least a 2.0 will be allowed full-time, degree-seeking status upon evaluation of the admissions department.

DEVELOPMENTAL INSTRUCTION
Special workshop sections of college algebra and trigonometry (MAT 111-112) and intermediate Spanish (SPA 211) are available to students whose high school grades, SAT I scores, or placement test scores indicate that they will need more intensive instruction than the regular sections include. These courses are designated as “workshop” sections because they include two additional hours of contact with the instructor each week and allow students more time for drills, questions, and test preparation. Workshop sections cover the same college-level material during the semester as do the regular sections and award three hours of credit.

A developmental course in mathematics (MAT 097) is offered in the fall for students who have SAT and placement test scores that indicate a need for intensive mathematics review. This course does not count toward mathematics requirements; neither do the credit hours or grade count toward graduation requirements. A developmental course in composition (ENG 100) is offered for students whose SAT and/or composition grades indicate a need for practice prior to taking ENG 112. This course does not meet the composition requirement.

DR. CORINNE ANDERSEN CELEBRATES GRADUATION WITH JENSEN MABE, WHO PRESENTED HER WORK AT THE NATIONAL CONFERENCE FOR UNDERGRADUATE RESEARCH.
The clubs and organizations listed here are those with ties to the academic program. Information on other clubs, organizations, and campus activities can be found in the Student Handbook.

**AIGA** (American Institute of Graphic Arts)
Peace College is one of only three schools in North Carolina with its own student chapter of AIGA, the world’s largest and most prestigious professional organization for graphic designers. AIGA’s mission is to further excellence in design as a profession and as a cultural force. Our student chapter brings in guest lecturers, sponsors visits to local design firms and printers, organizes portfolio reviews, and assists the Raleigh chapter of AIGA in its design-related activities.

**SCIENCE CLUB** - Psi Lambda Epsilon Chapter of the Collegiate Academy of the North Carolina Academy of Science (CANCAS)
Members of the Peace College Science Club participate locally in community service, educational programs, and social activities. The Science Club is a chapter in CANCAS that was created in 1954 with the primary goal of “stimulation of scientific research done by and reported by college students.” The Collegiate Academy today is an affiliation of approximately 25 member clubs from colleges across the state as well as individual members. Annual Collegiate activities include field trips, an undergraduate research workshop, an established lecture program, the annual meeting, and Derieux Awards and Yarborough Research Grants competitions.

**COMMUNICATION CLUB**
This organization is open to students who are interested in communication. Its purpose is to prepare students interested in communication for success in life after college.

**PSYCHOLOGY CLUB**
The Psychology Club provides interested students with information about the world of psychology. Members enjoy educational information, fun, and help with career and graduate school planning.

**SIFE** - Students in Free Enterprise
The Peace College chapter of SIFE teaches students an understanding of how market economies and businesses operate, helping them to use this knowledge to better themselves, their community and their country. SIFE is open to all students.

**SHRM** - Student Chapter of the Society for Human Resources
The Society for Human Resources is open to any interested student. The organization was founded to provide students with information about the human resources field, opportunities to develop planning, organizing, and leadership skills, and the chance to build a network with area professionals and fellow students to develop valuable contacts. The Society is affiliated with the national professional association, the Society for Human Resources Management.

**COOPERATING RALEIGH COLLEGES INTERINSTITUTIONAL REGISTRATION**
Peace College is a member of Cooperating Raleigh Colleges. Through this inter-institutional consortium, consisting of Peace College, Meredith College, North Carolina State University, Saint Augustine’s College, and Shaw University, a Peace student may register for a class at any of the other four participating institutions. Interinstitutional courses typically are used for personal interest and academic enrichment, to strengthen a major, and, in some cases, to earn a minor not offered on the Peace campus. Through Cooperating Raleigh Colleges a student also may participate in Army, Navy, Marines and Air Force ROTC programs.

Students who desire cross-registration at one of the Cooperating Raleigh Colleges should request a registration form from the Office of the Registrar. Approval must be secured from the faculty advisor, the Division Chair, the Dean of Academic Affairs, and the Registrar.

Typically, approval will be granted only for courses not normally offered on the Peace campus, and, generally, these courses are open only to sophomores, juniors, and seniors. Out-of-state students who wish to enroll in Cooperating Raleigh College courses at North Carolina State University are responsible for paying the difference in in-state and out-of-state charges. Approval granted to register for a Cooperating Raleigh Colleges class does not guarantee enrollment. Class availability is subject to departmental restrictions and class size limitations at the host campus.

Library and research facilities at all Cooperating Raleigh College participating institutions, including borrowing privileges, are available to Peace College students. Interested students should consult the Director of Library Services.
HONORS PROGRAM

Students of exceptional academic ability are encouraged to participate in the college’s Honors Program, where they will have opportunities for learning on a level equal to their ability and intellectual curiosity. This program fosters depth and breadth of scholarship, as well as seriousness about independent learning.

Many Honors students will begin work in their first semester, after being selected from the top entering students and invited by the Honors coordinator to enroll in Honors courses.

Others may begin Honors work after the first semester on the basis of outstanding academic achievement while at Peace. Students who earn a 3.5 or better on 15 or more hours at Peace can petition to join the Honors Program by means of a written request, and, if invited by the Honors coordinator, join the Honors Program and enroll in Honors courses.

All Honors candidates are expected to maintain a GPA of 3.0 or better. If a student falls below that number, she will be placed on probation from the Honors program until she can meet the GPA requirement. Probation prohibits students from taking Honors courses.

All Peace students who have earned at least 30 hours of credit (15 hours of which must be credit earned at Peace College) with a cumulative GPA of 3.2 or better, or a 3.5 or better in previous course work in the discipline, can petition the Honors coordinator by means of a written request to enroll in an Honors course. Permission to join an Honors course is not equivalent to admission into the Honors Program. Students in the Honors Program will be given priority registration and other enrichment opportunities to ensure that they have the maximum experience during their time at Peace.

Students who complete sufficient Honors credits will receive an Honors seal on their Peace diploma. This special recognition will be awarded to those who complete a minimum of 21-22 semester hours of Honors work. Fifteen to 18 hours should be completed in courses at the 100- or 200-level. Six to 9 hours of credit should be completed at the 300- or 400-level.

The Honors coordinator administers the program and approves all course enrollments and special credits.

HONORS COURSES AND CREDIT

Honors credit is awarded in several ways. Most Honors credits will be earned in special sections of courses included within the Liberal Education requirements of all graduates. In selected science courses, there will be special labs required for students wishing to earn Honors credit in those courses. In some courses, students will work closely with specific professors to complete contracts designed for an individual or for a small group of selected students.

Honors credit by contract requires the completion of all work and examinations in the regular course to which this contract is attached. The Honors component of these contracts should include, at minimum, the equivalent of one hour a week additional contact with the instructor. The contract must state what additional work and/or projects are required for earning the Honors credit. This contract must be approved by the Honors Coordinator before the Honors work is begun. Students considering Honors work by contract should consult with the Honors Program Coordinator or the appropriate instructor to discuss the student’s qualifications and the requirements for earning Honors credit.

Honors courses or Honors credit by contract will receive a special notation of “Honors” on the student’s academic transcript.

For criteria applied to determine graduation with Latin Honors, see elsewhere in this catalog.

INDEPENDENT STUDY

Opportunities for special reading, research, field study, original lab work or performance and other independent activities are available through the academic disciplines. Students may gain from two to four hours of credit for independent work with the approval of the advisor, the Division Chair and the Registrar. Each Independent Study plan must provide a thorough description of the work to be undertaken and a timetable for completion. The Independent Study option is designed to allow students to pursue individual interests and to carry out specialized reading and research under the guidance of a faculty member. All independent study work follows the standard grading procedure. A maximum of 6 hours of independent study credit can be counted toward the baccalaureate degree. See page 43.
INTERNATIONAL STUDY

Recognizing the value of travel and international study, the faculty of Peace College strongly encourages students to include study abroad in their educational plan. Through the generous support of a fund endowed by Mr. and Mrs. W. Trent Ragland, Jr., qualified students are eligible to receive grants which significantly reduce the costs of participation in approved international study programs. Full-time students with a GPA of 2.6 or higher are eligible for consideration for Ragland grants if the student is returning to Peace the semester after the study abroad is completed. A student who has graduated from Peace will be eligible for Ragland grant consideration the summer after her graduation if she has not previously received a grant. Recipients of Ragland grants are expected to have a serious interest in international study and to be ambassadors for the college and their country. Additional grants are available for need-based aid and for merit scholarships.

Peace College offers a three-week summer program in Mexico, taught by Peace faculty with a focus on Mexican culture and civilization. Participants live in a large and gracious home in Mérida, Yucatan, and have their classes and meals in this authentic setting. The program includes lectures by local experts and visits to the market and main sights of Mérida, as well as excursions to pre-hispanic Mayan sites, nearby contemporary towns and villages, and ecological reserves. Topics vary from art and architecture to history and linguistics. Participants are encouraged to take a one-credit-hour preparatory course, ANT/SPA/LAS 260, during the spring semester preceding the summer program. The summer program carries three hours of credit and is ANT/SPA/LAS 360. Knowledge of Spanish is helpful but not required.

Each summer a number of international studies programs are offered to Peace students by various Peace faculty members. Please see the Coordinator of International Studies or the Peace website for information about current programs. Students at Peace College can also participate in summer programs offered by other institutions or semester-abroad programs. Please see the Coordinator of International Studies for information about how to make this happen. The junior year is ideal for participation in semester- or year-abroad programs.

INTERNATIONAL STUDIES POLICY

The following policy governing Peace College’s provision of international travel was adopted by the Board of Trustees on April 17, 2003:

I. All students and faculty traveling abroad on Peace College international studies programs will obtain a valid International Student Identification Card (or equivalent insurance).

II. All students will complete a medical form provided to them by the Coordinator of International Studies. These forms will be kept confidential and handled in accordance with state and federal regulations.

III. All students will return a waiver signed by the student and her parent/guardian to the Coordinator of International Studies.

IV. In case of program cancellation:
The college reserves the right to cancel a trip if there are concerns about the safety of students and faculty. The college will provide students information on trip cancellation insurance. Students are advised to purchase such insurance and to become familiar with the terms of the policy.
If the travel company deems refunds or partial refunds are due, the college will forward those refunds to students, with the exception of funds provided through the Ragland Travel Fund.

V. A student who decides, after published deadlines, not to participate in a trip is liable for expenses (including repayment to the Ragland Travel Fund) not covered by trip cancellation insurance.
**DIRECTED STUDY**
Catalog courses offered in non-traditional format. Often this involves tutorial meetings at which content derived from readings, research or other information bases is addressed and student progress in skills, knowledge and understandings is evaluated.

**INDEPENDENT STUDY (XXX 492/493/494)**
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and a faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair and the Registrar prior to registration. May be taken for 2, 3, or 4 hours credit, depending on workload. Numbering: e.g., 492, 493, 494, depending on number of hours credit and distribution. A student may take no more than six (6) hours of credit as Independent Study.

**SPECIAL TOPICS (XXX 295, 495)**
A course whose content may vary from term to term according to needs of the academic department, student demand or the interests of the faculty member. These courses are listed in the Catalog (e.g., HIS 495 Special Topics in History) and are offered in the Schedule of Classes and on the transcript with the specific topic (e.g., HIS 495 Special Topics: The Ancient History of Mesopotamia.) Credit is usually 3 semester hours. May be offered no more than twice as the same topic.

**INTERNSHIP (XXX 490/491) (SEE INTERNSHIP SECTION OF THE CATALOG)**
Courses in which students apply formal classroom study to the work environment. The Academic Internship is a pre-professional work experience. Open to second-semester juniors and seniors. May be taken for 1 to 6 hours credit. Grading is solely on a pass/fail basis. No more than 6 semester hours toward the baccalaureate degree can consist of internship education credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

**INTERNSHIPS/ SPECIAL FORMAT COURSES**

**INTERNSHIPS**
Academic internships are open to second semester juniors and seniors and are offered through each of the major programs. These internships offer three to six credit hours of academic credit for planned and supervised work experience. During an internship, the intern is expected to have completed, or to be completing, at least three courses directly related to her major and to be currently enrolled in others. The student will apply the skills, knowledge, and theories developed in the classroom to professional work responsibilities. During the same semester the student is completing her internship, she is required to be enrolled in an internship class in her major (i.e. COM 490.) This class provides the student with internship supervision, advisement and transition services for her career planning. While the student is expected to locate her own internship, Career Services has more than 200 internships posted on an internship web site and will assist in locating an internship that is relevant to the student’s major and career goals. Internships are required for graduation and are graded. For information concerning academic internships, the student should contact Career Services or her academic advisor.

**SPECIAL FORMAT/ INDIVIDUALIZED COURSES**
The Peace College curriculum provides for instruction in individual and special formats. The following categories of courses will appear regularly in the Schedule of Classes and may be requested, as appropriate, with the agreement and initiation of the specific faculty of record and the Faculty Advisor. Other approval by the Division Chair and the Dean of Academic Affairs may be required.

**DIRECTED STUDY**
Catalog courses offered in non-traditional format. Often this involves tutorial meetings at which content derived from readings, research or other information bases is addressed and student progress in skills, knowledge and understandings is evaluated.

**INDEPENDENT STUDY (XXX 492/493/494)**
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and a faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair and the Registrar prior to registration. May be taken for 2, 3, or 4 hours credit, depending on workload. Numbering: e.g., 492, 493, 494, depending on number of hours credit and distribution. A student may take no more than six (6) hours of credit as Independent Study.
STUDENT CONFERENCES AND COMPETITIONS
Peace College encourages students to present their academic work at conferences and to compete in events related to their disciplines. Students regularly submit their work to the National Conference on Undergraduate Research (NCUR) and other discipline-specific conferences. Performing arts students compete in state events yearly. Peace College supports students who are presenting or competing as a member of the Peace College community by funding most of their expenses.

THE FINE ARTS
The fine arts are an integral part of the academic program and of campus life at Peace. Credit is given for course work in art, music, theatre, and dance. All students are encouraged to participate in the fine arts programs on campus, either as performers or spectators.

The Music Department sponsors student recitals, faculty concerts, and the College Choir and Chamber Singers, which present several concerts throughout the year. Art students are given an opportunity to display their work in campus exhibits. Dance students perform their own choreographed works, and theatre students present several productions a year.

CHAMBER SINGERS
The college’s premier vocal ensemble is the Peace College Chamber Singers. Eighteen to twenty students, both music majors and non-music majors, are selected through auditions held at the beginning of each academic year, and auditions are open to all students. The ensemble performs music from all style periods, from 10th century Gregorian chant to Bach cantatas accompanied by orchestra to arrangements of popular songs of today. Serving as ambassadors for Peace College, the students present numerous performances throughout the state and region, appearing in schools, churches, and for civic organizations. Each member of the ensemble receives an A.J. Fletcher scholarship.

In recent years, the Chamber Singers have commissioned three works from two well-known composers. American composer Kirby Shaw wrote a six-part arrangement for the ensemble of “Beauty and the Beast,” and Canadian composer Stephen Hatfield wrote two works for the group: “Living in a Holy City” and “When the Night Is Sweet with Starlight.”

The Chamber Singers have made six performance tours of Europe, presenting concerts in cities in England, France, Belgium, Luxembourg, Switzerland, Germany, Austria, and Italy. Their most recent tour was in May 2004 and included parts of France, Belgium, and England.
PEACE COLLEGE THEATRE
Peace College Theatre offers students the opportunity to participate in the production of classic and modern plays, with special attention given to women’s issues, timely topics pertinent to campus life and community, ideas that promote acceptance and understanding of difference, and other subjects that may contribute to student development in a liberal arts setting. Peace College Theatre also offers students the opportunity to work with theatre professionals both on campus and through off-campus internships. Students who wish to pursue theatre as a career will find the Theatre Studies Track in Communication highly appealing. Focusing primarily on theatre, the Theatre Studies specialization offers students the opportunity to develop performance, communication, and technical skills that prepare a student for production-related careers in stage, television, or movies. Students who pursue Theatre Studies would also be well prepared for professional or graduate level training programs. Scholarships are available by audition. Typically, there are two major productions (one each semester) per school year and the production of a one-act play in the spring. Theatre Practicum provides travel opportunities to see professional theatre in places like New York and London. Peace College Theatre is open to all students; no experience is necessary. Desire, team spirit, maturity, openness, and commitment are all a must.

CHOIR
The Peace College Choir is open to all students. This group performs for annual college events, including the Betty Vaiden Wright Williams Christmas concerts and the joint concert with the N.C. State University Varsity Men’s Glee Club, held each spring semester.

PEACE COLLEGE DANCE COMPANY
The Peace College Dance Company (PCDC) is open to all students by audition. The company is an ensemble of dancers interested in continuing the pursuit of dance while cultivating their college education. It is a semi-professional dance company focusing on modern dance and exploring all dance modalities. A wide range of opportunities enable company members to expand their movement and cultural experiences. Students perform 4-6 times per year and have the opportunity to work with guest artists, as well as to develop their own choreography. Interested students should contact the PCDC director.
STUDENT PUBLICATIONS

THE LOTUS
The college yearbook is The Lotus. It is published on an annual basis by a student yearbook staff, which is involved in every aspect of production of the book. Valuable experience can be gained in the areas of writing, editing, proofreading, and graphic design.

PRISM
Prism is the college’s literary magazine and is published on an annual basis. Students have the opportunity to submit creative writing and art works for publication. The student editor is chosen each spring. Prism is published by a student staff that works on all aspects of the production.

SPECIAL FACILITIES: ACADEMIC COMPUTING FACILITIES

GENERAL COMPUTING
Computers for general student use are available at various locations across campus. These computers are connected to PCNet and to the Internet and have printers.

DISCIPLINARY COMPUTING LABORATORIES
The college also provides state of the art computing facilities that are designed according to specific disciplinary specifications in the Mary Lore Flowe Building (FB), Pressly Building (PB), and Music Building (MB). Unless otherwise specified, these labs are connected for PCNet and Internet access, and provide discipline-specific software.

BUSINESS ADMINISTRATION AND HUMAN RESOURCES (FB) • 21 PCs in five work clusters

LANGUAGES (FB) • The Greg and Mary Ann Poole Global Learning Center • a PC and a new Sony system audio and analog/digital recording terminal at each of 24 student workstations plus an instructor’s console

ANTHROPOLOGY AND PSYCHOLOGY (FB) • 31 PCs plus computerized observation and subject rooms
Communication Media (FB) • Editing lab containing 11 Macs with DV / W Firewire hard drives and 8 digital camcorders; and with direct access to a studio/classroom

GRAPHIC DESIGN (PB) • 12 Macs with current graphic design software

BIOLOGY (PB) • 6 Macs with software interfaces and programs for physiological event display and ecosystem analysis

CHEMISTRY (PB) • 8 Macs with software interfaces and programs for computer-assisted experimentation and simulation of instrumental analysis

MUSIC PERFORMANCE (MB) • 5 Macs with software for composing and editing musical passages in electronic format and mastering CDs.

THE PEACE TIMES
The Peace Times is the student newspaper, published several times each semester. The focus of the paper is on-campus events, student issues and concerns, and events in the community at-large. A student staff is responsible for the production of the paper, and staff members are required to attend all meetings regarding the paper. Students on the newspaper staff receive two hours of academic credit. In addition, freelance writers and photographers are encouraged to contribute to the paper. Previous newspaper experience is helpful, but not required.

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CHEMISTRY (PB) • 8 Macs with software interfaces and programs for computer-assisted experimentation and simulation of instrumental analysis

MUSIC PERFORMANCE (MB) • 5 Macs with software for composing and editing musical passages in electronic format and mastering CDs.
Finch Library is the academic resource center of the college, with a collection selected to support the teaching efforts of the faculty and the research and lifelong learning needs of the students.

The library contains 53,000 books and provides access to another 20,000 electronic books and more than 4,400 print and electronic journals, readily accessible from the library computers or personal computers connected to the campus network. Peace students also have access to and borrowing privileges at all local colleges and universities through the Cooperating Raleigh Colleges (CRC) consortium and may also benefit from the campus proximity to the State Library and Archives on Jones Street and the State Supreme Court Library on Morgan Street.

Finch Library also houses student computers, conference room, the college archives, audio-visual facilities for students with music and video assignments, and an extensive cd, video, and dvd collection designed to support the curriculum.

During the 2008-09 academic year, Finch Library will be closed for renovation. The 10,000 most circulated volumes as well as volumes specifically requested by faculty members are housed in Frazier. In addition 6 student workstations are available in Frazier and three full-time librarians, giving our students access to our full collection of electronic databases, journals and books. In addition, students may check out materials (at no charge) from Meredith College, North Carolina State University, Shaw University and St. Augustine’s College through the Cooperating Raleigh Colleges. In addition, our librarians will order books and articles through inter-library loan for students. These usually take 3-5 days to arrive on campus.
STUDENT GOVERNMENT ASSOCIATION

PEACE STUDENT GOVERNMENT
The governing body for Peace College students is the Peace Student Government Association (SGA). Every student is an automatic member of the Peace Student Government Association. All students may participate in their self-governance at Peace College through involvement with the Student Government Association. SGA meetings are open to any student and are held weekly.

SGA is an organization comprised of student leaders, both elected and appointed, that focuses on the individual and collective needs of the student body. In addition to the Executive officers, organizations represented on SGA include the Spiritual Life Association, Recreation Association, the Judiciary Board, the Commuter Student Association, and the Residence Hall Council. SGA works cooperatively with the faculty and administration of the college to create positive avenues of change and growth. SGA promotes responsibility for upholding the highest standards of college life through honor and integrity.

Additional information about SGA and its member organizations can be found in the Student Handbook.

CAMPUS ACTIVITIES BOARD
The Campus Activities Board (CAB) is actively engaged in contributing to a vibrant campus atmosphere through sponsoring and encouraging participation in a number of student activities throughout the year. These include Fall Fest, the Fall Cocktail, Spring Fling, the Red Rose Ball, and through the involvement of the Multicultural Student Association, programs designed to increase awareness of other cultures and traditions. The Peace Student Recreation Association and the service office are also represented on CAB.

CLASS COUNCIL
Comprised of the class officers from each class, the Class Council works to create and sustain class identity and spirit through sponsoring traditional events and sister class activities throughout the year.

HONOR CODE
“On my honor as a Peace College student, I will not lie, cheat or steal; nor will I condone the actions of those who do.”

The primary goals of the Honor Code are to develop strength of character and to promote a wholesome atmosphere on campus with mutual trust and self-respect. An effective honor system is possible only if students believe in its importance and uphold it.

Peace students are bound by the Student Code of Conduct, which is also a part of the Honor Code. The Honor Code establishes the minimum standards of conduct for maintaining the academic integrity of the college. The Student Code of Conduct establishes the minimum standards of conduct in non-academic matters.

The Honor Code and the Student Code of Conduct are based upon the belief that Peace’s educational purpose can best be advanced in an environment that emphasizes responsible use of freedom and an emphasis on integrity. All new students are given an opportunity to sign the Honor Code at the beginning of their first semester.

Peace College’s conduct process is administered by the Assistant Dean for Student Success and Retention. Cases are heard either by the College’s Judiciary Board (students, faculty member(s), and staff member(s)), Assistant Dean of Student Success and Retention, or her designee. Issues of academic dishonesty are handled initially by the faculty or may be referred to the Judiciary Board for adjudication.
INTERCOLLEGIATE ATHLETICS
The intercollegiate athletic program is administered by the Athletic Director, which is part of Student Development. Peace is a member of both the National Collegiate Athletic Association (NCAA) Division III and the USA South Athletic Conference. As a member of NCAA Division III, Peace does not offer athletic scholarships. The philosophy of NCAA Division III athletics promotes a spirit of participation and love for sports as the primary motivators for intercollegiate competition. Intercollegiate teams are fielded at Peace in basketball, cross country, volleyball, softball, tennis, and soccer. Athletes follow the same academic requirements and standards as other students; academically, they must be in good standing with the institution, be full-time students, and abide by the rules of the college, the conference, and the NCAA.

As representatives of Peace College, student athletes will conduct themselves with integrity 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. The primary focus of the intercollegiate athletic program is the welfare of the student athletes. The athletic department maintains the same standards required of all departments of the college with the same commitment to the education and personal development of student athletes.

RECREATION/FITNESS FACILITIES
Students have access to Peace’s six all-weather Laykold tennis courts, a softball field, indoor basketball court, a weight and exercise room, an indoor swimming pool, and a dance studio. These facilities are used for leisure time activities, as well as for organized intramurals, physical education courses, and team athletic events.

NEW STUDENT ORIENTATION
New student orientation programs are provided during the summer, as well as prior to the start of classes, for students entering in August. All students who are new to Peace College are required to participate in one of two scheduled summer advising, pre-registration, and orientation sessions (Pacer Camp).

Fall Orientation (Pathways) occurs immediately prior to the beginning of the fall semester and gives students more opportunity to become acquainted with Peace College. Pacer Camp and Pathways are coordinated through the Office of Student Development by the Director of Student Engagement, and information and dates for this program are mailed in the spring semester, after a student has been accepted for admission. An abbreviated program is provided for any new students entering in January. The January orientation program is coordinated through the Office of Student Development.

New student orientation is a comprehensive and diverse program to acclimate students and family members to the Peace community. Programs and activities are planned to help students transition successfully to college life and to have opportunities to meet fellow classmates, student leaders, and college officials. Orientation is also an opportunity for students to learn about the services and resources available to them on campus. Transfer students are required to attend the fall transfer student orientation program in August.

SECURITY
The safety and security of students, faculty, staff, and visitors to campus is a priority at Peace. Campus security officers are on duty 24 hours a day, seven days a week, and are available to offer escort service, motorist assistance, and assistance with criminal investigations. The officers carry telephones/radios on which they can be contacted at any time, and emergency “blue light” phones are located around campus as well. The Campus Security Office also coordinates all aspects of parking and car registration, issues parking permits, and issues student ID cards.
RESIDENCE LIFE
The residence life program of the college is administered by the Director of Residence Life, in the Department of Student Development. The college maintains six residence halls. The Resident Director (RD), a full-time professional staff member, is responsible for the supervision of each residence hall and manages the work of a student Resident Assistant (RA) on each floor. In addition, the college offers housing in Joyner House, a small house on campus.

Due to the emphasis we place on the importance of the living-learning environment, first-year students and sophomores are required to live on campus, unless they are married, have dependents, or are living with a parent(s) or a legal guardian(s) within a 30 mile radius. Students must remain on campus for two years and until they have attained 60 credit hours. After that, students have the option of choosing to live on- or off-campus. Students living on campus are required to participate in one of two meal plans (14 or 19 meals per week); however, juniors and seniors residing in the New Residence Hall or Joyner House may choose one of three meal plans (10, 14, or 19 meals per week).

First-year student assignments are made during the summer. Every effort is made to meet preferences, but students may not always receive their first choice. A limited number of rooms may be available as private rooms with an additional charge, typically for medical reasons only. Private rooms cannot be guaranteed and are only available pending residence hall space; they are generally available only to upperclass students.

SERVICE LEARNING AND COMMUNITY SERVICE INVOLVEMENT
The mission of service office is to build a strong community of humanitarians at Peace College, through service and civic engagement to reach the local and global community to develop sustainable change in the lives of both students and others. Located on 1st Floor Ross, the service office serves as an outlet for volunteer service opportunities on and off campus. The areas of service coordinated through the office include service-learning courses that connect service to the curriculum; on-going programs that occur weekly or monthly throughout the academic year; events such as Service Break trips and other one-time opportunities open to everyone on campus; and a clearinghouse for service opportunities in the community.

SPIRITUAL LIFE
Since the inception of Peace College, chapel services have been central to the life of the campus community. While Peace College enthusiastically welcomes students from all religious traditions and belief systems, Peace College is historically affiliated with the Presbyterian Church (USA), a protestant denomination. First Presbyterian Church of Raleigh, a nearby local congregation, is a strong advocate of the college and its spiritual life. In honor of the college’s rich ecclesial affiliation, weekly services are held on campus in the Dinwiddie Chapel.

While all students, staff, and faculty are welcome and encouraged to attend chapel services, all first-year students and transfer students with less than 30 hours are required to complete two semesters of chapel attendance. Transfer students with more than 30 hours are required to complete one semester of chapel. Specific attendance requirements and opportunities for make-ups are listed in the chapel syllabus distributed to students at the beginning of each semester.

Chapel services continue to honor the college’s Presbyterian heritage and remain distinctly Christian. Alternative chapel experiences are offered to those of other faiths and are supervised by the William C. Bennett Chaplain. The Chaplain is an ordained Presbyterian minister and offers spiritual nurture and pastoral care for all students. In addition to Chapel, other opportunities for spiritual enrichment are offered through the Chaplain’s office and the Peace Spiritual Life Association.

STUDENT ENGAGEMENT
Peace College is committed to the holistic development of each individual student. The Director of Student Life in the Office of Student Development directs programs, activities, and events to provide opportunities for personal growth through leadership, community service, student activities, involvement in clubs and organizations, orientation, special events, and social and recreational involvement. The Director of Student Life, in collaboration with the Campus Activities Board, plans and directs special event weekends such as Family Weekend, Mother-Daughter Weekend, Father-Daughter Weekend, and Little Sib’s Weekend.
STUDENT HANDBOOK
The Student Handbook is published yearly in the Office of Student Development. It contains important information concerning college policies, regulations, and procedures; student life; student traditions and activities; and clubs and organizations. A copy is provided to all students prior to the beginning of the fall term and is also available online. The Student Handbook should be read carefully by every student prior to arrival on campus. Peace students are responsible for all information regarding the college found in the Handbook.

WELLNESS CENTER
STUDENT COUNSELING AND DISABILITY RESOURCE CENTER
The Counseling Center offers professional counseling services to assist students as they cope with the challenges of college life and strive to develop healthy relationships and productive lives. The Counseling Center views counseling as a learning process in which students and counselors work as a team to help individuals manage emotions and stressors, adapt to change, increase self-confidence, and solve problems.

Counseling services are free of charge and include individual short-term counseling, crisis intervention, consultation, resources and referrals, and outreach programming. Counselors will assist with referrals to off-campus professionals when they consider it to be in the student's best interest or when requested by the student or parent. The cost of off-campus counseling is the responsibility of the student.

To make an appointment, please call one of the counselors directly and leave a confidential voice mail message. You may also stop by the Counseling Center in Ross Residence Hall; however, if the counselor's door is closed, she is in session with another student. Please leave your name and phone number, and she will schedule an appointment with you as soon as possible.

STUDENT HEALTH SERVICES
All Peace students are required to have health insurance. Students who already have coverage must show proof of insurance and complete an insurance waiver form annually at the beginning of the semester in which the student enrolls, prior to registration. Students who do not have health insurance will be automatically billed on their student account for the 12-month policy offered by the college. This policy is $450 annually ($225.00 for students enrolling in the spring) and is administered under the auspices of the Director of Health Services. Students are responsible for filing all claims.

All Peace students are required to submit immunization records and medical histories prior to the start of classes each academic year. Students who have not submitted the required health records and forms will not be allowed to attend class at the beginning of each semester until the requirement is met. Failure to submit appropriate records will jeopardize the student's continued enrollment.

The Health Services Clinic is open to any Peace student, faculty, or staff member. The clinic operates Monday through Friday during the academic year. After hours, students may utilize local urgent care centers or hospital emergency rooms, if necessary. A registered nurse directs the delivery of health services, and the college physician is available in the clinic at designated hours every week to see students with health concerns. Students needing to see the college physician outside the on-campus clinic hours may schedule an individual appointment in his office. It is the student's responsibility to take care of any medical fees/charges when she visits the college physician in his office.

The health clinic is designed to provide routine treatment of minor injuries and illnesses. The director can dispense certain types of over-the-counter medications, give allergy shots, and make referrals and appointments for students with physicians in the area. The college does not provide facilities to accommodate students who are confined to bed and need around-the-clock nursing care. Any student who needs this type of extended care or who is having outpatient surgery needs to make arrangements for this care at home or off campus.

Fees for medications, lab services, immunizations, and supplies are payable to the Business Office at the time service is rendered. A $5 late fee is assessed for bills not paid within 15 days.

Class excuses are not provided by Student Health Services. With a student's written consent, the director can verify the dates and times of visits by students. Medical information is confidential and is not available to anyone outside the Student Health Services staff without the consent of the student.
AUTOMOBILES AND PARKING
All Peace students have the opportunity to bring cars to campus. Students are required to register their cars with Security and purchase a parking permit each year. Please consult the Student Handbook for detailed information concerning policies regarding parking and car registration.

BOOKSTORE
The College Bookstore is located on campus in Belk Hall and is open Monday through Friday from 9 a.m. – 5 p.m., as well as designated special event weekends. Textbooks, supplies, stationery, and miscellaneous items may be purchased in the bookstore. Books and supplies cannot be charged to a student’s account. Items can be purchased in the bookstore for cash, check, or credit card. The bookstore also stocks a number of Peace College T-shirts, sweatshirts, and college memorabilia.

COMPUTERS/INTERNET ACCESS
The Information Technology and Telecommunications (ITT) Office is responsible for the design, administration, and management of Peace’s information technology resources. Services provided include Peace e-mail accounts, storage space for personal web pages, and Internet access. Computer labs are located in Finch Library and Flowe Building. All workstations provide network and Internet access. All enrolled students are assigned an e-mail account by ITT. Students should be aware that e-mail is considered to be a primary means of communication at Peace and that they are required to check e-mail regularly.

DINING HALL/FOOD SERVICE
Belk Dining Hall is open for breakfast, lunch, and dinner Monday-Friday and for brunch and dinner on Saturday and Sunday. All residential students must participate in the meal plan, and commuters may pay at the door or purchase a meal card/block plan. “Peace Perk,” located upstairs in Belk Hall, serves Starbucks coffee, pastries, soft drinks, and “grab and go” salads and sandwiches.

LAUNDRY
Washers and dryers are available for student use in several of the residence halls on campus. The new residence hall will have a washer and dryer in each cottage, expressly for the use of those cottage residents.

For more extensive information on student services and campus opportunities, please see the Student Handbook.
ACADEMIC REGULATIONS

MEDICAL WITHDRAWAL
A medical withdrawal is not permitted within 14 days of the last day of class of the semester and must be approved by the Dean of Students, in consultation with the Dean of Academic Affairs and the Registrar. It should be noted that a medical withdrawal is from all courses at the college and no credit will be received for the semester. The be eligible for medical withdrawal, a student must submit information related to a condition that prevents her from engaging in successful academic work.

CLASS ATTENDANCE AND CONDUCT
Peace College expects students to attend all classes and laboratories for which they are registered, believing that regular class attendance and participation are essential to its educational program.

The instructor in each course will announce the attendance policy for that course in writing at the beginning of each semester. It will be the responsibility of the student to meet these standards. Attendance and conduct-related problems will be brought to the attention of the Dean of Academic Affairs, who, in consultation with the instructor, will take disciplinary action that may result in involuntary withdrawal from a course and a grade of “W” or “F”.

CONTINUING ENROLLMENT
The college reserves the right to administratively withdraw a student from enrollment at any time such action is considered to be in the best interest of the student or the college.

DROPPING, ADDING, EVALUATION OF PART-TIME STUDENTS
Academic progress is evaluated for any term a student is enrolled at least half-time. However, academic action is not taken for a part-time student until she has attempted a total of 12 semester hours of credit. Academic status will be reviewed at the end of a term for which a student’s record indicates at least 12 cumulative hours of attempted coursework.

AUDITING COURSES
Prior to the beginning of classes, a student may make necessary schedule changes on-line or in the Registrar’s Office. After the beginning of classes, in order to drop or add a course, a student must obtain approval from her faculty advisor, the instructor of the class, and the Registrar. Any student withdrawing without following this procedure will receive an “F” in the course.

A student withdrawing from a course during the first week of classes each semester will have that course removed from her transcript. After the first week and continuing until the last day to drop a class, a student withdrawing from a course will receive the non-punitive grade of “W”.

No student will be allowed to withdraw from her courses after the last day to drop a course as indicated on the academic calendar, unless it is an approved medical withdrawal. Any student who voluntarily or involuntarily leaves the college after the last day to drop a course of the semester will receive a grade of “F” for each course in which she is enrolled.

A student may change from credit to audit for a class during the first eight (8) weeks of the semester.
ACADEMIC REGULATIONS

COURSE REPEAT POLICY
A student may repeat a course in an attempt to earn a higher grade. If a course is repeated, both the initial and the repeat grades will appear on the student’s permanent record. However, semester hours credit for the course will be awarded only once. All attempted hours and quality points will be included in the computation of the grade-point average.

As an exception to the above policy, students may repeat a maximum of three courses for which only the second grade is used in the calculation of GPA. Credit will be awarded only once for each course, and the initial course grade will remain on the transcript. Students must retake the course at Peace College. Courses in which the student fails due to a violation of the Academic Dishonesty Policy may not be used to fulfill the exception listed above. All grades will be used in the determination of academic honors.

CREDIT TRANSFERABLE TO PEACE
Acceptable course credits that have been earned with a grade of “C” or better at other institutions are applicable toward a degree program, but are not used in the computation of the student’s Peace College GPA except for students who choose to transfer up to eight (8) semester hours of credit back to Peace as the final coursework to complete a BA degree at Peace.

In these cases, hours of credit and grades are transferred to the student’s record and the GPA is affected. The transfer of credit is always subject to the requirements for degrees and residency. Limitations on the amounts of credit that can be transferred to a Peace College degree are specified in the section “Residency Requirements for Degrees.”

Students wishing to take courses at other institutions after being accepted for matriculation at Peace College must secure the written prior approval of each course from their faculty advisor, the disciplinary faculty, and the Registrar. Transfer credit is added to the student’s Peace College record at the request of the student. The college will transfer hours of credit for such courses in which a grade of “C” or better was earned.

For credits earned through study-abroad programs, the transferability rules differ slightly. Acceptable course credits that have been earned with a grade of “C” or better are applicable toward a degree program, but the accompanying grades are not used in the computation of the student’s Peace College GPA.

EXTRA-INSTITUTIONAL LEARNING
While Peace College does not award credit for life experiences, it does grant academic credit for learning deemed equivalent to college-level study that has been done through formal instruction or that is properly documented by passing examinations sponsored by government agencies, professional organizations, businesses, or the military. In all cases, the student is responsible for providing appropriate official documentation of her extra-institutional learning. The Registrar, in consultation with the disciplinary faculty will determine whether and how much credit will be awarded for such learning. The American Council on Education guidelines will be used as the reference in the determination of credit, when appropriate. In some cases, departmental tests may be used for determining qualification for credit.

A student may earn a maximum of 15 hours of credit for extra-institutional learning.

ADVANCED PLACEMENT CREDIT
Advanced placement credit is granted to students who have achieved a rating of three and above in the following areas or, by special approval, in other subjects not listed here but which relate to the Peace College curriculum and to the student’s current educational goals:

INTERNATIONAL BACCALAUREATE (IB)
International Baccalaureate credit is granted to students who have achieved a score of 5 or above in the areas listed below. Students may petition program coordinators for additional or alternative credit if warranted.

*Students will receive 3 credit hours for SPA 211 upon completion of a higher level course in Foreign Language recommended by the foreign language faculty. Foreign Language faculty will meet with students to make this recommendation.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)
College Level Examination Program credit is granted to students who have achieved the minimum score in the areas listed below. Students may petition program coordinators for additional or alternative credit if warranted.
ACADEMIC REGULATIONS

REGISTRATION
Each student is expected to matriculate according to the schedule in the Catalog calendar.

SEMESTER LOAD
Class load will be determined by a student in consultation with her faculty advisor. An average load in a semester is 16 hours, with students on probation restricted to 12-14 hours. In order to be eligible to take more than 18 semester-hours, the student must have the approval of the Dean of Academic Affairs or the Registrar. An overload or underload should be undertaken only after careful review with the faculty advisor. Credit hours above 18 are billed at the part-time rate of $200 per credit.

In order to be eligible to take more than 7 credit-hours per session in summer school at Peace, the student must have the approval of the Peace College Summer School Coordinator.

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<tr>
<th>CLASSIFICATION</th>
<th>EARNED SEMESTER HOURS</th>
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<tr>
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CLASSIFICATION: ADVANCED PLACEMENT

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<tr>
<td></td>
<td>Social Sciences &amp; History</td>
<td>HIS 199</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Intro to Sociology</td>
<td>SOC 101</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Western Civ: Ancient Near East to 1648</td>
<td>HIS 101</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Western Civ: 1648 to present</td>
<td>HIS 102</td>
<td>50</td>
</tr>
<tr>
<td>Science &amp; Math</td>
<td>Biology</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>College Algebra</td>
<td>MAT 111</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>College Pre-calculus</td>
<td>MAT 112</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>College Mathematics</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Natural Sciences</td>
<td>SCI 199</td>
<td>50</td>
</tr>
</tbody>
</table>
GRADING SYSTEM
A semester-hour represents one class period a week in a subject continued through a term of approximately 16 weeks. Thus, for a class meeting three hours a week for 16 weeks, a credit of three semester-hours is awarded. A laboratory course meeting three hours a week for lecture and an additional two to three hours a week for laboratory for 16 weeks is awarded four semester-hours of credit.

The following are the college categories of grading with the number of quality points for each grade:

- A Excellent (4 quality points per semester-hour of credit)
- B Good (3 quality points per semester-hour of credit)
- C Average (2 quality points per semester-hour of credit)
- D Passing (1 quality point per semester-hour of credit)
- F Failing (no quality points)
- M Medical Withdrawal
- W Withdrawal
- I Incomplete
- P/F Pass/Fail
- AU Audit
- UA Unsatisfactory Audit

- When incomplete work is finished, a student may receive any grade from “A” to “F.” The grade of “I” automatically becomes “F” if the “I” is not removed by the end of the sixth week of the following semester.
- The Pass/Fail option is not available for academic courses required for graduation.
- The grade of “F” is included in computing the GPA.
- Grades of “W” and “M” are not included in computing the GPA.

GRADE APPEAL
If a student believes that the grade received in a course was assigned in error or arrived at unfairly, or if the assigned course grade is not supported by the policies and procedures distributed in the course syllabus, she may file an appeal to have her grade reviewed, following guidelines in the student handbook. The letter of appeal and supporting evidence must be received in the Office of Academic Affairs no later than 30 days after the end of the examination period for the semester in question.
SATISFACTORY ACADEMIC PROGRESS

To make satisfactory academic progress toward the baccalaureate degree, the student is expected to earn at least the cumulative GPA listed for the indicated number of semester hours attempted. A minimum GPA of 2.0 is required for graduation with all degrees.

<table>
<thead>
<tr>
<th>SEMESTER HOURS ATTEMPTED</th>
<th>CUMULATIVE GPA REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 29</td>
<td>1.70</td>
</tr>
<tr>
<td>30 – 59</td>
<td>1.80</td>
</tr>
<tr>
<td>60 – 89</td>
<td>1.90</td>
</tr>
<tr>
<td>90 +</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Individual majors/minors may have additional standards for admission to and/or advancement within the discipline. Students are responsible for familiarizing themselves with the specific requirements of their programs and are encouraged to seek clarification from their academic advisor when necessary.

COURSE AUDIT

A student may audit any course at Peace with the permission of the instructor. No credit will be given, and the grade of “AU” or “UA” will appear on the transcript. A student may change from a grade to audit by the last day of the semester to add a course.

PASS/FAIL OPTION

A student may choose to take elective credits on a pass/fail basis. This option is not available for academic courses required for graduation. A student must indicate that she is electing this option by the last day to add a course.

GRADE REPORTS AND TRANSCRIPTS

Semester grade reports are mailed to students at their home addresses and cannot be reported by phone. At mid-semester, a student doing less than satisfactory work in a course will receive a mid-term deficiency report from her instructor.

In accordance with the 1974 Family Educational Rights and Privacy Act, which regulates the access to and release of academic records, Peace College will release transcripts only upon the written request of the student. A processing fee of $5 is charged for each transcript. An official transcript will not be issued for a student who has an outstanding financial obligation to the college.

EXAMINATIONS

Final examinations are scheduled during the last week of the fall and spring semesters. Permission to reschedule an examination may be granted in extenuating circumstances. An exam change must be approved by the instructor prior to Reading Day.

CREDIT BY EXAMINATION

Within the first ten days of any semester, a student may initiate a challenge to receive credit for an appropriate Catalog course (as determined by the Registrar) by examination. The student should complete a form in the Office of the Registrar and pay to the Finance and Administration Office a testing fee of $50. The Registrar will forward the request for examination to a faculty member who is the instructor in charge of the course to be challenged. This challenge cannot be used for a course in which a grade has been received.

DEAN’S LISTS

The Dean’s List shall include all students (1) who are full-time students, (2) who maintain at least a 3.30 GPA during the preceding semester, and (3) who have passing grades in all subjects. Students earning a GPA of 3.70-3.99 will receive the designation of Dean’s List with Distinction. Students achieving a GPA of 4.00 will receive the designation of Dean’s Scholar List. Part-time students enrolled in a degree program for more than five credit-hours are also eligible for the Dean’s List, Dean’s List with Distinction, and Dean’s Scholars List.

LATIN HONORS

Latin Honors will be conferred on graduating seniors whose cumulative grade point averages meet the following criteria:

- 3.90 Summa Cum Laude
- 3.75 Magna Cum Laude
- 3.60 Cum Laude
ACADEMIC PROBATION

Academic probation automatically will be assigned at the close of any semester in which the student fails to meet the minimum cumulative GPA established in the above section on satisfactory academic progress. Full-time students placed on probation must achieve the specified minimum cumulative GPA requirement after completing the next semester of enrollment or must show clear progress of at least a 2.00 GPA on 12 credit hours earned during the probationary term. Non-full-time students placed on probation must achieve the specified minimum cumulative GPA requirement after completing the next semester of enrollment or must show clear progress of at least a 2.00 GPA on a minimum of two 3-credit hour classes during the probationary term.

A student will be removed from probationary status if the stated cumulative GPA is achieved. If the indicated GPA is not met but a 2.00 GPA on 12 semester hours has been earned during the probationary semester, a student will be continued on probation for one additional semester.

A student on academic probation is restricted to 12-14 semester hours of course work, unless a heavier load is approved by the faculty advisor and the Dean of Academic Affairs. The student has the option to retake courses (see the Course Repeat Policy section). She should consult her academic advisor frequently to monitor progress.

Students who are placed on academic probation receive the following assistance:

- They are encouraged to report to their faculty advisor to review their course schedule and their study habits.
- Students on probation are encouraged—and may be required—to register and earn a passing grade in ADV 099: Academic and Life Skills for Success.
- Faculty advisors, the students themselves, and appropriate administrative personnel receive notification of the probation.
- The Dean of Academic Affairs and the Registrar are available by appointment to assist students in planning a program to help them improve their academic records.
- They may be required to identify a mentor and sign a contract to ensure success.

ACADEMIC SUSPENSION AND APPEALS

A student on academic probation who fails to meet the conditions stated in the previous section on Academic Probation will be suspended academically from the college. An academically suspended student may appeal to the Dean of Academic Affairs in writing upon receipt of notification. Any extenuating circumstances or other information to be considered should be included in the written appeal. If a student is appealing suspension at the end of a fall semester, the appeal must be submitted in time for consideration before the January registration for the spring term.

If a suspended student does not appeal, or if an appeal is denied, a period of at least one semester must pass before the suspended student can be reinstated. To be reinstated, a student must successfully complete, at another institution, a minimum of one 3-hour course that is equivalent to a course listed in the Peace College academic catalog and then apply for readmission to the Office of Admissions. Exceptions to this requirement must be approved by the Dean of Academic Affairs.

The application will be reviewed to determine if there is reason to expect academic success upon reinstatement.

Coursework successfully completed at other institutions and changes in circumstances that would project better performance are considered in evaluating the application for readmission.

Probationary status is not a necessary prior condition for academic suspension. A new student who fails to earn a GPA of 1.00 may be suspended at the end of her first semester. Also, a student may be suspended for lack of progress if evidence of eventual academic success is lacking, or if it becomes clear to College personnel that the student has forfeited responsible academic citizenship by:

- persistent failure to complete classroom assignments; or
- habitual class absence; or
- disruption and disturbance of fellow students; or
- cheating or plagiarism.

ACADEMIC DISMISSAL

A student who is readmitted after a period of suspension and fails to meet the requirements to be removed from probation is subject to dismissal and is ineligible to return. This policy applies to student who were suspended and successfully appealed for readmission.
<table>
<thead>
<tr>
<th>GOAL</th>
<th>HOW WILL THE GOAL BE ACCOMPLISHED?</th>
<th>WHAT OUTCOMES DO PEACE STUDENTS REPORT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE</td>
<td>You will actively participate in courses in each of the knowledge areas. You will study the way knowledge is advanced and organized.</td>
<td>According to the 2007 National Survey of Student Engagement (NSSE), most seniors at Peace College claim that they acquired a broad general education, and they reported a higher success rate in that area than did seniors at other women’s colleges or other baccalaureate colleges.</td>
</tr>
<tr>
<td>SKILLS</td>
<td>You will learn techniques for effective interpersonal and public communication, analytical thinking, and ethical problem-solving. You will use these skills in ways that help you become a better citizen, employee, and family member.</td>
<td>The 2007 NSSE shows that a large majority of seniors at Peace College find that they possessed the abilities to write and speak clearly and effectively, to think critically, and to analyze quantitative problems. In fact, Peace College students indicated greater achievement in these critical skill areas than did seniors at other women’s colleges or other baccalaureate colleges.</td>
</tr>
<tr>
<td>VALUES</td>
<td>You will perform oral and written reflection exercises on current moral topics, and you will participate in and discuss community service.</td>
<td>According to the National Association of Colleges and Employer’s (NACE) Job Outlook 2006 survey, honesty and integrity are some of the most desired qualities in a job candidate. And the 2007 NSSE establishes that most seniors at Peace College report that their college experience significantly helps them develop a personal code of values and ethics.</td>
</tr>
<tr>
<td>LEARNING PROCESS GOALS</td>
<td>You’ll learn through paired courses, interdisciplinary seminars, cross-cultural learning, and senior capstone experiences helping you to become more reflective and engaged as a citizen.</td>
<td>The Greater Expectations National Panel Report states that higher education must provide an understanding of the global nature of major problems. Moreover, in the NACE Job Outlook 2006 survey, employers rated the qualities of interpersonal skills and teamwork skills as two of the top five qualities in a desirable job candidate. Peace College students value these marketable skills.</td>
</tr>
</tbody>
</table>
Our requirements involve a set of core experiences that will help you develop as a person and a student. Each experience provides a developmental step toward the ultimate goal of educating you to be a lifelong learner who will engage in intellectual and personal discovery as you seek to lead a life of leadership, purpose and service. These experiences are designed to meet your educational needs as you progress through your four years, each building upon the other to ensure maximum benefit to your learning.

A. First-year Experience: Adventures for Women (ADV100) and English Composition

B. Sophomore and Junior Experiences: Cross-Cultural Experience and Interdisciplinary Seminar

C. Capstone (Senior) Experiences: Interdisciplinary Ethics Seminar, Capstone Course in the major, Pre-Professional Experience (Internship, Recital, or Student Research)

<table>
<thead>
<tr>
<th>ESSENTIAL SKILLS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITING SKILLS:</strong></td>
<td></td>
</tr>
<tr>
<td>1) ENG 112, 2) any approved, advanced writing composition (AWC) course, and 3) grammar competency exam (Mastery-based testing)</td>
<td>6 + grammar check off</td>
</tr>
<tr>
<td><strong>COMPUTER SKILLS:</strong></td>
<td></td>
</tr>
<tr>
<td>Mastery-based testing</td>
<td>Check off</td>
</tr>
<tr>
<td><strong>ORAL COMMUNICATION SKILLS:</strong> COM 101</td>
<td></td>
</tr>
<tr>
<td><strong>QUANTITATIVE SKILLS:</strong></td>
<td></td>
</tr>
<tr>
<td>MAT 241 or STA 201</td>
<td>3</td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>Equivalent of Foreign Language 211 with a grade of “C” or better.</td>
<td>3</td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION:</strong></td>
<td></td>
</tr>
<tr>
<td>Any PEH activity course</td>
<td>1</td>
</tr>
<tr>
<td><strong>PRE-PROFESSIONAL EXPERIENCE</strong> (in major)*</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESSENTIAL KNOWLEDGE</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FINE ARTS:</strong> ADE 160, 170, 180, DAN 201, MUS 180, 281, 282, or THE 103</td>
<td>3</td>
</tr>
<tr>
<td><strong>LITERATURE:</strong> ENG 211, 212, 214, 215, 216, 220, 221 or FRE or SPA** literature course</td>
<td>3</td>
</tr>
<tr>
<td><strong>NATURAL SCIENCE:</strong> ANT 216, BIO 101, or CHE 111</td>
<td>4</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCES:</strong> One course from two different areas: ANT 214, ANT 218, ECO 211, PSC 201, PSY 101, SOC 101, or SOC 201</td>
<td>6</td>
</tr>
<tr>
<td><strong>RELIGION:</strong> REL 200, 210, or 214</td>
<td>3</td>
</tr>
<tr>
<td><strong>HISTORY:</strong> HIS 101, 102, 201, or 202</td>
<td>3</td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION:</strong> PEH 100</td>
<td>2</td>
</tr>
<tr>
<td><strong>ADVENTURES:</strong> ADV 100</td>
<td>1</td>
</tr>
<tr>
<td><strong>CROSS CULTURAL REQUIREMENT:</strong> A combination of learning experiences with cross-cultural experience (CCE) designation</td>
<td>Check off (5 points)</td>
</tr>
<tr>
<td><strong>INTERDISCIPLINARY SEMINARS:</strong> PHL 400 &amp; any additional course with an interdisciplinary seminar (IDS) designation</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL HOURS** 50 HOURS + CHECK OFFS
SUMMER SESSIONS AT PEACE COLLEGE

SUMMER SESSIONS AT PEACE
Summer sessions at Peace College offer a variety of undergraduate courses for continuing and entering students and are available as well to students from other colleges and universities. Registration is also open for adult women living in the area who meet qualifications for enrollment. Peace College Academic Catalog policies are applicable during the summer sessions.

Limited on-campus housing is available during the summer sessions. Students who are interested in living on campus should contact the Housing Office (919-508-2014) for further information.

ADMISSION TO SUMMER SESSIONS

New First-year Students
Prospective new first-year students should apply through the Office of Admissions, 15 E. Peace Street, Raleigh, NC 27604-1194 (1-800-PEACE-47). First-year students who have been accepted for the fall semester and who wish to change their entry date to the summer session should contact the Office of Academic Affairs (919-508-2047) to set up an advising appointment.

Additional information may be obtained by contacting the Office of Admissions, 15 E. Peace Street, Raleigh, NC 27604-1194 (919-508-2306) or going to the web site (www.peace.edu).

New Transfer Students
Students seeking transfer admission into a degree program should obtain an application from the Office of Admissions, 15 E. Peace Street, Raleigh, NC 27604-1194 (1-800-PEACE-47)

Continuing Peace College Degree Students
Any regular Peace degree candidate in good academic standing may attend the summer sessions. The registration procedures should be followed.

Students from Other Colleges and Universities
Students from other colleges and universities desiring to enroll in summer courses at Peace College should consult with their home institution regarding the transferability of courses taken at Peace. There is no application process for these students. To obtain a list of courses and a registration form, contact the Office of the Registrar, 15 E. Peace Street, Raleigh, NC 27604-1194 or the web site (www.peace.edu).

Adult Women – Community – Raleigh Area
Women over the age of 23 who have earned a high school diploma and who wish to enroll in a course during the summer as a non-degree student should contact the Office of the Registrar, 15 E. Peace Street; Raleigh, NC 27604-1194 or the web site (www.peace.edu) for information and a registration form.

REGISTRATION FOR SUMMER SESSIONS
Peace College offers three summer sessions. The first two are four weeks in length and the third is three weeks in length. For specific dates of each session, see below, consult the web site (www.peace.edu), or call the Office of the Registrar (919-508-2012). A schedule of courses available during each session is also available on-line or in the Office of the Registrar. Schedules are posted around the first week of January.

Students registering for summer session courses at Peace College must be in good academic standing. Peace students who do not meet the criteria for good academic standing or are on academic probation or suspension must receive special permission from the Dean of Academic Affairs to register for summer session courses. Students on probation will be limited to one course per summer school term. Failure to receive permission will lead to the student being administratively dropped from the course. In this case, no refund will be issued.
The typical course load is six (6) credit hours for each summer session. Students desiring to take a higher load are encouraged to meet with the coordinator of summer school (919-508-2000) or the Dean of Academic Affairs (919-508-2047). Registration begins for all students as soon as the schedule is posted and continues through the first class meeting of the respective summer session. A student is strongly encouraged to meet with her respective advisor prior to signing up for summer courses.

Summer Session registration forms are available in the Office of the Registrar or on-line (www.peace.edu). In order to register for courses, students must pay a deposit ($50/course) or the full cost for the course prior to being fully enrolled in the course. Tuition deposits are fully refundable until May 1. After May 1, deposits will not be refunded.

THE 2009 SUMMER SESSIONS CALENDAR

SUMMER SESSION I

Academic Calendar
May 18 Classes begin; Drop-Add period begins
May 18 Late Registration
May 18 Last day to add a course
May 18 Last day to drop a course without record
May 18 Last day for a refund
May 25 Memorial Day Holiday
May 29 Last day to drop a class with a “W”
June 12 Exam day—End of Session I

SUMMER SESSION II

Academic Calendar
June 15 Classes begin; Drop-Add period begins
June 15 Late Registration
June 15 Last day to add a course
June 15 Last day to drop a course without record
June 15 Last day for a refund
June 26 Last day to drop a class with a “W”
July 4 Independence Day Holiday
July 10 Exam day—End of Session II

SUMMER SESSION III

Academic Calendar
July 13 Classes begin; Drop-Add period begins
July 13 Late Registration
July 13 Last day to add a course
July 13 Last day to drop a course without record
July 13 Last day for a refund
July 24 Last day to drop a class with a “W”
July 31 Exam day—End of Session III
Peace College grants the following degree:
  • The Bachelor of Arts (BA)

The baccalaureate degree at Peace College is designed to prepare women for graduate study, lifelong learning, and meaningful lives and careers. In order to accomplish these purposes, young women must gain essential knowledge and skills fundamental to a liberal arts education. It is expected that students completing a Bachelor of Arts degree will be able to achieve a level of competency appropriate to a college student in the following areas:
  • speaking
  • reading
  • writing
  • understanding quantitative processes
  • using technology
  • understanding ethical values
  • demonstrating broad knowledge of the humanities and sciences
  • demonstrating specific knowledge and/or skills appropriate to the major field(s) of study

DEGREE REQUIREMENTS
The college reserves the right to make any necessary changes in the calendar, regulations, student charges or courses of instruction announced in this catalog. It is the responsibility of the student to see that all the degree requirements are met for graduation from Peace and/or transfer to other institutions.

The baccalaureate degree is granted upon successful completion of the appropriate curriculum presented below and upon satisfaction of the following ancillary requirements for all degrees:
  • a cumulative GPA of at least 2.00 on all academic credit and a minimum of 125 earned semester hours;
  • a GPA of at least 2.00 on coursework designated as being in the “major,” “concentration,” or “minor” for the baccalaureate program of study chosen;
  • successful completion of the liberal education requirements
  • successful completion of the requirement for student enrichment as determined by the Dean of Students, including satisfactorily completing two semesters of chapel attendance (one semester for students who transfer to Peace with more than 30 hours);
  • satisfactory participation in the college’s Assessment Program; and
  • satisfaction of financial obligations to the college.
A student will follow the graduation requirements listed in the Catalog of the year in which she enters, unless she notifies the Registrar in writing that she wishes to qualify under a subsequent Catalog. Course substitutions or waivers within a student's major may be made with departmental and Registrar approval.

All technical questions related to requirements for graduation and transfer of credit to Peace College should be referred to the Registrar, who certifies compliance with such requirements. The faculty advisor or the Registrar may be of considerable assistance in scheduling course work for graduation on an optimal timetable. It is the responsibility of the student to see to it that all the degree requirements are met for graduation from Peace and/or transfer to other institutions.

The following categories apply to the baccalaureate programs:

- **Major** refers to 30 or more hours of coursework in a discipline, having content with both distribution and focus as established by the faculty in that discipline.
- **Concentration** refers to 15-29 hours of coursework established by the disciplinary faculty, providing a focus for students majoring in that discipline.
- **Specialization** refers to 15-23 hours of coursework established by the disciplinary faculty, providing a more limited or secondary focus for students majoring in that discipline.
- **Minor** refers to 18-24 hours of coursework within a discipline, established by the faculty in that discipline and taken by students not majoring in that discipline.
- For Liberal Studies majors, concentration and specialization coursework is established by the Liberal Studies Program Coordinator in conjunction with the appropriate disciplinary faculty.
- Individual programs may limit the number of courses that can be double-counted toward the major/minor/concentration/specialization. When two curricula overlap in terms of content and only one has a declared limitation, the limitation prevails and students are barred from double-counting the credit hours for either program.

**COMPLETION OF DEGREE**

**RESIDENCY REQUIREMENTS FOR DEGREE**

- A student must complete a minimum of 125 semester hours for the baccalaureate degree.
- At least 32 semester hours must be earned at Peace, including at least 24 of the last 32 hours, for the baccalaureate degree. After matriculation at Peace College, a maximum of 12 semester hours for the baccalaureate degree program may be transferred from other institutions.
- A minimum of one-half of the course work credit in the major and minor must be taken at Peace College.
- At least 30 hours of the course work applied to the baccalaureate degree must be 300-level or above.
- No more than 6 semester hours toward the baccalaureate degree can consist of independent study, internship, or cooperative education credit.
- No more than 8 Physical Education activity credits can be counted toward graduation.
- Peace students who wish to take courses elsewhere to transfer to Peace must secure the prior written approval of these courses from the disciplinary department and from the Registrar.

**COMPLETING DEGREE REQUIREMENTS AT PEACE**

A student must complete the baccalaureate degree within eight (8) years of initial enrollment or her transcript will be reviewed to determine whether courses should be retaken. Also, a student may not register for further course work following the semester in which 160 semester hours of credit have been earned. Any exception to the time and credit limitations requires special written permission from the Dean of Academic Affairs.

**PARTICIPATION IN COMMENCEMENT CEREMONIES**

Participants in baccalaureate degree graduation ceremonies must have completed all the requirements for the degree. No exceptions are granted to this college policy.
Your college experience is a journey during which you will gain knowledge and skill, and grow as a person. We want you to see this journey as a passport to the other things you want to do in life and thus we have named our student learning program, Peace Passport. As we’re sure you already know, learning can take place in many settings and in many ways. That’s why Peace Passport includes everything from your liberal education and major coursework to international travel, to leadership opportunities, to clubs.

The Peace College Catalog explains one critical part of your development on this journey: academic coursework. It’s important for you to understand what goals we have for your learning and thus, why we require some of the courses and experiences we do. Read below to understand more about our liberal education goals.

**LIBERAL EDUCATION GOALS**

Peace Passport combines a program of courses with a sequence of learning experiences designed to provide you with an outstanding educational foundation. By grounding our requirements in liberal education, Peace Passport focuses on the importance of having a broad background in the arts, humanities, and sciences while also emphasizing skills needed for your professional and personal life.
LIBERAL EDUCATION REQUIREMENTS
Getting a degree involves a great deal more than fulfilling the requirements for a major. Being liberally educated means having a broad background in the arts, humanities, and sciences as well as having skills needed to be successful at work and in life.

As part of the requirements for graduation, students will work with their advisors to design and complete a set of learning experiences based on the goals and coursework described below.

The academic part of Peace Passport will give you an outstanding educational foundation. Our requirements are structured so that you will gain broad knowledge in arts, humanities, and science while also giving you the oral, written and teamwork skills to succeed in life and in your profession.

LIBERAL EDUCATION CORE

*ADE: Students who double-major must complete an internship in Graphic Design unless their internship in the other discipline clearly includes design-related elements (e.g., research, criteria generation, valid graphic design or marketing projects with clients, implementation, etc.). Students must obtain approval from the Graphic Design internship coordinator prior to the completion of the other internship in order to receive an exemption from ADE 490.

ANT: Students who double-major must obtain approval from the Anthropology internship coordinator prior to the completion of the other internship in order to receive an exemption from ANT 490.

BUS: Students who double-major must complete an internship in Business, unless their internship in the other discipline clearly includes business-related elements (e.g., management, marketing, finance, accounting, entrepreneurship, business, etc.). Students must obtain approval from the Business program coordinator prior to the registration and completion of an internship for another major in order to receive an exemption from BUS 490. Such an exemption will fulfill the internship requirement and will count only for three credits toward one of the majors.

CHD: Students who double-major must complete an internship in Child Development unless their internship in the other discipline clearly includes elements related to children’s development or developmental studies (e.g., the examination, advocacy, and/or optimization of children and families). Students must obtain approval from the Child Development program coordinator prior to the completion of the other internship in order to receive an exemption from CHD 490.

HRE: Students who double-major must complete an internship in Human Resources unless their internship in the other discipline clearly includes industrial/organizational psychology-related elements (e.g., research, data collection, systems design, etc.) or relevant business-related elements (e.g., management, payroll, insurance, pension, etc.). Students must obtain approval from the Human Resources coordinator prior to the completion of the other internship in order to receive an exemption form HRE 490.

LEA: Students who double major in Leadership Studies are exempt from completing an internship as long as the internship for their other major incorporates at least one leadership-related learning outcome. The program coordinator for Leadership Studies will assist you in developing an appropriate leadership learning outcome.

PSY: Students who double-major must complete an internship in Psychology unless their internship in the other discipline clearly includes psychology-related elements (e.g., research, data collection, consulting, counseling, etc.). Students must obtain approval from the Psychology internship coordinator prior to the completion of the other internship in order to receive an exemption from PSY 490.

** SPA 214 or equivalent in Spanish for Spanish majors
CROSS-CULTURAL REQUIREMENT

Although we want to encourage you to participate in international travel, the main emphasis is not just travel, but experiencing and understanding other cultures. Point values are determined based on level of cultural framing and level of exposure. You must accumulate a total of 5 points to fulfill this requirement. Points must be accumulated after you are enrolled as a student at Peace College. Transfer students should refer to the “Transfer Students” section for more information about this requirement.

POINTS CAN BE OBTAINED IN THE FOLLOWING WAYS:

A. INTERNATIONAL TRAVEL

• International study experience with a strong cultural focus led by faculty members or study abroad professionals will carry 1 point for each course credit plus 2 points for international travel. These experiences can be led by Peace College faculty, faculty at other approved colleges or universities, or through organizations such as Brethren Colleges Abroad (BCA) and Central College. At least half of this experience should bring you in direct contact with citizens of the country you are visiting. Experiences should include sampling native food, attending cultural events, visiting historic sites, seeing sporting events, interacting with native businesses and/or organizations, etc. See the Coordinator of International Studies for information about these academic programs.

• International study experiences without a strong cultural focus led by faculty members or study abroad professionals will carry 1 point for each course credit plus 1 point for travel. Less than half of this experience brings you in direct contact with citizens of the country you are visiting. For example courses like Marine Biology in Jamaica where the focus of the travel is studying the marine animals on the coral reef versus interacting with the native citizens and their way of life. See the Coordinator of International Studies for information about these academic programs.

• International study experience led by other professionals. This category will include mission trips and will carry 2 points.

B. NO INTERNATIONAL TRAVEL

• You can successfully complete courses with a strong cultural component. These courses will be listed in the Peace College catalog and will carry 1 point for each course credit.

• You can successfully complete an approved internship with a strong cultural component. This option will carry 1 point for each point credit awarded for the internship.

• You can ask the Liberal Education Committee to consider another proposal for earning points to fulfill this requirement. See the Coordinator of International Studies for more information.
LISTING OF CROSS-CULTURAL EXPERIENCE COURSES (CCE COURSES)

The following courses can be used to satisfy the cross-cultural requirement. You must accumulate a total of 5 points to fulfill this requirement.

COURSES THAT CARRY THREE POINTS ARE:

ANT 214 Cultural Anthropology
ANT 315 Globalization, People and Culture
ANT/SOC 368 American Ethnic Relations
ANT 370 The Female of The Species: A Biocultural, Anthropological Perspective
ANT/LAS 401 Contemporary Maya Culture
CHD 342 Spanish for Public Health
ENG 220 World Literature before 1700
ENG 221 World Literature after 1700
HIS 399 The World Since 1945
PSC 302 Comparative Political Systems
SPA 302 Hispanic Culture and Civilization I
SPA 305 Hispanic Voices in the US
SPA 306 Civilization and Culture II

COURSES THAT CARRY ONE POINT ARE:

ANT/LAS/SPA 260 Introduction to Mexican Culture and Civilization
CHD 361 Perspectives on English as a Second Language
CHD 364 Latino Mentoring
PEH 225 Social Dance
PEH 226 African Dance

INTERDISCIPLINARY SEMINAR REQUIREMENT

All students are required to take an Interdisciplinary Seminar at the 300-level or above. An Interdisciplinary Seminar (IDS) will focus on the examination of a topic from multiple disciplinary points of view. Students will synthesize ideas from different fields and evaluate diverse positions while gaining insights not possible in any one discipline alone. Courses satisfying the IDS requirement will not only be interdisciplinary, but will also necessitate that students apply advanced critical thinking skills. These seminars should be taken in the junior or senior year.

In each semester, the courses offered as Interdisciplinary Seminars will be listed in the schedule with the course designation IDS. Any course carrying the IDS designation at the 300-level or above will satisfy the IDS Seminar Requirement. While some Interdisciplinary Seminars will be offered regularly, others will be special courses designed for one-time offering.

REGULARLY OFFERED COURSES APPROVED TO SATISFY THE IDS REQUIREMENT INCLUDE:

ANT 368 American Ethnic Relations
ANT 370 The Female of the Species
ENG 374 The Image of Women
SPA 305 Hispanic Voices in the U.S.
COMPUTER SKILLS REQUIREMENT
As a graduate of Peace College equipped to meet challenges and succeed in the world, you will need to know how to use computers and related technology.

To satisfy the Computer Skills Requirement, you will be required to demonstrate computer competency by passing a computer competency examination. You should be aware that computer competency may be a prerequisite for other courses you are required to take, so it is recommended that you satisfy this requirement during your first academic year. Students who fail one or more parts of the competency exam will be given an opportunity to pass those parts after having taken appropriate CIS courses or workshops.

GRAMMAR COMPETENCY EXAM
All incoming students (first-year and transfer) are required to pass a grammar competency exam. This multiple choice exam will test basic grammar skills including (but not limited to): subject-verb agreement, run-on sentence and fragment identification, common usage errors, and comma and apostrophe use. A passing grade on the grammar exam is a prerequisite for enrollment in an upper-level, advanced composition course (e.g., ENG 312).

ADVANCED WRITING REQUIREMENT
In order to further develop research skills and the incorporation of research into formal essay writing, students are required to pass an advanced writing course. Pre-requisites for the course include ENG 112 and a passing grade on the grammar competency exam.

QUALIFYING COURSES INCLUDE:
- ANT 430 Observational Methods in Primatology
- BUS 345 Personal Selling
- COM 370 Persuasion
- ENG/COM 309 Article and Essay Writing
- ENG/COM 341 Professional Writing
- ENG 312 Advanced Composition
- PSY 300 Research Methods

TRANSFERS TO PEACE COLLEGE
All transfers to Peace College need to meet all degree requirements including a possible chapel requirement. See the Baccalaureate Degree section or consult your academic advisor for details.

CURRICULUM OFFERINGS AND PROGRAM REQUIREMENTS
In addition to the Liberal Education Requirements that must be met by all Bachelor of Arts students, a baccalaureate major program must be completed in the minimum of 125 credit hours necessary for graduation. In addition, all Bachelor of Arts students must also have a minimum of 30 hours of 300 and 400 level courses. Requirements for academic majors follow.

Note: Minors in areas not listed may be arranged by the student, her faculty advisor, the division chair in the area of study, and the Registrar. Courses for unlisted minors may include those offered by CRC institutions, if approved by the above offices.
I. NORTH CAROLINA COMMUNITY COLLEGE COMPREHENSIVE ARTICULATION AGREEMENT (CAA)

Peace College agrees that students who earn an Associate in Arts (AA) or Associate in Science degree (AS) from a member college of the North Carolina Community College System under the terms and conditions of the Comprehensive Articulation Agreement and who meet the institution’s admissions standards are eligible to apply and may expect the following, if admitted:

1. A student who has completed the General Education Transfer Core (44 credits) shall be considered to have fulfilled the lower-division, institution-wide liberal education requirements of Peace College and will receive 44 transfer credits. The student must have an overall GPA of 2.0 and a grade of “C” or better on all transfer courses.

   **GENERAL EDUCATION TRANSFER CORE (44 SEMESTER HOURS CREDIT)**

   - English Composition (6 credits)
   - Humanities/Fine Arts (9-12 credits)
     - Four courses (AA) or three courses (AS) are completed from at least three areas: music, art, drama, dance, French, German, Italian, Russian, Spanish, interdisciplinary studies, humanities, literature, philosophy, and religion.
     - One course must be a literature course.

   - Social/Behavioral Sciences (9-12 credits)
     - Four courses (AA) or three courses (AS) are completed from at least three areas: anthropology, economics, geography, history, political science, psychology, and sociology.
     - One course must be a history course.

   - Natural Sciences/Mathematics (14-20 credits)
     - Natural Sciences (8 credits) - Two courses with labs are completed from among the biological and physical sciences.
     - Mathematics (6 credits) – One introductory course is completed from college algebra, trigonometry, or calculus; another course be selected from a qualitative subject, such as computer science or statistics.

2. A student who has successfully completed the Associate in Arts (AA) or Associate in Science (AS) degree with an overall grade point average (GPA) of 2.0 and an earned grade of C or better on all courses shall receive 64 semester hours of credit and junior status upon admission to Peace.
COMPREHENSIVE ARTICULATION AGREEMENT AND PEACE COLLEGE REQUIREMENTS

1. The Comprehensive Articulation Agreement (CAA) with Peace College applies only to students who have completed the community college Associate of Arts (AA) or Associate of Science (AS) degrees. It does not apply to students who have completed another type of associate degree (for example, in engineering).

2. General Education Requirements: CAA transfer students who have completed the General Education Core (44 credits) have met the Liberal Education Requirements at Peace College, except as noted below:
   • Foreign Language and PEH are not covered by the Comprehensive Articulation Agreement. Students must meet the Peace College foreign language (intermediate-level) and physical education requirements (PEH 100 and one PEH activity course).
   • Grammar Competency Requirement: CAA transfer students must complete the grammar competency requirement, since this is a prerequisite for an upper-level English class.
   • Computer Competency Exam: CAA transfer students are exempt from the computer competency exam.
   • Mathematics Requirement: The requirement may be met without STA 201 or MAT 241. However, one or both of these classes may be required to meet major requirements.
   • Upper-level BA General Education Requirements: These are not covered by the CAA and include PHL 400, Pre-professional Experience (Internship), Cross-cultural Experience (CCE), Interdisciplinary Seminar (IDS), and the Advanced Writing Course (AWC). Students must fulfill these requirements at Peace College as noted below:
      1. Cross-cultural Requirement: A transfer student with 29 or less credits must complete 5 points after matriculation. With 30-59 credits, she must earn 4 points after matriculation. With 60-89 credits, she must earn 3 points, and with 90 or more transfer credits, she must earn 2 points after matriculation.
      2. Interdisciplinary Seminar: the requirement may be met with a transfer course, if the course is upper-level and interdisciplinary.

II. ALL OTHER TRANSFERS (NON-CAA)

Students who have attended a member college of the North Carolina Community System without completing general education core, those who have attended a community college in another state, and transfers from all four-year institutions are eligible to apply and can expect the following guidelines to apply.

1. Students may receive transfer credit for Peace College's liberal education requirements as outlined in the transfer equivalency list.

2. Grammar Competency Requirement: Transfer students must complete the grammar competency requirement, since this is a prerequisite for an upper-level English class.

3. Computer Competency Exam: Transfer students with more than 30 transfer credits are exempt from the computer competency exam. Additionally, a CIS transfer course equivalent to CIS 097 or higher will fulfill the requirement.

4. Cross-cultural Requirement: A transfer student with 29 or less credits must complete 5 points after matriculation. With 30-59 credits, she must earn 4 points after matriculation. With 60-89 credits, she must earn 3 points, and with 90 or more transfer credits, she must earn 2 points after matriculation.

5. Interdisciplinary Seminar: The requirement may be met with a transfer course, if the course is upper-level and interdisciplinary.
ADVENTURES Academic Services

FACULTY

Jerry Neusell, Associate Dean for Advising and Retention

Dawn Dillon ’86 (1999) Director of the First Year Adventure, Instructor in Adventures – A.A., Peace College; B.A., North Carolina State University; M.Ed., University of South Carolina at Columbia

Barbara Efird (1996) Director of Career Services, Instructor in Adventures – B.S., Canisius College; M.Ed., North Carolina State University; NCC, NCCC, LPC

Donna Hembrick (2004) Assistant Director of Career Services – B.S., Hampton University; M.A., North Carolina Central University, LPC


ADVENTURES COURSES

ADV 099: ACADEMIC AND LIFE SKILLS FOR SUCCESS
Class meets twice each week; Credit: 1 hour of institutional credit; Offered fall and spring semester;
Will not be counted as credit toward meeting graduation requirements.
This course is designed for all students who want to improve their academic performance. Instruction in specific study skills is provided (e.g., time management, note-taking strategies, textbook reading skills, test-taking preparation, procrastination, active listening, etc.). These skills are practiced and reinforced during a weekly individualized active study period. During this active study period, students also monitor their weekly academic progress with the instructor. The goal of this course is to provide students with sound techniques and skills for tackling college-level work. Strongly recommended for students on academic probation.
ADV 100: ADVENTURES FOR WOMEN IN LEARNING
Class meets twice weekly for the first half of fall semester; Credit: 1 hour; Required for all first-year students
This Adventures course is designed specifically for first-year students to welcome them to the college and to help them become stronger, more successful students through intellectual and personal discovery. The course will help you as a first-year student to negotiate the difficult transition from high school to college, both academically and personally.
This course is designed to give you the opportunity to find community with other first-year students by exploring academic, social, and ethical issues that are important to your life. Through the first-year seminar, you will interact regularly with your first-year advisor, who may also serve as your instructor, and with your peer educator, who will co-teach the first-year seminar and also serve as a mentor to help you throughout your first-year experience. This course is not required of students who transfer to Peace with 12 hours or more of college course credit after graduating from high school. Students entering during the spring semester may be required to take ADV 107, “Exploring Majors and Careers,” instead of ADV 100.

ADV 107: EXPLORING MAJORS AND CAREERS
Fall: Course offered as a spotlight- 1 Saturday and 2 Friday afternoons; Spring: class meets twice weekly for first half of spring semester; Credit: 1 hour
This seminar is designed to promote an understanding of the career planning process through independent and group work focusing on self-awareness, career exploration, and job search techniques. Students will 1) complete and analyze self-assessments in the areas of interests, values, personality, and college major, 2) gain experience in utilizing career resources, and 3) explore the meaning of career.

ADV 193: PEER TUTOR TRAINING
One hour each week; Credit: 1 hour; Offered spring semester. This course will train rising sophomores/juniors to tutor other students in a subject area of their choosing. Tutor trainees would master overall tutoring techniques, study skills, and strategies for their subject area(s). Upon completion of the course and after 25 hours of tutoring experience, students will receive certification from the College Reading and Learning Association. Certification will also qualify students for tutoring positions at other institutions. Students who enroll must have a written faculty recommendation. See the Director of Advising for a course outline and basic requirements.

ADV 194: PEER EDUCATION
Class meets approximately one week prior to fall semester and weekly during fall semester; Credit: 1 hour
ADV 194 prepares upperclass students to serve as peer educators in the Adventures Program. Students learn to communicate effectively in individual and group settings; understand aspects of college student development; develop enhanced understanding of themselves and others; solve problems and make decisions appropriately; manage stress; and plan, implement, and evaluate programs. This training provides active opportunities for applying knowledge. Required for Adventures peer educators, but open to students involved in other peer programs with instructor’s approval.
ANTHROPOLOGY Division of Sciences

FACULTY
Vincent Melomo (2001) Assistant Professor of Anthropology – B.A., Honors, History, Adelphi University; M.A., Ph.D., Anthropology, Binghamton University (SUNY)

Laura G. Vick (1990) Professor of Anthropology; Ragland Professor of International Studies – B.A., M.A., Ph.D., University of North Carolina at Chapel Hill

ANTHROPOLOGY
Anthropology is most simply defined as the study of humans, in all of our wondrous similarities and differences. It is a field that explores the important question of what makes us human by studying our unique biology and our diverse societies and cultures. Anthropology helps students to understand and value human diversity, to develop an appreciation for their local context, as well as a global awareness, and to embrace an interdisciplinary perspective by drawing on both the natural and social sciences and the humanities. Students majoring in Anthropology are required to complete either a concentration, a minor in another field, or a major in another discipline. Concentrations include Cultural Anthropology, Latin American Studies, Archaeology, Biological Anthropology, and Forensics.

ANTHROPOLOGY MAJOR
Liberal Education Curriculum 50 hours
For a full description see Peace Passport section of this catalog

Anthropology Major Courses 31-33 hours

General Electives 42-44 hours

Total Hours for the B.A. in Anthropology 125 hours

Anthropology Major Core Courses* 31-33 hours

Methods Course 3-4
choose one from the following:

- ANT 410 Ethnographic Methods 3
- ANT 430 Observational Methods in Primatology 4
- ANT 420 Human Osteology 3
- ANT 450 Archaeological Fieldwork 4
- ANT 460 Laboratory Methods in Archaeology 3
- PSY 300 Research Methods 3

CULTURAL ANTHROPOLOGY 9
Required: ANT 214 Cultural Anthropology 3
Plus 2 additional courses:

- ANT/LAS/SPA 260 Introduction to Mexican Culture and Civilization 1
- ANT 315 Globalization, People, and Culture 3
- ANT/LAS/SPA 360 Cross-Cultural Seminar in Mexico 2
- ANT/IDS/LAS/SPA 361 Mexican Culture and Civilization 3
- ANT/SOC 368 American Ethnic Relations 3
- ANT 370 The Female of the Species: A Biocultural, Anthropological Perspective 3
- ANT 405 Peoples and Cultures of South Asia 3
- ANT 310 Learning Culture: The Anthropology of Education 3
- ANT/LAS 401 Contemporary Maya Culture 3
- ANT 410 Ethnographic Methods 3
BIOLOGICAL ANTHROPOLOGY  10-11
Required: ANT 216 Biological Anthropology  4  
Plus 2 additional courses:
ANT 320 Human Evolution  3  
ANT/PSY 325 Primate Behavior  3  
ANT 370 Female of the Species  3  
ANT 430 Observational Methods in Primatology  4  
ANT 420 Human Osteology  3  

ARCHAEOLOGY  6  
Required: ANT 218 Archaeology  3  
Plus 1 additional course:
ANT/HIS 365 From the Olmecs to the Aztecs: The Prehistory of Mesoamerica  3  
ANT 450 Archaeological Fieldwork  4  
ANT 460 Laboratory Methods in Archaeology  3  

ANTHROPOLOGICAL THEORY  3  
ANT 470 Issues and Theories in Anthropology  3  

* No two core requirements can be fulfilled with the same course.

CONCENTRATIONS IN ANTHROPOLOGY  15-19 HOURS
Students majoring in Anthropology are required to complete either a concentration, a minor in another field, or a major in another discipline. Anthropology courses taken to complete a concentration may also count toward the completion of the major. Concentrations include Cultural Anthropology, Latin American Studies, Archaeology, Biological Anthropology, and Forensics. To satisfy the Liberal Education and Anthropology major requirements, students are required to complete an internship relevant to their concentration. Anthropology courses taken to complete a concentration may also count toward the completion of the major. If students are double-majoring, they need not complete two internships. Instead, students must obtain approval from the anthropology internship coordinator prior to the completion of the other internship in order to receive an exemption from ANT 490.

1. CULTURAL ANTHROPOLOGY CONCENTRATION  18 HOURS
Required Hours:  3  
ANT 410 Ethnographic Methods  3  
or  
PSY 300 Research Methods (Psychology)  3  
Choose Courses for at least 15 hours*:  15  
ANT/LAS/SPA 260 Introduction to Mexican Culture and Civilization  1  
ANT 295 Special Topics in Anthropology  1-4  
ANT 315 Globalization, People and Culture  3  
ANT/LAS/SPA 360 Cross-Cultural Seminar in Mexico  2  
ANT/IDS/LAS/SPA 361 Mexican Culture and Civilization  3  
ANT/SOC 368 American Ethnic Relations  3  
ANT 370 The Female of the Species: A Biocultural, Anthropological Perspective  3  
ANT 405 Peoples and Cultures of South Asia  3  
ANT 310 Learning Culture: The Anthropology of Education  3  
ANT/LAS 401 Contemporary Maya Culture  3  
ANT 495 Special Topics in Anthropology  1-4  
ADE 370 Art and Culture  3  
COM 101 Intercultural Communication  3  
PSC 302 Comparative Political Systems  3  
ENG 220 World Literature Before 1700  3  
ENG 221 World Literature After 1700  3  
ENG 352 African-American Literature  3  
HIS 333 Marriage and Family in the Western Experience  3  
HIS 348 The History of the South  3  
HIS 353 My American Family I  3  
HIS 399 The World Since 1945  3  
LAS/HIS 363 Introduction to Latin American Studies  3  
PSC 302 Comparative Political Systems  3  
REL 214 World Religions  3  
REL 220 Religion in America  3  

*At least 12 hours must come from the Anthropology department, and one of the courses must be field-based.
2. LATIN AMERICAN STUDIES CONCENTRATION 18 HOURS

Required Hours: 3
- ANT 410 Ethnographic Methods 3
- Spanish Language Proficiency Check off

Choose Courses for at least 15 hours*: 15
- ANT/LAS/SPA 260 Introduction to Mexican Culture and Civilization 1
- ANT 295 Special Topics in Anthropology 1-4
- ANT/LAS/SPA 360 Cross-Cultural Seminar in Mexico 2
- ANT/LAS/SPA/IDS Mexican Culture and Civilization 3
- ANT/HIS 365 From the Olmecs to the Aztecs: The Prehistory of Mesoamerica 3
- ANT/SOC 368 American Ethnic Relations 3
- ANT/LAS 401 Contemporary Maya Culture 3
- ANT 495 Special Topics in Anthropology 1-4
- LAS/HIS 363 Introduction to Latin American Studies 3
- SPA 213 Conversational Spanish 3
- SPA/LAS 301 Research Training in Spanish and Latin American Studies 3
- SPA 302 Hispanic Culture and Civilization I 3
- SPA/LAS 305 Hispanic Literature in the United States 3
- SPA 306 Hispanic Culture and Civilization II 3

*At least 9 hours must come from the Anthropology department, and one of the courses must be field-based.

3. ARCHAEOLOGY CONCENTRATION 16 HOURS

Required Hours: 7
- ANT 450 Archaeological Fieldwork 4
- ANT 460 Laboratory Methods in Archaeology 3

Choose Courses for at least 9 hours*: 9
- ANT 295 Special Topics in Anthropology 1-4
- ANT/LAS 401 Contemporary Maya Culture 3
- ANT 495 Special Topics in Anthropology 1-4
- LAS/HIS 363 Introduction to Latin American Studies 3
- SPA 213 Conversational Spanish 3
- SPA/LAS 301 Research Training in Spanish and Latin American Studies 3
- SPA 302 Hispanic Culture and Civilization I 3
- SPA/LAS 305 Hispanic Literature in the United States 3
- SPA 306 Hispanic Culture and Civilization II 3

*At least 9 hours must come from the Anthropology department, and one of the courses must be field-based.

4. BIOLOGICAL ANTHROPOLOGY CONCENTRATION 16 HOURS

Required: 7
- ANT 320 Human Evolution 3
- ANT 430 Observational Methods in Primatology 4

Choose Courses for at least 9 hours*: 9
- ANT 295 Special Topics in Anthropology 1-4
- ANT/PSY 325 Primate Behavior 3
- ANT 370 Female of the Species 3
- ANT 420 Human Osteology 3
- ANT 495 Special Topics in Anthropology 1-4

5. FORENSICS CONCENTRATION 19 HOURS

Required: 7
- ANT 420 Human Osteology 3
- BIO 380 Anatomy and Physiology 4

Choose Courses for at least 12 hours*: 12
- ANT 295 Special Topics in Anthropology 1-4
- ANT 450 Archaeological Fieldwork 4
- ANT 460 Laboratory Methods in Archaeology 3
- ANT 495 Special Topics in Anthropology 1-4
- BIO 350 Microbiology 3
- BIO 460 Genetics 3
- CHE 111-112 General Chemistry 8
- PSC 270 Introduction to Law and the Legal System 3
- SOC 330 Social Psychology 3

*At least 6 hours must come from non-Anthropology selections. Students should select these courses based on their interest in a specialization within forensics.

Note: With the program coordinator's approval, students will be allowed to fulfill elective and concentration requirements through CRC.

Note: Credit for ANT 295 and ANT 495 (Special Topics in Anthropology) can count toward a concentration only if the course topic is relevant to that concentration.
**ANTHROPOLOGY MINOR**

19-24 hours

**Required courses:**

- ANT 214 Cultural Anthropology 3
- ANT 216 Physical Anthropology 4

Plus any four (4) additional courses in Anthropology

**ANTHROPOLOGY COURSES**

**ANT 214: CULTURAL ANTHROPOLOGY: PEOPLE AND CULTURE**

*Three hours each week; Credit: 3 hours; This is a CCE course.* This course is designed to give you a better understanding of yourself as a human being and of the world in which you live. Through the course you will be introduced to some new and different ways of viewing the world while learning about human cultural diversity. You will learn about a number of peoples from a variety of places and times and you will also learn to take a critical look at your own society and culture. You will become more aware of what culture is, how it has shaped us, and how we can change it. The course will focus on what makes cultural anthropology a distinct discipline in terms of perspective, methodology, and subject matter, and it will consider what insights the discipline has to offer. You will be introduced to some of the topics and issues that have traditionally been of concern to cultural anthropologists and you will learn what role cultural anthropology plays in our ever-changing world.

**ANT 216: BIOLOGICAL ANTHROPOLOGY (Physical Anthropology)**

*Three lecture hours each week, one three-hour lab each week; Credit: 4 hours*

Have you ever wondered how human beings have changed over time or how different the human “races” really are? Have you ever considered the similarity of human beings to their close relatives, the other primates? Have you ever wondered how crime scene investigators (CSI) can determine, from skeletal fragments, the sex, age, or ethnic identity of a murder victim? In addition to answering these and other questions, this course is designed to give students an overview of biological, or physical, anthropology—one of the main subfields of anthropology. Primary questions students will pursue are: 1) what happened in the course of human evolution (biological changes and their cultural consequences), 2) how these changes came about, 3) why they occurred, and 4) when they occurred.

To answer these questions, students will become familiar with human genetics and evolutionary theory, the patterns of and reasons for the variation in body form found among living humans, the position of humankind in the animal kingdom, how and why we are like or unlike the other primates, what our early ancestors were like, and how culture and biology have interacted and continue to interact to shape humankind. At course end, each student should have gained a greater appreciation for who and what it means to be human, as well as the patterning of human variation.

Through laboratory exercises, students will have hands-on opportunities to learn about human genetics, the skeletal system, human diseases, human growth and development, and the similarities/differences between humans and other animals. They will also have learned some of the scientific methodology used by biological and forensic anthropologists as they take and evaluate data in order to solve problems.

**ANT 218: ARCHAEOLOGY: PEOPLE AND THE PAST**

*Three hours each week; Credit: 3 hours; No prerequisite; Offered fall semester*

Have you ever wondered what people like Indiana Jones really do? This course will offer you a basic introduction to the scope and concerns of archaeology, a deeper understanding of the human past, and a greater sensitivity to issues surrounding the reconstruction and representation of that past. The course will begin with a review of the history of the discipline and of the archaeological research process, then proceed to an overview of select aspects of human prehistory and of the archaeology of the United States. In doing so, some of the most famous archaeological discoveries will be covered, including Lucy and King Tut’s tomb, and also more contemporary discoveries such as New York City’s African Burial Ground and Blackbeard’s Queen Anne’s Revenge. Over the semester, you will participate in several activities dealing with the hands-on analysis of material culture and will visit and critically analyze several local archaeological sites and reconstructions.
**ANT/IDS/LAS/SPA 260: INTRODUCTION TO MEXICAN CULTURE AND CIVILIZATION**  
*One hour each week; Credit: 1 hour; This is a CCE course*

This course is designed to prepare students for participation in the summer program in Mérida, Mexico; it is also open to any student interested in learning more about Mexican culture. Use of the special techniques of archaeology, ethnohistory, epigraphy, linguistics, and ethnology will be highlighted as students learn about the history and culture of Mexico, especially the Yucatán. Topics will include geography, politics and economics, religion, family, art, folklore and literature, and special customs (past and present); students will attend lecture/discussions, complete short weekly assignments, and take a written essay exam.

**ANT 295: SPECIAL TOPICS IN ANTHROPOLOGY**  
*Credit: 1-4 hours A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.*

**ANT 315: GLOBALIZATION, PEOPLE AND CULTURE**  
*Three hours each week; Credit: 3 hours; Prerequisite: ANT 214 or permission of the instructor; This is a CCE course. Globalization is one of the key concepts of our age—a term often used but little understood. Globalization is generally characterized by the increasing interconnectedness of economic, political, and cultural phenomena. These connections affect virtually all of the world’s peoples, often in intimate ways. Understanding globalization is central to understanding life today, including such diverse phenomena as Mexicans in Mt. Olive and bombing in Baghdad. In order to be intelligent and compassionate actors in our contemporary world, it is important to explore the realities of globalization and consider its promise and peril. This course will do so primarily through the lens of anthropology, but will also draw upon insights and examples from other disciplines as well. The course will consider what globalization is, where it came from, and what its effects are. Students will look at why some people are excited about globalization while others resist it. They will consider how globalization affects our politics, our economics, and our culture, addressing such diverse topics as terrorism, immigration, religious fundamentalism, and the environment, as well as McDonald’s, Disney, cell phones, and hip-hop culture.*

**ANT 320: HUMAN EVOLUTION**  
*Three hours each week; Credit: 3 hours; Prerequisite: ANT 216 or BIO 340 or permission of the instructor; Offered spring semester, odd years*

If you are interested in why human beings look and act the way that they do, understanding our past is essential. How closely related are we to our cousins, the chimpanzees and other apes? How, when, and why did our ancestors diverge from theirs? What did we look like at various points in the past and when did we first begin to use stone tools, use language, develop a family system, etc.? This course builds on information gained in Biological (Physical) Anthropology. Lecture, discussion, hands-on lab exercises, computer simulations, and videos will all be used to help students explore and evaluate the data based on fossil, archaeological, nonhuman primate, and DNA evidence. Students will examine the major problems still remaining in our understanding of human evolution, as well as the viewpoints of leading scientists, and will learn how to evaluate alternative theories that have been proposed. Finally, students completing the course will have a better understanding of evolutionary mechanisms and will have developed a framework for interpreting future data regarding human evolution, as they are discovered.

**ANT/PSY 325: PRIMATE BEHAVIOR**  
*Three hours each week; Credit: 3 hours; Prerequisite: ANT 216 or permission of the instructor; Offered alternate academic years*

Did you know that the study of nonhuman primates—prosimians, monkeys, and apes—could help you understand your own evolution as a species and provide insights into why you behave as you do? Selected primate species are studied in depth in order to understand how genetics, the environment, and troop traditions influence the kinds of behaviors exhibited. Students will also study key primatological studies (naturalistic and experimental), understand the way such studies are conducted, and, by the end of the course, be able to evaluate these studies and relate the results to their own lives. Through readings, lectures, videos, computerized labs, and discussion, students learn why primatological studies are conducted and what scientists have learned as a result.
ANT/LAS/SPA 360: CROSS-CULTURAL SEMINAR IN MEXICO

An immersion experience in Mexico; Credit: 2 hours; Prerequisite: foreign language and/or anthropology background, permission of the instructor

A living experience in Yucatán, Mexico, which is designed to highlight cross-cultural differences and to help participants learn how to adapt to a foreign culture. Through background readings, group discussions, written reaction, a journal, “debriefing” sessions and an essay exam, students will explore topics of cross-cultural training within a Mexican setting. There will be special emphasis on the cultural considerations that are part of U.S.-Mexican relations and on the many aspects of non-western culture, which are a part of everyday life in Yucatán. Visits to homes, neighborhood walks, interviews with Mexicans, and meetings with Mexican students are a vital part of the course. This course emphasizes an immersion living experience rather than extensive travel and touring. Does not satisfy general education requirements in Foreign Language or Social Science.

ANT/IDS/LAS/SPA 361: MEXICAN CULTURE AND CIVILIZATION

Three weeks in the summer; Credit: 3 hours

An introduction to the culture and civilization of Mexico with special emphasis on Yucatán, the Mayan civilization, and the continuing Maya presence in Mexico. This course will cover history, archaeology, anthropology and the arts, and will include field trips as well as lectures and discussion sessions. The assignments will involve hands-on experiences and, in addition, reading and writing tasks. Students will keep a journal and take an essay exam. Students live in a stately Mexican residence (the Central College Center) in Mérida (Yucatán). Students are selected on the basis of academic achievement, and citizenship. Does not satisfy general education requirements in Foreign Language or Social Science.

ANT/HIS/LAS 365: FROM THE OLMECS TO THE AZTECS: THE PREHISTORY OF MEXICO AND CENTRAL AMERICA

Three hours each week; Credit: 3 hours; Prerequisite: ANT 214, ANT 218, ANT/LAS/SPA 260, ANT/IDS/LAS/SPA 361, or permission of the instructor; Offered spring semester, even years

In this course, students get the opportunity to study the prehistory and early history of a very exciting and important non-western culture area, one that played an important part in world history but is seldom covered adequately in history textbooks. Course material is based on archaeological and ethnohistorical sources, and students will learn about the evolution and important roles of societies such as the Olmec, Teotihuacano, Zapotec, Mixtec, Toltec, Maya, and Aztec. Special attention will be paid to mechanisms involved in the rise and fall of these cultures, as well as to the principal cultural accomplishments, including art and architecture. In addition, students will examine the lives of some contemporary descendants of these ancient cultures. At course end, students will have gained an appreciation for the roles these cultures played in terms of world history and greater respect for the modern descendants of these cultures.

ANT/IDS/SOC 368: AMERICAN ETHNIC RELATIONS

Credit: 3 hours; Prerequisite: SOC 101, ANT 214, or permission of the instructor; This is a CCE course Where did your ancestors come from? How did they shape America? What is America—a melting pot, mosaic, or unequal mix? This course examines the complex dynamics of race and ethnicity in the United States.

Through this course you will better understand the social and cultural characteristics of different racial and ethnic groups, their histories, and the ongoing politics of racial and ethnic relations. We will explore some of the most interesting and controversial issues in American public discourse, including immigration policy, affirmative action, assimilation, and diversity in education. We will engage these topics primarily through sociological data and ethnographic case studies, as well as through critical reflection on our own experiences and through interactions with members of various local communities. Although an upper-level social science course, the content of this course is important for majors in all fields interested in gaining a better understanding of America’s diversity.
ANT/IDS 370: THE FEMALE OF THE SPECIES: A BIOCULTURAL, ANTHROPOLOGICAL PERSPECTIVE

Three hours each week; Credit: 3 hours;
This is a CCE course

Peace College is dedicated to helping women develop to their fullest potential. But what does it mean to be a human female? To fully understand the human female—in terms of her various roles and physical features across cultures—an evolutionary, cross-cultural view is needed: How are we like, unlike other mammals and, most especially, our nonhuman primate relatives? What happened in the course of evolution to make us the way we are? Is the “mother” role instinctual? Does it—and our other roles—vary across cultures today, and, if so, what factors (biological and cultural) might be responsible for this variation? This course gives students a chance to explore these questions through readings, videos, and discussions in which we examine data from nonhuman primates, the fossil record, archaeological remains of past human societies, and ethnographic research on recent and contemporary human societies. We also examine contemporary issues, such as social inequality, female infanticide, arranged marriages, genital mutilation, and “honor” murder, which affect millions of women in various parts of the world. No matter your major, this course will allow you to better understand yourself and your sisters—no matter where they live—as well as the problems women face in the world today.

ANT/LAS 401: CONTEMPORARY MAYA CULTURE

Three hours each week; Credit: 3 hours; Prerequisite: ANT 214, ANT/LAS/SPA 260, ANT/IDS/SPA SPA 361, ANT/HIS 365, or permission of the instructor; Offered fall semester, odd years; This is a CCE course

What is a non-western culture really like? In what ways is it similar to your own culture? In what ways is it different? In this course, students will explore a contemporary “third world” non-western culture area—that of today’s Maya people, located across parts of southern Mexico, Belize, Guatemala, Honduras, and El Salvador. Through ethnographies, articles, videos, and discussions, students will engage in an inductive exercise aimed at understanding the overall social organization and culture of the various Maya societies. Through these class activities, students will not only better understand the contemporary beliefs and behavior of the Maya, but will also be more aware of recent struggles and problems faced by these people. They will have an appreciation for and better understanding of one of the indigenous cultures of modern-day Mexico and Central America and of how it has changed, adapted, and survived over time. At class end, students will have developed the skills and intellectual framework necessary to study the culture of any group of people and will be better able to understand their own culture! Students are expected to be active participants and will share responsibility for class discussion.

ANT 420: HUMAN OSTEOLOGY

Three hours each week; Credit: 3 hours; Prerequisite: ANT 216, BIO 380, or permission of the instructor; Offered fall semester, odd year

This course provides an intensive, hands-on introduction to the identification of human skeletal remains. Students will learn to identify human bone, human teeth, and human bone fragments, as well as techniques for distinguishing between human and nonhuman remains. In addition, techniques for estimating age at death, sex, and ancestry are covered. The background gained in this course is the foundation for research in a variety of disciplines, including, but not limited to, forensic anthropology, archaeology, paleoanthropology, and anatomy. In addition, the course will address ethical issues in the handling of human and nonhuman primate remains.

ANT 430: OBSERVATIONAL METHODS IN PRIMATOLOGY *

Three lecture hours each week, three lab hours each week; Credit: 4 hours; Prerequisite: ANT 325 or permission of the instructor; Offered fall semester, even years. This course has been approved for advanced writing credit.

If you have ever been interested in the study of animal behavior, this course offers you the opportunity to learn how to collect and analyze these kinds of data. You will practice various types of data collection and analysis methods appropriate for studying animal behavior. Then you will design a study, set up your hypotheses, write your proposal, collect and analyze your data, write a scientific report, and present it to an audience. You will also learn how to conduct the necessary background literature search, as well as practice other laboratory and field techniques used in behavioral
research. Scientific writing is one of the primary goals of this course, so in order to become proficient, you will analyze scientific articles in terms of both their construction and their content. In addition, you will receive specific instruction in how to prepare scientific proposals, reports, and abstracts, and you will have the chance to practice this skill by preparing and correcting drafts until you have a polished product. As one of your requirements, you will design an enrichment device (appropriate to your study species) that will be important for the emotional and mental well-being of captive primates. After successfully completing course objectives, you will have gained valuable research skills that will be useful no matter the research topic, as well as greater skill in scientific writing and presenting.

ANT 450: ARCHAEOLOGICAL FIELDWORK
Credit: 4 hours; Prerequisite: ANT 218 or equivalent introductory course in ANT or permission of the instructor
This course offers students the opportunity to learn and practice the basic methods of archaeological field research. Students will gain experience in conducting archaeological survey and excavation and also develop skills in such areas as mapping, stratigraphic interpretation, the analysis of cultural materials, and data processing. As part of the field school, students will also be involved in presenting our work and findings to the local community. Students will offer presentations of the site to area schoolchildren and other groups in order to learn how to promote the preservation of archaeological sites and the sharing of archaeological knowledge. The course will be held for three weeks during the summer at a local archaeological site.

ANT 470: ISSUES AND THEORIES: SEMINAR IN ANTHROPOLOGY
Credit: 3 hours; Prerequisite: senior status
This course is required for students majoring in anthropology and is offered as a capstone experience to help senior students to synthesize and apply their knowledge and experience gained in the major. The course will draw from the different subdisciplines of anthropology and focus on several major contemporary issues or topics, including cultural and biological aspects of human group boundaries, globalization, and extinction. In addressing these topics, the students will learn how key theories help us to gain different understandings of our biological and cultural selves. In addition, to prepare students for pursuing their interests in anthropology beyond Peace College, the course will address ethical issues in anthropology, library research skills, and career and graduate school preparation.

ANT 490, 491: ANTHROPOLOGY INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

ANT 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

ANT 495: SPECIAL TOPICS IN ANTHROPOLOGY
Credit: 1-4 hours.
A course whose content may vary from term to term according to the needs of the academic department, student demand or the interests of the faculty member.

# Writing Intensive Course
* Denotes lab fee
FACULTY


Carolyn Jean Parker (1982) Associate Professor of Art and Design – B.S. University of North Carolina at Chapel Hill; B.F.A. magna cum laude, M.F.A., University of North Carolina at Greensboro; Further study, Parsons School of Design, Paris and Sireuil, France; Vermont Studio Center; Resident Artist at the Michael Karolyi Foundation, Venice, France

Meg Revelle ’76 (2004) Associate Professor of Design, Coordinator of Graphic Design Program – A.A. with honors, Peace College; B.S. Journalism, University of North Carolina at Chapel Hill; M.P.D. Visual Design, North Carolina State University; Further study, Penland School of Crafts

Jane Mooney (1999) Lecturer in Art History – B.A., Agnes Scott College; M.A., University of Louisville; Ph.D., University of North Carolina at Chapel Hill

David Simonton (1997) Instructor in Photography

ART & DESIGN

Students who choose Graphic Design as a major will learn to combine images, words, and sounds to create effective printed and digital communication, such as corporate identities, brochures, books, magazines, CD packaging, animation and web sites. You will learn to communicate ideas with a creative and strategic process that combines art and technology. All Graphic Design majors complete a core of classes designed to give a foundation in creative problem-solving and issues of professional ethics. The B.A. in Graphic Design is also supported by a strong liberal arts program, helping students develop an understanding of the history of ideas, human nature, local and global issues, and popular culture.
GRAPHIC DESIGN MAJOR

Liberal Education curriculum 50 hours
For a full description see Peace Passport section of this catalog

Graphic Design Major 45 hours

General Electives 25-30 hours

Total Hours for the BA in Graphic Design 125 hours

GRAPHIC DESIGN COURSES

CORE COURSES 45 HOURS

ADE 100 Design I 3
ADE 110 Drawing 3
ADE 170 Art History Survey I 3
ADE 180 Art History Survey II 3
ADE 220 Painting 3
ADE 230 Black &White Photography 3
ADE 240 Typography I 3
ADE 250 History of Graphic Design 3
ADE 260 Twentieth Century Art 3
ADE 380 Women in the Visual Arts 3
ADE 350 Typography II 3
ADE 365 Imaging 3
COM 301 Intercultural Com. 3
ADE 450 Advanced Graphic Design Studio 3
ADE 460 Design for the Screen 3
ADE 470 Senior Seminar in Graphic Design 3
ADE 490 Internship in Graphic Design* 3

*This course fulfills the Pre-Professional Experience requirement.

Students who double-major must complete an internship in Graphic Design unless their internship in the other discipline clearly includes design-related elements (e.g., research, criteria generation, valid graphic design or marketing projects with clients, implementation, etc.).

Students must obtain approval from the Graphic Design internship coordinator prior to the completion of the other internship in order to receive an exemption from ADE 490.

GRAPHIC DESIGN MINOR

18 HOURS

At least 18 hours of Graphic Design courses in a configuration approved by the program coordinator for Graphic Design.

ART & DESIGN COURSES

ADE 100: DESIGN I

Six hours each week; Credit: 3 hours; Offered fall semester
Created for the beginning student of design, this course introduces students to the basic elements of design and the fundamental principles of visual composition. Students will become acquainted with a wide range of techniques and materials for design making and will develop fundamental skills in design processes. You will learn to create effective, creative design solutions. You will also develop a basic design vocabulary and learn to productively critique your own work and the work of others. *Note: In order to proceed in the Graphic Design major curriculum, you must make a grade of C or better in Design I.

ADE 110: DRAWING I

Six hours each week; Credit: 3 hours
This course is designed for the beginning student of drawing. The problems and possibilities of visual communication using drawing media and techniques are explored. Students will experiment with various drawing materials and techniques while exploring various themes. Expressive qualities and the student's creative personal expression will be encouraged. Post-modern (mixed media) drawing projects are included in this course. Studio development is strengthened through readings, class discussions, demonstrations, project research, individual and group critiques, visits to art exhibitions, visiting artists and written assignments.

ADE 120: MUSEUM PRACTICUM

Credit: 1 hour; Students may repeat this course for additional credit.
Students enrolled in Art History, Art Appreciation, or any art studio course may earn an additional credit for a field practicum to visit museums and experience various art forms in a major metropolitan city such as Washington, D.C. Planned group activities and individual free time will be scheduled. An individual
project (a paper in the Art History and Art Appreciation classes, an art project in the art studio classes) related to the art experience will be completed with faculty supervision by the end of the semester and presented to the group. Students should bring their sketchbook/notebook to record their responses to the many artists, art works and ideas that inspire them. These records will provide the student with a foundation for the development of an individual work of art or paper.

ADE 160: ART APPRECIATION
Three hours each week; Credit: 3 hours; Offered every semester
Art Appreciation explores the numerous and diverse visual experiences created by various cultures as a way for them to understand and communicate their ideas and beliefs and to give meaning to their world. You will learn that these visual (often multimedia) experiences serve different functions within each culture, reflecting the ideologies of the time period, society, and maker. You will also explore the variety of materials and techniques used by different cultures, as well as the evolution of new technologies. This course will call into question modern Western culture’s tendency to evaluate all other cultures by using Western notions of art, including the ideas of originality, beauty, and creativity. Current issues such as arts funding, conservation and restoration, the Nazi art loot controversy, “ Outsider Art”, art criticism, censorship, and post-modernism are also explored. Participation in the local arts community is part of this course. NOTE: This course is not a chronological study of art.

ADE 170: HISTORY SURVEY I
Three hours each week; Credit: 3 hours; Offered spring semester, even years
This survey course is an introduction to the history of the major visual art forms from Paleolithic to Late Gothic/Early Renaissance times. The development of painting, sculpture, and architecture is presented chronologically. Major art works, representative of historical periods, geographic area, and style are examined. The art works are studied within the larger historical context; that is, relative to the philosophy, religion, sociology, and politics of the time, as well as to parallel developments in science, technology, literature, and other art forms. Emphasis is placed on understanding how art forms have developed; that is, from what thinking, needs, and cultural values they have evolved.

ADE 180: ART HISTORY SURVEY II
Three hours each week; Credit: 3 hours; Offered spring semester, odd years
This survey course is an introduction to the history of the major visual art forms from Early Renaissance to Modern times. Emphasis is placed on art of the western world and is presented chronologically. Major art works representative of historical periods, geographic area, and style are examined. The art works are studied within the larger historical context; that is, relative to the philosophy, religion, sociology, and politics of the time, as well as to parallel developments in science, technology, literature, and music. Emphasis is placed on understanding how art forms have developed; that is, from what thinking, needs, and cultural values they have evolved. ADE 170 is not required for ADE 180

ADE 200: DESIGN II
Six hours each week; Credit: 3 hours; Prerequisite: ADE 100
A study of the elements and principles of three-dimensional design using basic construction processes and a variety of media. Designed to develop an aesthetic sensibility, vocabulary for critical dialogue, fundamental skills in three-dimensional processes and media, creative thinking, and the ability to visualize and actualize forms in space.

ADE 210: DRAWING II
Six hours each week; Credit: 3 hours; Prerequisite: ADE 110 and permission of the instructor
Designed to provide more advanced students with an opportunity for further experimentation in drawing, with emphasis given to individual expression.

ADE 220: PAINTING I
Six hours each week; Credit: 3 hours; Prerequisites: ADE 110 for majors or permission of the instructor for non-art majors
This course is designed for the beginning student of painting. The possibilities of visual communication using painting media and techniques are explored. Students will experiment with various painting materials (oil and acrylic) and techniques while exploring various themes. Expressive qualities
and the student’s creative personal expression will be encouraged. Post-modern (mixed media) painting projects are included in this course. Studio development is strengthened through readings, class discussions, demonstrations, project research, individual and group critiques, visits to art exhibitions, visiting artists, and written assignments.

ADE 230: BLACK AND WHITE PHOTOGRAPHY
Six hours each week; Credit: 3 hours; Prerequisite: ADE 100 for majors or permission of the instructor or program coordinator for non-art majors.
This course provides practical experience in camera use and darkroom technique for beginning photographers as they explore the expressive potential of the photograph through class discussions, demonstrations, and hands-on instruction. Specific assignments encourage exploration and control of the photographic image. Darkroom time is an essential part of the course. No prior experience is required, but all students must have a 35mm camera with manual exposure and focusing capability. Students will produce a select number of original photographs by the end of the course.

ADE 240: TYPOGRAPHY I
Four hours each week; Credit: 3 hours; Prerequisite: ADE 100 for majors or permission of the instructor for non-majors; offered spring semester This course will introduce typography as a fundamental medium of visual communication within the sequential stages of the graphic design curriculum. Students will study the rich history, variety, and terminology of type, with the goal of becoming attentive not only to the structure and proportions of different typefaces, but also to their cultural significance and expressive potential. Students will develop their ability to select, manipulate, and compose type for maximum visual impact and effective communication. Projects will focus on type as image and the relationship between visual and verbal language.
ADE 250: HISTORY OF GRAPHIC DESIGN
Three hours each week; Credit: 3 hours; Prerequisite: ADE 100. This course will focus on the most innovative and influential graphic designs, designers, and design movements of the 20th century, from Art Nouveau and Jugendstil to Russian Constructivism and Dada, and from the Bauhaus to the psychedelic 60’s and the postmodern present. This progression of design styles will be considered not only from an aesthetic viewpoint, but also from political, economic, technological, and sociological perspectives. Class lectures will be supplemented by studio exercises in which students can discover first-hand the salient features of each design style.

ADE 260: TWENTIETH CENTURY ART
Three hours each week; Credit: 3 hours; Prerequisite: HIS 101-102 and ADE 170 or ADE 180; Offered on demand
This survey course offers an introduction to the history of the major visual art forms of the twentieth century. The development of painting, sculpture, architecture, and other media is presented chronologically. Major artists and movements are examined within a larger historical context; that is, relative to the philosophy, religion, sociology, and politics of the time, as well as to parallel developments in science, technology, literature, and other art forms. Emphasis is placed on understanding how art forms have developed; that is, from what thinking, needs, and cultural values they have evolved.

ADE 295: SPECIAL TOPICS IN ART
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

ADE 320: PAINTING II
Six hours each week; Credit: 3 hours; Prerequisite: ADE 220 and permission of the instructor; Offered fall semester on demand
Designed to provide more advanced students with an opportunity for further experimentation in painting, with emphasis given to individual expression.

ADE 350: TYPOGRAPHY II
Six hours each week; Credit: 3 hours; Prerequisites: ADE 100, grade of C or better in ADE 240; offered fall semester
This course is a continued investigation into the uses of typography in effective communication. In support of this goal, the course addresses issues of contemporary and traditional typographic principles and practices. This includes: issues of hierarchy, typographic formats, specifications/organization of space, working with type and type/image relationships in constructing messages, and the use of technology in typographic design. Special emphasis will be placed on developing the student’s analytical, technical, visual, and creative thinking skills.

ADE 365: IMAGING
Six hours each week; Credit: 3 hours; Prerequisites: ADE 100, ADE 230, ADE 240, and ADE 350 or permission of the instructor.
This course is designed to allow the student to explore a wide range of techniques and stylistic approaches to illustration and image making for graphic design. Emphasis will be placed on conceptual thinking and distinctive personal solutions through a series of projects that use collage, digital photography, and computer illustration

ADE 370: ART AND CULTURE
Three hours each week; Credit: 3 hours; Prerequisites: HIS 101 or ANT 214; Recommended: ADE 160; Offered spring semester
This course explores the differences and distances between the modern cultural category called “Art” and the representations of other cultures and pre-modern peoples. Discussions explore the interrelationship of visual representations (“Art”) and religion/ritual, politics, etc., in selected prehistoric and contemporary socio-cultural tradition and demonstrate the way modernity has evaluated all cultures according to modern aesthetic criteria (non-Western focus). Participation in the local arts community is part of this course.

ADE 380: WOMEN IN THE VISUAL ARTS
Three hours each week; Credit: 3 hours; Prerequisite: HIS 101-102; Offered on demand
This course is a general introduction to the history of women’s involvement in the visual arts. The course
focuses on the marginal role traditionally ascribed to women artists in the history of the visual arts and on the ideologies that have shaped production and representations for women. As the course explores the relationship between gender, culture, and creativity, it hopes to identify main issues and new directions in research that will enrich the study of women artists and reevaluate women within the history of cultural production.

ADE 450: ADVANCED GRAPHIC DESIGN STUDIO
Six hours each week; Credit: 3 hours; Prerequisites: ADE 100, ADE 240, and ADE 350. The goal of this class is to build the student’s competencies for the practice of graphic design. The studio portion of this class will incorporate design projects with specific criteria. Emphasis will be placed on the effective solution of communication problems through basic principles of typography, color theory, and visual composition. Some projects will be taken from concept to actual production as we work with clients from the campus and local communities to diagnose and solve real-world communications problems.

Lab practices will support theoretical content of the studio course and offer group and one-on-one instruction in various technical applications, including computer-aided illustration, photo and typographic manipulation, and document design.

ADE 460: DESIGN FOR THE SCREEN
Six hours each week; Credit: 3 hours; Prerequisites: ADE 100, ADE 240, ADE 350 with grade of C or better
Everyone is talking about the digital revolution in graphic design. Although designers still communicate messages by integrating form, image, color, and type, the basic media of visual communication are changing: computer monitors, TV screens, information kiosks, CD ROMs, and web pages are replacing traditional print design as the primary vehicle of visual information in our day-to-day lives. Designing for these new media requires new design strategies, as well as new technologies.

In this course, students will begin to incorporate sound, motion, animation, interactivity, and digital video, along with traditional typography and image making. Projects will employ images in series, sequence, and motion and introduce web design.

ADE 470: SENIOR SEMINAR IN GRAPHIC DESIGN
Six hours each week; Credit: 3 hours; Prerequisite: senior status; offered fall semester The goal of this course is to integrate academic theory with professional practice and to provide information students can use to make mature and intelligent decisions as they approach the professional world. Students will work both individually and in collaborative teams on various real-world design projects. Subjects covered in this course include client relations, presentation techniques, resume and portfolio preparation, project estimating and budgeting, time and paper management, and professional ethics.

ADE 490/491: GRAPHIC DESIGN INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit.
Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

ADE 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair, and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

ADE 495: SPECIAL TOPICS IN ART/DESIGN
Credit: 1-4 hours A course whose content may vary from term-to-term according to the needs of the academic department, student demand, or the interests of the faculty member.
Students in the Biology major take requirements and choose electives from content areas: Organismal Biology, Interrelationships, Evolutionary Biology, and Cell Biology and Genetics. They also become proficient in scientific writing and critical evaluation of scientific literature. Students are required to take the Principles of Biology course as their Liberal Education Natural Sciences requirement in addition to four courses from the Biology core and six Biology electives (three with lab). Chemistry 111-112 and Statistics 201 are related requirements. Organic Chemistry 211-212 and Physics I and II are strongly recommended as general electives for students interested in graduate or professional school. Beyond the Liberal Education requirements, 35-39 hours must be taken that will count exclusively toward the Biology major.
BIOLOGY MAJOR

Liberal Education Curriculum  
50 hours  
For a full description see Peace Passport section of this catalog  
Biology Major Courses  
43-47 hours  
General Electives  
28-32 hours  
Total Hours for the B.A. in Biology  
125 hours

A. BIOLOGY CORE COURSES  14-15 HOURS  
BIO 101 Principles of Biology taken for Natural Science (Liberal Education requirement) and earn a “C” or better before advancing to upper-level biology courses

Group A:  
BIO 210 Botany or  
BIO 320 Vertebrate Zoology or  
BIO 321 Invertebrate Zoology

Group B:  
BIO 330 Ecology or  
BIO 430 Ethology

Group C:  
BIO 460 Genetics or  
BIO 450 Cell Biology

Capstone:  
BIO 440 Evolution

Pre-professional Experience:  
BIO 480 or BIO 490 or BIO 499  
(Liberal Education requirement)

B. BIOLOGY ELECTIVES  21-24 HOURS  
Six additional courses, of which at least three must be with lab. May include any courses listed in the biology curriculum (including the core courses) or other biology courses approved through CRC or summer school.

Students interested in careers or graduate work in zoology, botany, ecology, marine biology, environmental management, and conservation or teaching may want to choose courses listed in Track 1.

Track 1: Organismal/Population Biology  
Consult your advisor. Others may apply.  
BIO 131 Environmental Biology  
BIO 210 Botany  
BIO 320 Vertebrate Zoology  
BIO 321 Invertebrate Zoology  
BIO 330 Ecology  
BIO 430 Ethology  
BIO 431 Biogeography

Students interested in careers or graduate work in microbiology, biotechnology, medicine, dentistry, veterinary medicine, or pharmacy may want to choose courses in Track 2.

Track 2: Heath Sciences/Biotechnology  
Consult your advisor. Others may apply.  
BIO 350 Microbiology  
BIO 380 Anatomy & Physiology  
BIO 381 Human Physiology  
BIO 382 Histology  
BIO 410 Immunology  
BIO 450 Cell Biology  
BIO 460 Genetics

Each track can lead directly to the workplace following graduation.

* Students planning on graduate or professional school after graduation:

If going to graduate school in any area within the biological sciences or professional programs in medicine, dentistry, or veterinary medicine, you should follow the above plans and take the following in addition to the core requirements:

- BIO 450 and BIO 460
- Statistics and Calculus I (Calculus II is recommended for some areas, Statistics II in others)
- Organic Chemistry I and II (in addition to General Chemistry I and II; Biochemistry and higher recommended for some graduate programs)
- Physics I and II
C. CHEMISTRY & MATH
REQUIREMENTS 8 HOURS
CHE 111 General Chemistry I (4 hrs) and
CHE 112 General Chemistry II (4 hrs)
STA 201 Statistics (as part of the Liberal Education requirements)

BIOLGY MINOR
22-24 HOURS
Required courses:
BIO 101 Principles of Biology 4

Plus five additional Biology courses 18-20
(minimum three with a lab)

NOTE: Some upper level biology courses have CHE 111-112 as a prerequisite. Also, to earn a Biology minor, the student must complete at least two of these courses at Peace College.

BIOLGY COURSES

BIO 101: PRINCIPLES OF BIOLOGY *
Three hours lecture each week, two hours lab each week;
Credit: 4 hours; Offered fall and spring semesters. A student must make a “C” or better in BIO 101 in order to take any upper-level biology course. Honors Lab offered in the fall semester.
This course is an introduction to the basic principles of biology common to all living things. Topics covered include cell structure and function; the flow of energy through living systems; molecular and classical genetics; structure and function of plant and animal organ systems; reproduction and animal development; evolution, diversity and ecology; and current environmental issues. Prerequisite to all higher courses in biology. The Honors Biology Laboratory, offered in the fall semester, affords the student an opportunity for supplemental advanced laboratory experimentation, conducted under faculty guidance.

BIO 131: ENVIRONMENTAL BIOLOGY
Three hours lecture each week; Credit: 3 hours
This non-lab biology course, with no prerequisite, is geared toward the general student, though biology majors may also take it. In this survey of human impact on the environment, students will study how the earth functions as an ecosystem, transferring energy and recycling nutrients. A study of populations, communities and biomes illustrates the biodiversity of life on earth.
An understanding of human population dynamics lays the foundation for information about human impact on the environment, including pollution, ozone depletion, greenhouse gases and carcinogenic toxins such as synthetic organic chemicals. The limits to earth’s ability to support human life and modern society are examined, including a discussion of global food production, renewable and nonrenewable resources, and ethical, political and economic considerations.

BIO 210: BOTANY *
Three hours lecture each week, three hours lab each week;
Credit: 4 hours; Prerequisite: “C” or better in BIO 101.
All life depends on plants, organisms that represent the essential first step in transferring the sun’s energy to Earth’s food webs. Botany studies the plant kingdom, including its descent from green algae ancestors. We will look at the relationship among various groups of plants (phylogeny), how they are named and categorized (taxonomy), the kinds of plants (diversity of non-vascular and vascular plants), their structure and function (photosynthesis, respiration, anatomy, histology, nutrition, physiology), and their inter-relationships with other organisms (ecology, symbiosis, economic botany). The laboratory part of this course will include a mix of lab exercises and local field trips.

BIO 295: SPECIAL TOPICS IN BIOLOGY
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

BIO 320: VERTEBRATE ZOOLOGY *
Three hours lecture each week, three hours lab each week;
Credit: 4 hours; Prerequisite: “C” or better in BIO 101.
This course will emphasize the comparative approach to the study of vertebrate animals, contrasting living species to their extinct ancestors, and tracing the similarities among organisms to show their common lineage. Lecture topics will include the classification, natural history, anatomy, physiology, ecology and behavior of animals within each vertebrate class. Laboratories will supplement lecture topics through microscope work, dissections, videos and anatomical models.
BIO 321: INVERTEBRATE ZOOLOGY *
Three hours lecture each week, three hours lab each week; Credit: 4 hours; Prerequisite: “C” or better in BIO 101.
This course is designed to give an overview of the diversity of life forms representing all the major invertebrate phyla. The course will cover the anatomy, physiology, classification, ecology and behavior of invertebrate organisms with special emphasis on evolutionary common ground among the major groups. It will include the importance of both beneficial and detrimental invertebrates in ecology and modern living and the relationship between the invertebrates and many advances in molecular biology. In the laboratory, students will study microscope slides, anatomical models, preserved specimens and dissections of representative animals.

BIO 330: ECOLOGY *
Three hours lecture and three hours laboratory each week; Credit: 4 hours; Prerequisite: “C” or better in BIO 101; Offered fall semester each year.
A study of the relationships among living organisms and their environments. The application of ecological principles to local environments is emphasized, and contemporary environmental issues are discussed. Laboratory includes field trips to local ecosystems, weekend mountain and coastal field trips, data collection, analysis of ecological data and computer modeling of ecosystems.

BIO 350: MICROBIOLOGY *
Three hours lecture each week, three lab hours each week; Credit: 4 hours; Prerequisite: “C” or better in BIO 101; Pre-/co-requisite: CHE 111-112 or permission of the instructor. Offered spring semester each year.
Microbiology is the study of microbes, such as bacteria, viruses, and fungi. An understanding of cell structure, metabolism and genetics is sought before examining the pivotal roles of microbes in health and disease, biotechnology and industry, and the environment. Laboratory experiments involve growing, testing, and identifying bacteria and their viruses.

BIO 380: ANATOMY AND PHYSIOLOGY *
Three hours lecture each week, three hours lab each week; Credit: 4 hours; Prerequisite: “C” or better in BIO 101; Offered fall semester each year. (A student must make a “C” or better in Bio 380 to take BIO 381 Human Physiology.) An introductory human anatomy and physiology course covering the essentials of human structure, morphology, histology and function. The human body is studied from the cellular perspective to the gross anatomical perspective, system by system. The laboratory includes a thorough dissection of the cat and specific mammalian organs, review of anatomical models and a comprehensive study of human tissues and cells.

STUDENT RESEARCHERS HAVE CONSISTENTLY PRODUCED AWARD-WINNING PROJECTS UNDER THE DIRECTION OF DR. JOE WOLF.
BIO 381: HUMAN PHYSIOLOGY *
Three hours lecture each week, three hours lab each week; Credit: 4 hours; Prerequisite: “C” or better in BIO 380; Pre-/co-requisite: CHE 112.
Designed for biology majors and pre-professional students interested in allied health careers, this course covers in detail the function of the human body on the molecular, cellular and organismal levels. Emphasis is placed on the integrated relationship of cells and organs. Laboratory experiments examine body function through direct and computer-assisted measurements of blood chemistry, heart function, lung capacity and various other parameters.

BIO 382: HISTOLOGY *
Three hours of lab each week; Credit: 3 hours; Prerequisite: “C” or better in BIO 380; Offered spring semester of odd years.
This medical-based lab-only course concentrates on the characteristics, composition, and functions of human tissues and organs. In addition, students will differentiate between healthy and pathological samples. The sources of study will be prepared slides and computer imagery.

BIO 410: IMMUNOLOGY
Three hours lecture each week, three hours lab each week; Credit: 4 hours; Prerequisite: BIO 350 or Permission of the Instructor; Offered spring semester of odd years.
Immunology is the study of the immune system, a protective network of cells, secretions, tissues and organs. This course will examine the immune system as it functions in health and disease, emphasizing an experimental approach. Special consideration will be given to the role of the immune system in infectious disease, autoimmunity, transplantation, and cancer. Laboratory exercises will introduce common immunological techniques employed in healthcare, industry, and research.

BIO 430: ETHOLOGY: ANIMAL BEHAVIOR
Three hours lecture each week; Credit: 3 hours; Prerequisites: “C” or better in BIO 101 and 1 other advanced Biology course.
Ethology strives to use evolutionary principles as a foundation for exposing students to a number of behavioral approaches. The course will emphasize the history, genetic mechanisms, and evolution of animal behavior. Topics include methodology and techniques used by behavioral scientists in research; behavioral ecology as it relates to social and environmental processes; the evolution of behavior patterns and social processes; and the neurophysiology and endocrinology controlling behavioral patterns.

BIO 431: BIOGEOGRAPHY
Three hours lecture each week; Credit: 3 hours; Prerequisite: “C” or better in BIO 101 and 1 other advanced Biology course.
Biogeography is the integrative study of the historical and present distributions of plants and animals. Topics include vicariance, dispersal theory, island biogeography, and natural and anthropogenic disturbance events. Population genetics and applied biogeography are also explored in relation to various endangered species recovery programs.

BIO 440: EVOLUTIONARY BIOLOGY
Three hours lecture each week; Credit: 3 hours; Prerequisites: senior standing in the Biology Major or Minor; “C” or better in BIO 101 and 2 other biology courses; Offered each fall.
A study of organic evolution by means of natural selection. Topics covered include origin of the cosmos and prebiotic evolution, types of selection, population genetics, isolating mechanisms and speciation, evolution of sex, modes of reproduction, rates of evolution, and extinction. Students investigate evolutionary trends within the major groups of organisms, including humans.

BIO 450: CELL BIOLOGY *
Three hours lecture each week, three hours lab each week; Credit: 4 hours Prerequisite: “C” or better in BIO 101; Pre-/co-requisite: CHE 111-112 or permission of the instructor; Recommended: BIO 350; Offered fall semester of odd years.
Cell Biology focuses on the structure and function of cells. It examines the molecular processes that are fundamental to life, including molecular genetics, metabolism, cell signaling, cell division, and differentiation. Laboratory experiments illustrate the techniques that are currently used to study cells and include staining, cell fractionation, immunological detection methods, and DNA/protein gel electrophoresis.
BIO 460: GENETICS *
Three hours lecture each week, three hours lab each week;
Credit: 4 hours; Prerequisite: "C" or better in BIO 101;
Pre-/co-requisite: CHE 111-112 or permission of the instructor; Recommended: BIO 350; Offered full semester of even years.
Genetics is the study of genes and how the information that they encode specifies phenotype. A review of classical Mendelian genetics and cytogenetics lays the foundation for exploring chromosome structure, molecular biology, recombinant DNA techniques, and population genetics. In laboratory, students arrange crosses between fruit flies, examine gene expression in bacteria, and manipulate DNA molecules.

BIO 480: BIOLOGY LABORATORY ASSISTANT
Credit: 3 hours; Prerequisite: junior or senior in Biology and permission of faculty sponsor.
This course offers the student hands-on experience in managing an instructional science laboratory. The laboratory assistant will aid the course instructor in preparing laboratory experiments, helping students conduct their experiments, and maintaining the laboratory. In addition, the student may be expected to help prepare and grade quizzes, offer supplemental instruction to students during the lab session, and be available outside of the lab period for tutoring as needed. Open to exceptional Biology juniors and seniors at the instructor’s discretion. May be used to satisfy the required pre-professional experience.

BIO 490/491: BIOLOGY INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations.
The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit.
Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

BIO 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience.
A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair and the Registrar prior to registration. No more than 6 semester hours toward the baccalaureate degree can consist of independent study credit.

BIO 495: SPECIAL TOPICS IN BIOLOGY
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

BIO 499: INDEPENDENT RESEARCH IN BIOLOGY
Credit: 3 hours; Prerequisite: junior or senior standing and permission of the sponsoring faculty member
The student, with the assistance of a faculty sponsor will plan and conduct a small research project following standard scientific methods. Interested students should approach a desired sponsor among the biology faculty with a proposal for a research project.
Enrollment will be limited, and students will be screened on the basis of GPA, (Minimum of 3.0 in and out of major) interest in the topic, and potential for successful completion of the project. Requires at least 120 hours of work during the semester. The culmination will be an oral and written report on the project. May be used to satisfy the required pre-professional experience.
* denotes lab fee
FACULTY

Roger L. Ashby (2000) Assistant Professor of Business Administration and of Political Science – B.A., M.A., Virginia Polytechnic Institute and State University; J.D., Stetson University College of Law; Ph.D. candidate, Virginia Polytechnic Institute and State University

Kathy Corley ’02 (2002) Instructor in Business Administration and Human Resources, Coordinator of Human Resources Program – B.A., Peace College, summa cum laude; M.B.A., with honors, Meredith College; Senior Professional in Human Resources (SPHR) certification, Human Resources Certification Institute


BUSINESS ADMINISTRATION

The Business Administration Program at Peace College offers a quality professional Bachelor of Arts in Business Administration degree with concentrations in international business, management, and marketing. Underlying the undergraduate degree program is a solid core of business courses, which help prepare students for the significant managerial positions in the 21st century. The curriculum emphasizes analytical tools needed to solve the intricate problems in the contexts of turbulent environment, increasing globalization, and revolutionary technological advancements facing today’s organizations. Students are prepared for graduate studies in most phases of business.
THE MISSION
The mission of the Business Administration Program at Peace College supports the Mission and the Strategic Plan of the College. Therefore, the mission of the Business Administration Program is to provide exceptional, innovative, and social-responsibility based programs. The programs prepare the students with the core competencies and skills necessary to manage and lead the workforce and with the fundamental knowledge required for the pursuit of graduate studies in a highly turbulent global environment. The commitment of our dedicated faculty, staff, and administrators is to enhance the knowledge base and to encourage life-long learning that empowers women in the Business Administration Program and is consistent with the traditions of excellence, integrity, liberal arts education, and community.

BUSINESS ADMINISTRATION MAJOR
The Business Administration Program at Peace College emphasizes both liberal arts and business education. In addition, other courses for business majors may be taken on area campuses through the Cooperating Raleigh Colleges (CRC) consortium.

Liberal Education Curriculum 50 hours
See the Catalog for a full description of Peace Passport

Business Administration Major Courses 45 hours

General Electives 30 hours

Total Hours for the B.A. in Business Administration 125 hours

BUSINESS ADMINISTRATION CORE COURSES 30 HOURS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 200</td>
<td>Principles of Management</td>
<td>3</td>
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<tr>
<td>ECO 212</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 215</td>
<td>Marketing</td>
<td>3</td>
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<tr>
<td>BUS 221</td>
<td>Principles of Accounting I**</td>
<td>3</td>
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<tr>
<td>BUS 222</td>
<td>Principles of Accounting II</td>
<td>3</td>
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<tr>
<td>BUS/LEA 312</td>
<td>Leadership in Organization</td>
<td>3 or</td>
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<tr>
<td>BUS/LEA 316</td>
<td>Ethical Leadership</td>
<td>3</td>
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<tr>
<td>BUS 390</td>
<td>Production and Operations Mgmt.</td>
<td>3</td>
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<tr>
<td>BUS 415</td>
<td>Corporate Finance</td>
<td>3</td>
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<tr>
<td>BUS 480</td>
<td>Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>BUS 490</td>
<td>Internship in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

** Students must earn a “C” or better in BUS 221, Accounting I, before taking BUS 222.

INTERNSHIP
Students who double-major must complete an internship in Business, unless their internship in the other discipline clearly includes business-related elements (e.g., management, marketing, finance, accounting, entrepreneurship, business, etc.). Students must obtain approval from the Business program coordinator prior to the registration and completion of an internship for another major in order to receive an exemption from BUS 490. Such an exemption will fulfill the internship requirement and will count only for three credits toward one of the majors.

B. CONCENTRATION 15 HOURS
Select any 15 hours from one of the following concentrations OR a declared double major. The courses that meet the requirements of the General Education curriculum or Business Core curriculum will not count toward the requirements for the concentrations.

1. INTERNATIONAL BUSINESS
The International Business concentration is for students in the Business Program. The students in non-business programs cannot pursue this concentration, but are urged to pursue the minor in Global Studies. Students are encouraged to pursue international travel and experience as part of this concentration. Select a total of 15 credits from the list below for the International Business concentration. Courses that meet the Liberal Education Curriculum requirements will not be counted toward requirements for International Business Concentration or Global Studies Minor. At least six credits must be from the list of courses designated as BUS in the business field.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BUS 101-110</td>
<td>Spotlight in Business</td>
</tr>
<tr>
<td>ANT214</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>ANT315</td>
<td>Globalization, People &amp; Culture</td>
</tr>
<tr>
<td>ANT368</td>
<td>American Ethnic Relations</td>
</tr>
<tr>
<td>BUS 301-310</td>
<td>Advanced Spotlight in Business</td>
</tr>
<tr>
<td>BUS 420</td>
<td>Global Marketing</td>
</tr>
<tr>
<td>BUS 430</td>
<td>Int’l. Business Enterprise</td>
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<tr>
<td>BUS 440</td>
<td>Global Operations</td>
</tr>
<tr>
<td>BUS 445</td>
<td>Cross Cultural Mgmt.</td>
</tr>
<tr>
<td>CHD342</td>
<td>Spanish for Public Health Professionals</td>
</tr>
<tr>
<td>COM301</td>
<td>Intercultural Comm.</td>
</tr>
</tbody>
</table>
BUSINESS ADMINISTRATION  Division of Organizational Studies

COM410  International Comm.
HIS399  World Since 1945
HIS319  Europe in the Twentieth Century
HIS331  Women in the Western World
HRE/PSY395  Int’l. Perspectives on Work
LAS/HIS363  Latin American Studies
PSC301  Foreign Policy
REL214  World Religions
SPA/LAS 105  Hispanic Documentary
SPA216  Spanish for Business
SPA306  Hispanic Culture & Civ. (II)
Spotlight Courses (Max 3 Credits)*
Any Special Topics Course*
Any Foreign Language Course (non English) (Max 3 credits)

* Only courses with international contents are accepted. Students are advised to seek approval prior to registration.

2. MANAGEMENT

Business management must be understood in the context of organizations and how those organizations are shaped by the external environment. This concentration is designed for students who want a greater understanding of current business practices and who want the challenge of formulating effective competitive strategy using a rigorous and analytical approach.

BUS 101-110  Spotlight in Business
BUS 250  Personal Investing
BUS 280  Personal Finance
BUS 295  Special Topics
BUS 301-310  Advanced Spotlight in Business
BUS 360  Managerial Accounting
BUS 425  Marketing Management
BUS 430  International Business
BUS 440  Global Management
BUS 445  Cross Cultural Management
BUS 495  Special Topics
COM 210  Business Communication
COM 332  Organizational Communication
COM 415  Conflict Resolution
COM 445  Gender Issues
HRE 200  Human Resources Management
HRE 380  Organizational Development
HRE 395  International Perspectives on Work
HRE 400  Performance Management
HRE 420  Compensation and Benefits
LEA 301/302  Group Process and Group Dynamics
LEA/BUS 312  Leadership in Organization (if not taken as core)
LEA/BUS 316  Ethical Leadership (if not taken as core)
PPA/BUS 270  Business Law
PSY 300  Behavioral Research & Statistics
PSY/HRE 370  Industrial & Organizational Psychology
SPA 216  Spanish for Business
ISS 250 or CIS240 Introduction to e-business

3. MARKETING

The utilization of knowledge of consumer behavior in the development of marketing requires the successful application of the principles of behavior. These principles draw heavily from the field of psychology and are, in fact, a subset of the theories of behavior in general. Students choosing this concentration will develop an in-depth knowledge of both marketing and psychology and will be able to apply this knowledge to particular marketing situations. Students completing this concentration will be prepared for careers in marketing research, brand management, political polling, marketing communications, and other fields where an understanding of human behavior is essential.
BUSINESS ADMINISTRATION Division of Organizational Studies

BUS 495  Special Topics
ANT 368  American Ethnic Relations
CIS 240  Introduction to E-Business
COM 210  Business Communication
COM 370  Principles of Persuasion
COM 435  Political Campaign
COM 440  Mass Media Law and Ethics
ISS 250/CIS240  Introduction to e-business
LEA/BUS 312  Leadership in Organization
( if not taken as core)
LEA/BUS 316  Ethical Leadership
( if not taken as core)
PSY 300  Behavioral Research & Statistics
PSY 330  Social Psychology
PSY 362  Attitudes and Social Influence
PSY 380  Cognitive Psychology
PSY 382  Learning and Motivation
PSY 395  Psychology Research

BUSINESS ADMINISTRATION MINOR 18 HOURS

Required courses:
BUS 200 Principles of Management 3
BUS 215 Marketing 3
BUS 221 Principles of Accounting 1 3
Plus any three additional Business Admin (BUS) or Economics (ECO) courses 9

GLOBAL STUDIES MINOR 18 HOURS

Course requirements
( only for students in non-Business programs) **

The Global Studies Minor is for students in non-business programs. The students in the business program cannot pursue this minor, but are urged to pursue the concentration in International Business. Students are encouraged to pursue international travel and experience as part of this minor. The Global Studies Minor is interdisciplinary and draws upon the resources and course offerings from various programs across campus. The interdisciplinary nature of this minor will make it feasible for any student to pursue it without basic knowledge and course work in the business field. Courses that meet the Liberal Education Curriculum requirements will not be counted toward requirements for international business concentration or global studies minor. Select a total of any 18 credits from the list below for the Global Studies Minor.

BUS 101-110  Spotlight in Business
ANT 214  Cultural Anthropology
BUS 301-310  Advanced Spotlight in Business
ANT 315  Globalization, People & Cultures
ANT 368  American Ethnic Relations
BUS 420  Global Marketing
BUS 430  International Business Enterprise
BUS 440  Global Operations
BUS 445  Cross Cultural Management
CHD 342  Spanish for Public Health Professionals
COM 301  Intercultural Communication
COM 410  International Communication
HIS 399  World Since 1945
HIS 319  Europe in 20th Century
HIS 331  Women in Western World
HRE/PSY 395  International Perspectives on Work
LAS/HIS 363  Latin American Studies
PSC 301  Foreign Policy
REL 214  World Religions
SPA/LAS 105  Hispanic Documentary
SPA 216  Spanish for Business
SPA 306  Hispanic Culture and Civilization (II)
Spotlight courses (maximum three credits) *

* Only courses with international contents are accepted. Students are advised to seek approval prior to registration.
RECOMMENDED SCHEDULE OF COURSES
After the completion of the Liberal Education requirements during their Freshmen and Sophomore years, a suggested program of study for the remainder of the course requirements for the Bachelor of Arts in Business Administration degree is shown below.

Freshmen Year
Fall
LEA101 Introduction to Leadership
LEA102 Introduction to Leadership-Lab
Spring
LEA101 Introduction to Leadership
LEA102 Introduction to Leadership-Lab

Sophomore Year
Fall
ECO211 Microeconomics
BUS200 Introduction to Management *
Spring
ECO212 Macroeconomics
BUS221 Accounting I

* BUS/HRE100-Introduction to Business and work is not Required nor does it substitute BUS200-Principles of Management.

Junior Year
Fall
BUS222 Accounting II
BUS215 Marketing
BUS390 Operations Mgmt. & Research
BUS312 Leadership in Organization or
BUSxxx Concentration Course

Spring
BUS390 Operations Mgmt. & Research
BUS415 Corporate Finance
BUSxxx Concentration Course
BUS316 Ethical Leadership

Senior Year
Fall
BUS480 Business Policy & Strategy
(Only For Graduating Seniors)
BUS490 Internship
BUSxxx Concentration Course
Spring
BUS480 Business Policy & Strategy
(Only For Graduating Seniors)
BUS490 Internship
BUSxxx Concentration Course

Note: Please consult your academic advisor for guidance if you plan to deviate from the above recommended sequence of courses.

BUSINESS ADMINISTRATION COURSES
BUS/HRE 100: INTRODUCTION TO BUSINESS AND WORK
Three hours each week; Credit: 3 hours; Offered every semester
This course is designed to introduce the student to the business world and its activities, characteristics, and priorities, as well as appropriate and effective worker behavior. Students will learn how human behavior impacts organizational behavior and results. The course covers fundamental understanding of the business environment, work structure, and successful conduct in organizations that many students may not yet have fully experienced. New employees who arrive equipped with an appreciation of the competitive pressures, globalization, diversity, changing technology, and other critical traits of the contemporary workplace will have a huge advantage over others less prepared. Students in this course will be given the foundations of human relations and basic business skills and knowledge to apply in the organizational setting.

BUS 101-110 SPOTLIGHT COURSE
(Selected Topic) IN BUSINESS
Credit: 1 hour
The spotlight courses in business are one-hour credit academic experiences that will expose students to current topics and new ideas related to business. The
The purpose of the spotlight courses is to examine a topic from numerous perspectives that would open student minds to innovative thinking. The emphasis is on the breadth of topics not addressed in other business classes and developing student interest for specialization within business.

**BUS 200: PRINCIPLES OF MANAGEMENT**
*Three hours each week; Credit: 3 hours; Offered every semester*

This course concerns the management of organizations in a competitive environment. Regardless of the goals of the organization—whether for-profit or for-benefit—managers are required to understand the forces external to the firm that structure decisions. This course examines the different elements that shape managerial discretion and the tools that organizations use to survive their environments. The philosophy of this course is that management must be understood within the context of organizations and how organization environments shape the practice of management.

**BUS 215: MARKETING**
*Three hours each week; Credit: 3 hours; Offered every semester*

This course demonstrates the role of marketing in the organization, explores the relationship of marketing to other functions, and helps students learn to make marketing decisions in the context of general management. The course shows how effective marketing builds on a thorough understanding of buyer behavior to create value for customers. Students learn how to control the elements of the marketing mix—including product policy, channels of distribution, communication, and pricing—to satisfy customer needs profitably.

**BUS 221: PRINCIPLES OF ACCOUNTING I**
*Three hours each week; Credit: 3 hours; Offered every semester*

The ability to understand financial information is critical to anyone who wants to invest in stock, apply for a loan, or evaluate the profitability of a business. In this course, students will learn how to record business transactions, prepare financial statements and analyze financial data. Students will be prepared to do basic bookkeeping for a small service-oriented or retail business.

**BUS 222: PRINCIPLES OF ACCOUNTING II**
*Three hours each week; Credit: 3 hours; Prerequisite: C or better in BUS 221; Offered every semester*

The majority of business sales are generated by corporations. In this continuation of BUS 221, students will be able to record basic transactions of partnerships and corporations. Emphasis is given to developing critical thinking about complex financial data and ratio analysis. Students will also be introduced to basic managerial accounting terminology and cost-volume-profit analysis.

**BUS 250: PERSONAL INVESTING**
*Three hours each week; Credit: 3 hours; Prerequisites: Any business or economics class or permission of the instructor; Offered fall semester, odd years*

The study of financial markets for individual investors. Strategies for investments, equity portfolios and debt financing will be presented. Financial options available to individuals and families will be discussed.

**BUS 270: BUSINESS LAW**
*Three hours each week; Credit: 3 hours; Offered when needed*

This course addresses the legal and ethical issues confronting the business manager. This course addresses the legal system, legal processes, and several areas of substantive commercial law relevant to management decisions. In addition, it discusses the developing recognition of legal and ethical issues, and their managerial implications. The concepts studied in this course include product liability, the administrative legal process of regulation, antitrust, and the contract as the fundamental legal instrument of global commercial relations.

**BUS 280: PERSONAL FINANCE**
*Three hours each week; Credit 3 hours; Prerequisites: Any business or economics class or permission of the instructor; Offered fall semester*

An introduction to personal finance. Topics include household budgeting, banking services, insurance, income taxes, consumer credit and time value of money. Emphasis will be placed on helping students understand and make decisions about buying health and life insurance, buying a home, making car payments, creating a budget and paying personal income tax. Course will use basic textbook on “Personal Finance” supplemented with guest speakers.
BUS 295: SPECIAL TOPICS IN BUSINESS
Credit: 1-4 hours; Prerequisites: Permission of the Instructor
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

BUS 301-310: ADVANCED SPOTLIGHT COURSES IN BUSINESS
Credit: 1 hour; Prerequisites BUS 200 or BUS 215 or Permission of the Instructor
The purpose of the advanced spotlight courses in business is to provide students an opportunity to learn the breadth and/or depth on a topic of interest or of current value in the business field. The traditional courses do not provide sufficient coverage of hot-button topics as they relate to the current business environment. The spotlight courses will provide student an opportunity to exchange ideas, share thoughts, and engage in a stimulating, intellectual discussion on a particular topic of significance to companies, customers, governments, citizens, and the society-at-large at local, regional, national, and global levels. As a result, the students will have the opportunity to learn different perspectives associated with a particular topic. The globalization wave has generated the need to remain abreast of events around the world and their impact on the day-to-day lives of people. In addition, the spotlight courses will emphasize the practical issues dealing with business in today's turbulent environment.

BUS 322: ADVERTISING
Three hours each week; Credit: 3 hours; Prerequisite: BUS 215; Offered spring semester
This course examines the creation of an advertising strategy, and explores the planning and execution of advertising and related promotional functions. Among the topics discussed are setting advertising objectives and budget, media strategy, creative strategy, and measuring advertising effectiveness. It also evaluates controversies surrounding advertisement effectiveness measurement, and reviews legal issues, including privacy, deception, and advertisement substantiation. The course emphasizes the management of advertising campaigns, expenditures, and the integration of advertising efforts as part of the total marketing program.

BUS 327: CONSUMER BEHAVIOR
Three hours each week; Credit: 3 hours; Prerequisite: BUS 215; Offered fall semester, odd years
This course provides an overview of current knowledge about consumer behavior. Basic behavioral science and specific techniques used in marketing practice are covered. Course topics include focus group interviews and qualitative research, survey analysis, sensory and perceptual analysis, attitude analysis, value analysis, and psychographics. The approach is not mathematical, but is technical. The course is directed at students preparing for positions in brand management, advertising, and marketing research.

BUS 300: MARKETING RESEARCH
Three hours each week; Credit: 3 hours; Prerequisites: BUS 215 and STA 201; Offered fall semester, even years
This course considers the gathering of marketing-related data from individuals and organizations, with particular emphasis on integrating problem formulation, research design, and sampling so as to yield the most valuable information. Statistical approaches to improve marketing decision making in such areas as strategic marketing, advertising, pricing, sales force management, sales promotions, new products, and direct marketing are examined. The development, implementation, and use of quantitative models are emphasized.

BUS 301-310 ADVANCED SPOTLIGHT COURSE (Selected Topic) IN BUSINESS
Credit: 1 hour; Prerequisites: BUS200 or BUS215 or Permission of the Instructor
The advanced spotlight courses in business are one-hour credit academic experiences that allow students to enhance their knowledge, skills, competencies, and attitudes related to business. The purpose of the spotlight courses is to examine a topic in greater depth than other business courses allow or to provide knowledge of specialization on a topic within business.

BUS/LEA 312: LEADERSHIP IN ORGANIZATIONS: THEORY AND PRACTICE
Three hours each week; Credit: 3 hours; Prerequisites: LEA 101-102 or permission of the instructor
The concept of organization is often connected with large-scale bureaucracies where creativity is stifled, where there is a lack of concern for the individual
needs of employees, and where only individuals in the highest positions have voice. Although many organizations still meet this image, there has been a major shift in today's business environment, resulting in organizations becoming more open networks of people who collaborate to work toward shared goals. The main purpose of this course is to prepare students for facilitating effective leadership so that the organization is well-positioned for the demands of a diverse, complex, and changing society.

BUS/LEA 316: ETHICAL LEADERSHIP: THEORY AND PRACTICE
Three hours each week; Credit: 3 hours; Prerequisites: LEA 101-102 or permission of the instructor
This course will explore the ethical and moral responsibilities of leadership. Students will study the moral obligations of leaders and followers and how leaders shape the moral environment of institutions and other formal and informal organizations. The course will also address the public and private morality of leaders, as well as how leaders convey values through language, symbolic actions, and as role models. In order to prepare students for their various career paths, ethical issues related to leadership within a variety of contexts will be examined.

BUS/COM/HRE 332: ORGANIZATIONAL COMMUNICATION
Three hours each week; Credit: 3 hours
This course describes the role and importance of organizational communication within the evolving social context. The goal is to examine current business practices, while at the same time, offering a thorough consideration of the history, theory and research on communication and organizations.

BUS 345: PERSONAL SELLING
Three hours each week; Credit: 3 hours; Prerequisites: BUS 215; Offered fall semester, even years; Approved as an Advanced Writing Course.
The focus of this course is to develop the ability to accurately identify the customer's needs and deliver the appropriate solution using relationship-building skills and the application of modern sales automation technology to adapt to ever-changing market conditions. The objective of this course is to develop an in-depth understanding of the theories, functions, and workings of the sales function in organizations. This course discusses the strategic and tactical aspects of the sales function. The course blends theory and practice and is intended for students whose careers will require them to be deeply involved with sales promotion decisions, either as line managers or as consultants. This course meets the requirement for an Advanced Writing Course. Therefore, emphasis will be placed on learning professional writing in the context of the course content and will include writing of reports, papers, briefs, summaries, post scripts, and others.

BUS 350: SIFE (STUDENTS IN FREE ENTERPRISE) TEAM SUPPORT
Credit: none; Prerequisites: permission of the instructor; a prerequisite course for BUS 450
Students enrolled in this course will support the SIFE team in defining, researching, documenting, and completing projects. The intent of this course is to replicate an entry-level position in a consulting firm. In this course students will be exposed to, and develop an understanding of, the leadership and project management techniques they will need before being promoted to SIFE positions of responsibility.

BUS 360: MANAGERIAL ACCOUNTING
Three hours each week; Credit: 3 hours; Prerequisites: BUS 222; Offered when needed
The application of cost analysis to management problems. While financial accounting focuses on the external interpretation of financial reports, this course emphasizes internal reporting to assist managers. Planning and control techniques, basis cost analysis, capital budgeting, activity-based management, using both quantitative and behavioral applications are covered.

BUS 390: PRODUCTION AND OPERATIONS MANAGEMENT
Three hours each week; Credit: 3 hours; Prerequisites: BUS 200, 215, 221, and CIS 100; Offered spring semester
An introduction to production and operations management that covers manufacturing, services, and experiences. The course addresses the strategies available in the operations function, the identification of operations problems, and their solutions. The topics covered in this course include product design and planning issues, capacity and location planning, facility layout, intermediation, technology, and strategic planning for the operations function.
BUS 415: CORPORATE FINANCE
Three hours each week; Credit: 3 hours; Prerequisites:
BUS 200, BUS 222, ECO 212, and STA 201; Offered
every semester
This course serves as an introduction to business
finance, financial management and investments.
Students in this course will analyze corporate financial
policy, including capital structure, cost of capital,
dividend policy, and related issues. The primary
objective is to provide a framework, concepts, and tools
for analyzing financial decisions based on fundamental
principles of modern financial theory. The approach is
rigorous and analytical.

BUS 420: GLOBAL MARKETING
Three hours each week; Credit: 3 hours; Prerequisites:
BUS 215; Offered spring semester, even years
Company survival and growth in the coming years will
require a move toward global marketing with its many
potential rewards and risks. This course examines the
challenge of entering and operating effectively in foreign
markets. This course examines the challenge of leading
a company in today’s global business environment.
With a focus on the design and management of inter-
organizational systems, the class considers constraints
and opportunities facing a firm that wishes to distribute
its products or services overseas.

BUS 425: MARKETING MANAGEMENT
Three hours each week; Credit: 3 hours; Prerequisites: BUS
215; Offered fall semester, odd years
An introduction to the managerial techniques used in
planning and conducting marketing programs in the
for-profit and for-benefit segments of the economy.
This course covers concepts, methods, and applications
of decision modeling to address marketing issues such
as market segmentation and positioning, new product
development, and advertising response and budgeting.
Uses advanced techniques to model marketing decision
problems facing marketing managers to ensure
optimum outcomes for the firm and its managers.

BUS 430: INTERNATIONAL
BUSINESS ENTERPRISE
Three hours each week; Credit: 3 hours; Prerequisites: BUS
200, BUS 215, ECO 211; Offered spring semester.
Discuss how and why countries differ. Review the
economics and politics of international trade and
investment. Understand the functions and forms of the
global monetary system. Examine the strategies and
structures of international businesses. Assess the special
roles of an international business’ various functions.

BUS 440: GLOBAL OPERATIONS
Three hours each week; Credit: 3 hours; Prerequisites:
BUS 200, junior or senior standing, or permission of the
instructor; Offered once yearly or as needed
We are living in a global economy and doing business
in a global marketplace. Do current trends around the
world affect the global operations of a firm? In order
do business in a global marketplace, companies and
individuals need to understand current trends and
patterns. In this course, you will learn about current
trends affecting businesses and individuals. The current
trends discussed in this course are the globalization,
outsourcing, and interdependency of nations for
economic, political, and strategic reasons. The global
operations of a firm include numerous activities.
The course emphasizes international management
operations, functions, cross-border negotiations and
communications, global alliances, multi-country
affiliate structures, policies and procedures, sources
of global staffing and training, global strategy
formulations, and practices of international,
multinational, and global corporations. The course will
provide you with an understanding of the complexities
and difficulties involved in operating a global business
and of the indicators of success for businesses operating
across national borders.
BUS 445: CROSS-CULTURAL MANAGEMENT
Three hours each week; Credit: 3 hours; Prerequisites: BUS 200, junior or senior standing, or permission of the instructor; Offered once yearly or as needed
Are we living in a world of homogenous or heterogeneous culture? Is there a “universal” culture? Are there regional cultures? Do you know how to interact with people from different cultures around the world? The business environment is characterized as culturally diverse, sensitive, and interdependent.
In the 21st century, business firms will be required to cope with challenges such as globalization of cultures, socio-cultural trends, and exportation of dominant cultures. This course emphasizes the impact of cultural differences around the world on the success and failure of a firm and vice versa. It will address management styles across cultures and the characteristics of a global manager cadre. Topics covered include business protocols, cultural taboos, cultures of different countries, global managers as change agents, global workforce diversity, impact of technology on cultures, intercultural sensitivity, interactions with people of different ethnic and religious backgrounds, expatriate issues, the role of the global manager, and the influence of global companies on people and cultures.

BUS 450: STUDENTS IN FREE ENTERPRISE (SIFE)
Credit: 3 hours; Prerequisites: BUS 350 and permission of the instructor
The SIFE course offers students the opportunity to develop leadership, teamwork and communication skills through learning, practicing, and teaching the principles of free enterprise. SIFE students learn by participating in educational outreach projects, including market economics, entrepreneurship, personal and financial success, and business ethics. SIFE students apply the business concepts learned in the classroom to real-world problems.

BUS 480: BUSINESS POLICY
Three hours each week; Credit: 3 hours; Prerequisites: Graduating Senior standing required and completion of BUS 200, 215, 221, 222, BUS312 or BUS316, BUS390, BUS415, and ECO 212; Offered spring semester.
A company attains a competitive position when the configuration of its product mix and service activities generates superior value for customers. The challenge of formulating effective competitive strategy is to balance the opportunities and risks associated with dynamic and uncertain changes in industry attractiveness and competitive position. This course helps students develop skills for formulating strategy. This the capstone course for all students seeking a degree in Business Administration.

BUS 490/491: BUSINESS INTERNSHIP I AND II
Credit: 1 to 6 hours; Prerequisites: BUS 200, 215, 221, 222, ECO 211, and two 300 or higher level business courses
This course is an employment experience with a local business in support of the business management program. Academic credit must be earned in the same semester in which the Internship was conducted. No more than 6 (six) semester hours toward a baccalaureate degree can consist of internship/cooperative education credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

BUS 492/493/494: DIRECTED STUDY
Three hours each week; variable credit; Prerequisites: junior or senior status and permission of the Program Coordinator
A course addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty members, resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

BUS 495: SPECIAL TOPICS IN BUSINESS
Credit: 1-4 hours; Prerequisites: Permission of the Instructor
A course in which content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.
CHEMISTRY MINOR 23–24 HOURS

Required courses:
CHE 111-112 8
CHE 211-212 8

Two additional course from the following:
Biochemistry
CHE 350 4
Quantitative Analysis
(NCSU: CH 315; Meredith: CHE 350) 4

Inorganic Chemistry
(NCSU: CH 402-laboratory-optional) 1
Qualitative Organic Analysis
(NCSU 428) 3
Independent research 3
CHE 492-495 or 300/400 level course approved by chemistry faculty

CHEMISTRY COURSES
CHE 111-112: GENERAL CHEMISTRY *
Three hours lecture each week, three hours lab each week;
Credit: 4 hours; Prerequisite: two years of high school algebra for CHE 111, CHE 111 with at least a “C” average for CHE 112; Recommended: high school chemistry
This course will introduce the fundamental principles of chemistry, matter, and the changes that matter undergoes. You will use demonstrations and laboratory experiments to obtain a clear understanding of the material presented. Topics related to your major and to environmental issues will show you the chemistry around you.

FACULTY

Catherine H. Banks (1994) Assistant Professor of Chemistry – B.A., Wittenberg University; Ph.D., Vanderbilt University; Postdoctoral work, Texas A & M University
CHE 211-212: ORGANIC CHEMISTRY *
Three hours lecture each week, three hours lab each week; 
Credit: 4 hours; Prerequisite: CHE 112 with at least a 
“C” average 
Organic chemistry is a systematic study of carbon 
compounds. This course provides a foundation for 
future studies of biology, chemistry, and biochemistry. 
You will study the types of organic compounds and 
their reactions and uses in everyday life.

CHE 295: SPECIAL TOPICS IN CHEMISTRY 
Credit: 1-4 hours. 
A course whose content may vary from term to term 
according to the needs of the academic department, 
student demand, or the interests of the faculty member.

CHE 350: BIOCHEMISTRY 
Credit 4 hours; Prerequisite: CHE 211 with a grade of “C” 
or better; Three hour lecture and one hour problem session 
each week 
Biochemistry is the study of the molecules and 
chemical reactions of life. You will use the principles and 
language of chemistry to explain biology at the molecular 
level. The major types of biomolecules will be studied, as 
well as their use in metabolism and bioenergetics.

CHE 490/491: CHEMISTRY INTERNSHIP I and II 
Credit: 1 to 6 hours; Prerequisite: junior or senior status 
with minor in chemistry 
You will obtain an in-depth work experience that is 
designed to apply your chemical knowledge and skills 
to real-world professional situations. This junior/senior 
internship is designed to give you experience that is as 
identical as possible to actual employment. No more 
than six semester hours toward the baccalaureate degree 
can be earned. You must complete a learning agreement 
for the internship by the last day to drop or you will be 
assigned a W for the experience that semester.

CHE 492/493/495: DIRECTED STUDY 
Credit: 2-4 hours; Prerequisite: junior or senior status 
In this course, you and the instructor will design 
a study of a specific topic or problem of interest, 
which will result in a paper, report or production, or 
other products that can be evaluated. A contract of 
expectations between you and the instructor will be 
needed and must be approved by your advisor, by the 
division chair, and by the Registrar prior to registration. 
No more than six credit hours toward the baccalaureate 
degree can be earned.

CHE 495: SPECIAL TOPICS IN CHEMISTRY 
Credit: 1-4 hours content. 
Course content will vary from semester to semester 
depending upon the need and interest shown for 
various topics related to your major field of study. 
These topics may include environmental chemistry and 
other timely topics.

* Denotes lab fee
**FACULTY**

Marnie Arkenberg (2007) Assistant Professor of Child Development – B.S., University of Nebraska at Omaha; M.A., University of Nebraska; Ph.D., Pennsylvania State University

Whitney Jenkins Cain (1996) Assistant Professor of Child Development, Coordinator of Child Development Program – B.A., University of the South; M.A., Boston University; Ph.D., North Carolina State University

Ana Gray (1999) Instructor in Child Development, Instructor in Spanish – B.S., J.D., University of San Martin de Porres, Lima, Peru

**CHILD DEVELOPMENT**

The Child Development major (CHD) reflects Peace’s mission to prepare women “for ethical lives of purpose, leadership, and service” by training future leaders to work effectively with diverse children in education, human service, and health professions. CHD majors enroll in interdisciplinary core courses that explore current practical and theoretical knowledge about children’s development, as well as the importance of leadership and advocacy in working with children and families. They customize their major by choosing one of three specialization areas: education, health professions, or human services. Additionally, CHD majors enjoy opportunities to respond to our community’s particular needs by working with children in a variety of community settings.

**CHILD DEVELOPMENT MAJOR**

<table>
<thead>
<tr>
<th>Liberal Education Curriculum</th>
<th>50 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development Major Courses</td>
<td>38 hours</td>
</tr>
<tr>
<td>General Electives</td>
<td>37 hours</td>
</tr>
<tr>
<td><strong>Total Hours for the B.A. in Child Development</strong></td>
<td><strong>125 hours</strong></td>
</tr>
</tbody>
</table>
## Child Development Major

### Core Courses 23 Hours

- CHD 310 Child Development 3
- CHD 360 Family Psychology 3
- CHD 342 Spanish for Public Health 3
- CHD 361 English as a Second Language 1
- CHD 364 Latino Mentoring 1
- CHD 410 Assessment & Intervention 3
- LEA 101 & 102 Foundations of Leadership 4
- LEA 200 Self in Community 1
- CHD Elective (300 or 400 Level) 3

### Concentration 16 – 17 Hours

Students majoring in CHD choose one of three Child Development concentrations: Education, Human Services, or Health Professions.

Students completing the Education specialization may choose to enroll in MAT programs following graduation. In addition, students working with special needs children would likely be interested in the Education concentration. Students pursuing the Human Services concentration may work in the court system, at a developmental evaluation center, as a social worker, or in state and government agencies. Students interested in the Health Professions concentration could look forward to work as a child life specialist in a hospital, an audiologist or speech pathologist, a rehabilitation counselor, or an occupational therapist.

#### 1. Education Concentration

- PSY 355 Exceptional Individuals 3
- CHD 382 Learning & Motivation 3
- CHD 382-L Learning & Motivation Laboratory 1
- ENG 378 Children’s Literature 3
- COM 212 Interpersonal Communication 3
- CHD Elective at the 300- or 400-level

#### 2. Human Services Concentration

- PSY 300 Behavioral Research 4
- CHD 354 Child, Family, & Youth Services 3
- PSY 350 Abnormal Psychology 3

#### 3. Health Professions Concentration*

- PSY 300 Behavioral Research 4
- PSY 390 Neuropsychology 3
- PSY 365 Health Psychology 3
- CHD 315 Lifespan Psychology 3
- BIO 380 Anatomy and Physiology 4

*NOTE: Many graduate programs will be looking for 12 additional hours of science courses under electives.

#### 4. Teacher Licensure

Students accepted into the Education program must complete all of the requirements associated with Education in lieu of a CHD concentration. Students who double-major must complete an internship in Child Development unless their internship in the other discipline clearly includes elements related to children’s development or developmental studies (e.g., the examination, advocacy, and/or optimization of children and families). Students must obtain approval from the Child Development program coordinator prior to the completion of the other internship in order to receive an exemption from CHD 490.

### Child Development Minor 18 Hours

#### Required courses:

- CHD 310 Child Development 3
- CHD 360 Family Psychology 3
- LEA 101 Foundations of Leadership 3
- LEA 102 Foundations of Leadership Laboratory 1

#### Elective courses:

- Two CHD Electives 6
- Two CHD Spotlight Courses 2
CHILD DEVELOPMENT COURSES

**CHD/PSY 310: CHILD DEVELOPMENT**
*Three hours each week; Credit: 3 hours; Prerequisite: PSY 101.* This course explores our biological, cognitive, and socio-emotional development from conception through middle childhood. For example, we’ll examine how biology and the environment interact to influence children’s development through topics such as the impact of environmental toxins on prenatal development and the influence of poverty on intelligence. To understand how children develop cognitively, we’ll explore theories focused on the ways that children come to understand the world around them. We’ll gain insight into our own socio-emotional development by learning about children’s emotional worlds, parenting styles, and the influence of temperament on relationships. Through in- and out-of-class work, we’ll focus on a range of topics that will help you as a professional, parent, or both.

**CHD/PSY 312: ADOLESCENT DEVELOPMENT**
*Three hours each week; Credit: 3 hours; Prerequisite: PSY 101.* “You don’t have to suffer to be a poet. Adolescence is enough suffering for anyone.”—John Ciardi. It seems like we wake up one morning and our parents have lost their minds, our bodies are doing things completely beyond our control, and no one understands any of it! What’s going on? In one word: Adolescence. Through in-class work and hands-on projects, we’ll explore the many physical, cognitive, and emotional changes occurring during adolescence, as well as current social phenomena that are influential in teens’ development.

**CHD/PSY 315: LIFE-SPAN DEVELOPMENT**
*Three hours each week; Credit: 3 hours; Prerequisite: PSY 101.* This course helps you understand how people develop and change throughout their lives. Whether your goal is to be a professional, a parent, a partner, or all three, knowledge of what others experience at different ages will make you more effective in your interactions with them. We will study topics that range from brain growth during prenatal development and attachment in infants to whether there really is a mid-life crisis and fear of aging. You will be asked to apply what you’re learning in group work, projects, or papers. For example, you may explore your attachment style as an adult and try to understand how your childhood attachment pattern and your relationships with significant others now affect your ability to form effective relationships.

**CHD 342: SPANISH FOR PUBLIC HEALTH PROFESSIONALS**
*Three hours each week; Credit: 3 hours; Prerequisite: SPA 211; This is a CCE course.* This course is designed to prepare CHD majors to work with Spanish-speaking children and families in a variety of settings. Through in-class exercises and out-of-class experiences, students focus on improving their communication skills with native Spanish speakers, as well as better enhancing their cultural awareness of our community’s growing Hispanic population. Additionally, the course has three focus areas matching the three CHD major concentrations (health professions, human services, and education) so that students focus on Spanish terminology that is most relevant to their interests and their future career settings.

**CHD 354: CHILD, FAMILY, AND YOUTH SERVICES**
*Three hours each week; Credit: 3 hours; Prerequisite: CHD/PSY 310.* What is our community’s responsibility in serving children and families? When do we consider children or families “at risk” and what, exactly, does that mean? These are some of the questions you will explore in this course. Additional areas of emphasis include child abuse and neglect, family assessment, court involvement, foster care, adoption services, school involvement, problems of aging, and the acquisition of assistance for basic human needs. Besides being introduced to a variety of services and programs for children and families in the local, state, and national communities, you will learn about public child welfare systems and how they impact and work with other community systems, expectations, laws, and social policies affecting the family. Finally, to facilitate classroom study, you will work with community agencies directed toward providing necessary services to families through the life continuum.
**CHD 356: CHILDREN’S HEALTH AND ILLNESS**
Three hours each week; Credit: 3 hours; Prerequisite: CHD/PSY 310. What are some of the common health disabilities and disorders in childhood? How do parents and families manage children’s acute and chronic health problems? What are the short- and long-term effects of such illnesses on family functioning? These are among the questions that you will address in this course. You can expect to learn more about health problems, including obesity, communicable diseases, and growth disorders. Additionally, you will have opportunities to examine the benefits of public health procedures, ethical issues involved in public health and advocacy, and the optimization of children’s health, as well as current research relevant to children’s healthy physical growth and development.

**CHD/PSY 360: FAMILY PSYCHOLOGY**
Three hours each week; Credit: 3 hours; Prerequisite: CHD/PSY 310. This course examines family influences on human development. Throughout the term, we will continually remind ourselves that contemporary families are highly diverse and develop in highly diverse settings. Consequently, our study will reflect this diversity. Some of the specific topics we’ll explore include characteristics of divorced and step-families, gay and lesbian parenting, single parenting, and the influence of poverty on family functioning. After you’ve completed this course, you will have more knowledge of children’s development in general and influences on familial development in particular; you will also have more clearly developed skills in reading and critically evaluating research; and, finally, you will have a clearer appreciation for the multiple sources of influence on family functioning.

**CHD 361: ENGLISH AS A SECOND LANGUAGE**
Fifteen hours during the semester; Credit: 1 hour; Prerequisite: CHD/PSY 310 or permission of the instructor; This is a CCE course. This course provides an overview of English as a Second Language (ESL). Topics in the course include language acquisition theories, best practices for teaching second languages, and cultural differences impacting the success of various ESL models and practices. In addition to classroom discussions, activities, and readings, students interact directly with ESL individuals and groups to heighten their understanding and skills in this area.

**CHD 363: RESEARCH SPOTLIGHT**
Fifteen hours during the semester; Credit: 1 hour; Prerequisite: CHD/PSY 310. Students enrolled in this course will participate in a research project focused on an aspect of children and/or family development and functioning. Through the project, students will have the opportunity to practice skills such as developing research measures, recruiting participants, interviewing participants, transcribing data, analyzing data, and presenting findings to outside constituents.

**CHD 364: LATINO MENTORING**
Fifteen hours during the semester; Credit: 1 hour; Prerequisite: CHD 361 or permission of the instructor; This is a CCE course. This course provides an opportunity for students to apply the knowledge they gain and to practice the skills they learn in CHD 361 in a real-world setting. Students enrolled in the course serve the community by tutoring and mentoring ESL children in local elementary schools over the course of the semester.

**CHD 365-370: SPOTLIGHT COURSES**
Fifteen hours during the semester; Credit: 1 hour; Spotlight courses focus on enhancing knowledge, skills, and attitudes related to children’s development by examining specific topics in depth or by examining a timely topic within child development. Spotlight courses may be offered in a weekend workshop, as a series of evening classes, or in other flexible formats. Examples of spotlight courses include ESL training, conflict resolution with children and families, and focused research projects.

**CHD/PSY 382: LEARNING AND MOTIVATION**
Three hours each week; Credit: 3 hours; Prerequisite: PSY 101. People in education, mental health, and the business world need to understand how others learn new information and how to motivate them to work harder. You will learn various concepts and techniques that will help you understand how we learn everything from our fears to new concepts in class. You’ll also understand the many different types of motivation, what helps to keep us motivated once we’ve already accomplished something, and how to motivate someone who appears not to care. You will create learning and motivation programs for yourself (e.g., how to study more, how to watch less TV) and also practice developing effective programs for others (e.g., how to reward kids at school or employees at work).
CHD 382-L: LEARNING AND MOTIVATION LABORATORY
One hour each week; Credit: 1 hour; Corequisite: CHD/PSY 382. This laboratory experience takes current theories of learning, cognition, and motivation beyond theory and into practical application. Lab time will be spent in observations and activities focused on educational settings. For example, you’ll apply theoretical principles from your learning and motivation course to designing children’s learning environments, developing children’s instruction, and evaluating children’s learning. Likewise, you’ll examine your own learning styles and then apply this to developing more effective teaching strategies for others.

CHD 400: SOCIAL AND EMOTIONAL DEVELOPMENT
Three hours each week; Credit: 3 hours; Prerequisite: CHD/PSY 310, 312, or 315. “Parents, teach your children to express themselves. Teach them to be in touch with their emotions, to speak honestly to people, and to maintain integrity and stick by their principles. . . . But don’t expect them to succeed in business.” —Jeffrey Bryant. How do we teach these processes and what are their purposes? This course provides students with an overview of the transactional processes involved in children’s experience of emotions, emotional understanding, and emotion regulation abilities. In the course, we will explore how changes in children’s views of self, views of the social world, emotional experience, emotional understanding, and emotion regulation occur with maturation and with life experience. We will pay special attention to social influences, particularly parental influences, on children’s construction of self- and world-views and on emotional experience.

CHD 410: ASSESSMENT AND INTERVENTION
Three hours each week; Credit: 3 hours; Prerequisite: CHD/PSY 310, 312, or 315. In this course students have the opportunity to learn more about a wide variety of assessment techniques and instruments. After taking the course, students can expect to be familiar with various developmental screening tools and procedures determining physical, cognitive, and socio-emotional exceptionailities. Additionally, students will examine environmental scanning as an assessment technique so that they are able to evaluate child environments such as homes and schools. Class time and projects will also focus on issues related to the assessment of children from diverse backgrounds, as well as appropriate and effective non-clinical intervention strategies and early intervention programs for children.

CHD 490/491: INTERNSHIP
Credit: 1–6 hours; Prerequisites: CHD/PSY 310, junior or senior status. The child development internship provides you with an opportunity to integrate the in- and out-of-class learning you have gained through your major coursework in a hands-on setting directly related to your child development specialization. For each one-hour of academic credit you wish to earn, you will complete 40 “work hours” in an approved educational, human service, or health setting. Your time at the setting is likely to include educational and training experiences, such as readings, workshops, seminars, and/or research. You will have opportunities for structured reflection about your internship through a biweekly class.

CHD 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status and permission of the instructor. Do girls and boys demonstrate aggression differently? What strategies encourage children’s narratives? How can parents facilitate children’s understanding of emotion? These are examples of the topics that you could explore through independent study. After identifying your area of interest, you will work collaboratively with a faculty member to develop a paper, report, or critiqued presentation. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the division chair, and the Registrar prior to registration. No more than six semester hours toward the baccalaureate degree can consist of independent study credit.

CHD 495: SPECIAL TOPICS IN CHILD DEVELOPMENT
Three hours each week; Credit: 3 hours; Prerequisite: CHD/PSY 310. The content of this course changes as students and faculty develop interests in particular areas related to child and family functioning. Examples of such topics include current legislation related to children’s development, the history and theory of play, and cross-cultural theories of children’s development.
COMMUNICATION  Division of Organizational Studies

FACULTY


Earl Croasmun  (2005)  Instructor in Communication – B.S., West Virginia University; M.A., Southwest Missouri State University; A.B.D., University of Texas-Austin

Teresa L. Holder  (1998)  Associate Professor of Communication, Chair of Division of Organizational Studies – B.A., Tennessee Temple University; M.A., Indiana State University; Ph.D., Ohio University


David McLennan  (1995)  Professor of Communication and Political Science – B.A., M.A., University of Virginia; Ph.D., University of Texas at Austin

Lynn Owens  (2008)-  Assistant Professor of Communication- B.A., University of Pennsylvania; M.A., Northwestern University; Ph.D., University of North Carolina at Chapel Hill

COMMUNICATION

The Communication major helps prepare you for graduate school or a wide ranging choice of career paths, including corporate communication or public relations, non-profit administration, sales, journalism, media production, or general communication management.
COMMUNICATION MAJOR

Liberal Education Curriculum 47 hours
For a full description see Peace Passport section of this catalog

Communication Major Courses 36-38 hours
General Electives 37-39 hours

Total Hours for the B.A. in Communication 125 hours

COMMUNICATION CORE COURSES 15 HOURS
COM 201 Introduction to Media Studies
COM 210 Business Communication
COM 212 Interpersonal Communication
COM 470 Communication Senior Seminar
COM 490 Communication Internship

COMMUNICATION CONCENTRATIONS 24-26 HOURS
With the help of your academic advisor, you will create a focus within your major by choosing one of the following three concentrations: Public Relations, Mass Communication, or Communication Studies.

1. PUBLIC RELATIONS 26 HOURS
COM 330 Introduction to Public Relations 3
COM 430 Public Relations Cases & Campaigns 3
COM 235 Writing for the Media I 4
COM 260 Desktop Editing and Publishing 3
COM 335 Writing for the Media II 4
COM 350 Media Production I 3
+6 additional credits

A student should choose two courses from the following:
COM 301 Intercultural Communication 3
COM 330 Introduction to Public Relations 3
COM 332 Organizational Communication 3
COM 350 Media Production I 3
COM 370 Principles of Persuasion 3
COM 435 Political Campaign Communication 3
COM 440 Mass Media Law and Ethics 3
COM 455 Media and Politics 3

COMMUNICATION MINOR 18 HOURS

Required courses:
COM 210 Business Communication 3
COM 212 Interpersonal Communication 3

Plus 12 additional hours of Communication or communication-related courses (including COM and THE) at the 300 or 400 level.

ADVERTISING MINOR 19 HOURS

Required courses*:
ADE 240 Typography I 3
ADE 350 Typography II 3
BUS 215 Marketing 3
BUS 322 Advertising 3
COM 106 Newspaper 1
COM 170 Introduction to Media Production 3
COM 370 Persuasion 3
*Students majoring in Business Administration, Communication, or Graphic Design cannot double-count courses in their major with those in the Advertising Minor and must get approval of the minor coordinator in selecting appropriate substitute courses. Some appropriate substitute courses may be ADE 365 Imaging, ADE 460 Design for the Screen, BUS 327 Consumer Behavior, COM 410 International Communication, and PSY 362 Attitudes and Social Influence.

COMUNICATION COURSES

COM 101: PUBLIC SPEAKING
Three hours each week; Credit: 3 hours
The ability to compose and deliver an effective speech to an audience will enable you to succeed personally and professionally. In this course, you will learn how to overcome the nervousness or “stage-fright” that everyone experiences when asked to speak in public. You will also develop your analytical thinking by learning how to analyze an audience and write a speech for that audience using effective informational and persuasive strategies. You will practice effective verbal and non-verbal techniques that will help you comfortably deliver the message in any situation.

COM 105, 106-405, 406: STUDENT NEWSPAPER PUBLICATION I AND II
Credit: 1 hour
Put your growing communication skills into practice, have your work published, add to your portfolio, and have an impact on the college community – that’s what this course is all about. Students organize themselves into a working staff that publishes regular issues of the student newspaper, The Peace Times. There’s a lot to do, and staff members do it.

COM 170: INTRODUCTION TO MEDIA PRODUCTION
Three hours each week; Credit: 3 hours
Digital storytelling is a powerful tool used by many organizations and businesses to persuade an audience in how they think, how they feel, and what they will do. Learn the fundamental elements in creating a media project effectively. From the script to the screen, you’ll learn the basics of creating a video of your own. During the course, you’ll learn how to tell a story visually while learning basic techniques in operating digital cameras, lighting and sound equipment, and post production non-linear computer editing.

COM 201: INTRODUCTION TO MEDIA STUDIES
Three hours each week; Credit: 3 hours
This is the big picture, a broad overview of the many media that make up “the media.” The subject matter is as familiar as our car radio and as fresh as last night’s Web surfing. Examining the Internet, magazines, Hollywood moviemaking and lots of other industries, the course is aimed at consumers and potential practitioners of the media. Various perspectives, including historical, cultural, legal, and economic, are explored.

COM/ENG 210: BUSINESS COMMUNICATION
Three hours each week; Credit: 3 hours; Prerequisite: COM 101
Superior communication skills will help you stand out in the workplace. In this course, you’ll develop the written and oral communication skills needed for a business environment. Topics include: understanding your audience, how communication style can help or hinder your interaction with others, writing strategies, resume writing, selection interviewing, report writing, and oral presentations.

COM/HRE 212: INTERPERSONAL COMMUNICATION
Three hours each week; Credit: 3 hours
Within your family, work, and personal relationships, communication often determines how satisfied and effective these relationships become. The abilities to speak clearly, listen effectively, and handle conflict cooperatively are among the skills you will learn and practice in this course.

You will learn a great deal about your communication attitudes and skills, as well as how the communication behaviors of others with whom we have relationships impact our thoughts and feelings.

COM 235: WRITING FOR THE MEDIA I
Four hours each week; Credit: 4 hours
Good writing is fundamental to any communication enterprise, as it is for almost any undertaking in our information society. In this course, you will learn to recognize and apply different kinds of media writing, from print journalism to broadcast journalism to public relations. Also emphasized are key concepts such as accuracy, objectivity, and attribution.
COM 250: PHOTO JOURNALISM
Three hours each week; Credit: 3 hours;
Prerequisite: COM 201
Digital photography is a malleable and integral part of multimedia. Once an image is captured in digital form, it can be manipulated and used relatively easily and quickly in various ways—from family snapshots to newspaper photographs to website illustrations. This course will introduce you to the basic hardware and software required and to several of the many uses digital photographs can be put to, and it will help you develop an eye for composing and producing powerful images.

COM 260: DESKTOP PUBLISHING AND EDITING
Three hours each week; Credit: 3 hours;
Prerequisite: COM 235
The little-known but hugely important role of the copy editor is the focus of this hands-on course. Somebody has to take the jumble of photos, graphics, and text and turn them into an eye-catching publication, and that's just what the copy editor does—all while correcting spelling, checking facts, and writing headlines. In this course, you will learn contemporary design principles and how to apply them with publication software, strengthen your command of grammar, and become familiar with Associated Press style.

COM 295: SPECIAL TOPICS IN COMMUNICATION
Credit: 1-4 hours
Watch for these occasionally offered topics-based seminars offered by the Communication Department.

COM 301: INTERCULTURAL COMMUNICATION
Three hours each week; Credit: 3 hours;
Prerequisite: COM 101
What does it mean to be polite? How do you show respect? How do I know if you like me? The answers to these questions vary depending on where you live. How does language reflect and define the culture of a society? Even within our own culture, differences such as race, class, and gender create subcultures that create complexity and sometimes, confusion. In this course, we'll discuss cross-cultural encounters and ways to bridge the gap.

COM/ENG 309: ARTICLE AND ESSAY WRITING
Three hours each week; Credit: 3 hours. This course has been approved for advanced writing credit.
In this course, you’ll develop your skills in non-fiction writing, including: profiles, essays, opinion pieces, investigative reports, interviews, personal narratives, etc. During the semester, you’ll apply principles for analyzing the interaction between subject matter, purpose, audience, and language.

COM 330: INTRODUCTION TO PUBLIC RELATIONS
Three hours each week; Credit: 3 hours;
Prerequisite: COM 210
Public Relations is a broad field and touches every industry. This survey course will give you an introduction and overview of the field of PR, including the history, theory, principles, and how PR fits in as an important function in organizations.

COM/BUS/HRE 332: ORGANIZATIONAL COMMUNICATION
Three hours each week; Credit: 3 hours
Since we spend so much time at work, the workplace plays a significant role in each of our lives. How do organizations make decisions? What is organizational culture? How do you understand and navigate office politics? In this course, we’ll examine theoretical perspectives that offer answers to these questions.

COM 335: WRITING FOR THE MEDIA II
Four hours each week; Credit: 4 hours;
Prerequisite: COM 235
This is the opportunity to raise those basic skills developed in part one (COM 235) of the writing sequence to a higher level. In part two, you’ll function like a real reporter to produce substantive articles of publishable quality. The assignments are more demanding, and emerging concepts such as computer-assisted reporting and civic journalism are addressed.

COM/ENG 341: PROFESSIONAL WRITING
Three hours each week; Credit: 3 hours.
This course has been approved for advanced writing credit.
This course will help you develop your writing skills for professional settings, including specialized documents, technical writing and editing, and publication management.
COM 350: MEDIA PRODUCTION I
Three hours each week; Credit: 3 hours
Before you say “Lights, Camera, Action!” you need to understand what’s required in producing a video. In this class, we will learn the pre-production and production elements that go into creating a media product. From budgeting, scriptwriting, storyboarding, camera operation, lighting, sound design, and directing, you will experience the process of creating a movie before it goes to the editor. Later, in COM 450, you’ll learn how to edit and complete your story.

COM 370: PERSUASION
Three hours each week; Credit: 3 hours. This course has been approved for advanced writing credit.
We live in a world where people constantly try to influence, to think, and to behave in certain ways. Advertisers, salespeople, and even our friends attempt to persuade us; some successfully and others unsuccessfully. In this course, you will learn about theories and research that helps explain why some persuasion is successful and other persuasion is not. You will also practice using persuasive techniques and strategies in creating written, spoken, and visual messages as you develop text used in advertising, public relations, or political campaigns.

COM 410: INTERNATIONAL COMMUNICATION
Three hours each week; Credit: 3 hours
The rapid spread of communication technologies has paved the way for globalization, a modern-day phenomenon that sparks geopolitical wrangling and radical activism. Does international communication foster freedom and cross-cultural understanding or does it promote a new kind of imperialism through which developed nations exploit the Third World? These and other timely issues, such as mass media’s role in spurring national development, are addressed in this research course.

COM 415: CONFLICT RESOLUTION
Three hours each week; Credit: 3 hours
During this course, you will gain an understanding of how your family and individual conflict style impacts your relationships with others, both in the workplace and at home. This course provides a survey of conflict theory and research, as well as practical applications in getting along with others.

COM 430: PUBLIC RELATIONS CASES AND CAMPAIGNS
Three hours each week; Credit: 3 hours; Prerequisite COM 330.
This course will give you the opportunity to do professional client work with organizations in the community. This capstone course combines collaborative learning model with service learning, allowing you to work with a small team to address a communication-related problem or opportunity. You’ll see your efforts and ideas make a difference.

COM/PSC 435: POLITICAL CAMPAIGN COMMUNICATIONS
Three hours each week; Credit: 3 hours
Have you ever thought about running for political office? Working on a political campaign? How about just wondering about how some people get elected and others do not. This course will help you understand electoral politics from an “insider’s perspective.” You will learn and practice all of the skills used by candidates and campaign consultants in running and participating in successful campaigns. You will learn how to create a campaign plan, construct effective messages (advertisements, speeches, and web pages) used in campaigns, and how the media play such an important role in political campaigns.
Even if you never run for office, you will leave this course with a better understanding of how political campaigns work.

COM 440: MASS MEDIA LAW AND ETHICS
Three hours each week; Credit: 3 hours
The two overarching questions asked in this course are: What can communicators do, and what should they do? The United States’ fundamental belief in free expression is enshrined in the First Amendment, but knowing when, how, and to what degree the press can be restricted is clarified only through the examination of key legal precedents.
Students in this course will study landmark cases such as Times v. Sullivan and Gitlow v. New York, but then go on to develop an understanding of the ethical responsibilities that accompany the constitutional protections.
COM 445: GENDER ISSUES IN THE WORKPLACE
Three hours each week; Credit 3 hours
Do women have difficulty getting credit for their contributions in the workplace? In this course, we’ll address some of the key issues you’ll face in your work life as a woman. In particular, we examine the way language and gender stereotypes may prevent you from being heard or promoted in the workplace.

COM 450: MEDIA PRODUCTION II
Three hours each week; Credit: 3 hours; Prerequisite: COM 350
Now that you have the footage in the can, what do you do? In this class, we will learn how to assemble all of the video, stills, graphics, special effects, transitions, natural sounds, and music into a media production extraordinaire. We use the industry-leading software Final Cut to create effective storytelling and output the finished product onto DVD and the internet.

COM/PSC 455: MEDIA AND AMERICAN POLITICS
Three hours each week; Credit: 3 hours
Often called the “Fourth Estate,” the modern mass media strongly influence our attitudes and beliefs about government and politics. In addition, the media—the internet, newspapers, radio, and television—are also influenced by politicians and government officials. In this course, you will learn more about the complex interaction that defines the relationship between media and politics. If you are interested in topics like media bias, freedom of the press, imbedded journalists, or many other topics that touch on media and politics, this course will help you, whether you are an aspiring journalist, future elected official, or concerned citizen.

COM 460: MEDIA AND SOCIETY
Three hours each week; Credit: 3 hours
Do you believe that television violence leads to a more violent society? How about advertising’s effect on buying behavior? Do you wonder why there is no music on commercial radio worth listening to? These and other questions are considered in this course. You will examine controversial topics related to media’s effect on the society in which you live. You will understand how legal, economic, and political systems often control what you watch, read, and hear in the media. The goal of the course is to make you a more thoughtful consumer of media messages and, if you have a goal to work in the industry, to be more intentional in your work as you understand the influence of this always-changing and growing influence on society.

COM 470: SENIOR SEMINAR
Credit: 1 hour; Prerequisite: senior standing
What will life be like when you’re working full time in your field? This capstone seminar will help you prepare for graduation and the transition to your first job. Topics for the seminar include resume and portfolio development, selection interviewing, and professional development.

COM 490: COMMUNICATION INTERNSHIP
Credit: 1 to 6 hours; Prerequisite: junior or senior status
This course will help you gain in-depth work experience by applying classroom knowledge and skills to real-world professional situations.

No more than six semester hours of internship credit can be applied toward the baccalaureate degree.

Note: If you have not completed your internship learning agreement by the last day to drop, you will be assigned a “W” for that semester.

COM 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
This course will give you the opportunity to explore a topic of your choice in depth. Your independent project, in cooperation with a faculty sponsor, will produce a paper, critiqued performance, or production. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the division chair, and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

COM 495: SPECIAL TOPICS IN COMMUNICATION
Credit: 1-4 hours
Watch for special topic-based seminars, which are offered periodically by the Communication Department.
COMPUTER INFORMATION SYSTEMS
Division of Sciences

FACULTY


COMPUTER INFORMATION SYSTEMS MINOR 18 HOURS

Required course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 240</td>
<td>Introduction to eBusiness</td>
<td>3</td>
</tr>
<tr>
<td>CIS 250</td>
<td>Computer Applications II</td>
<td>3</td>
</tr>
<tr>
<td>CIS 260</td>
<td>Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>Plus 3</td>
<td>additional courses in CIS</td>
<td>9</td>
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</tbody>
</table>

CIS 100 does not count toward the CIS minor.

All students are required to take a computer competency exam, which will be given during the first year orientation.

COMPUTER INFORMATION SYSTEMS COURSES

CIS 097: EXCEL Spreadsheets
Credit: 1 hour (does not count toward graduation requirements) An introduction to electronic spreadsheets and their use as a tool in problem-solving.

CIS 200: INTRODUCTION TO COMPUTERS
Credit: 3 hours. This course is aimed at students interested in career opportunities that involve computers. It is an in-depth look at fundamental concepts and terminology of computer organization and use. This course examines where computers are used, how they are networked, and the impact each of these has on organizations.

CIS 240: INTRODUCTION TO eBUSINESS
Credit: 3 hours. This course will teach students the fundamentals of ebusiness, including the internet, intranets, and extranets as communications and transaction processing networks. Using case studies, as well as a review of management information systems and ebusiness terminology and principles, the students will become familiar with Internet and intranet company applications, as well as best practices.

CIS 250: COMPUTER APPLICATIONS II
Credit: 3 hours; Prerequisite: must pass the computer competency exam. The study and use of various computer applications needed in organizational decision-making and presentation. Students will learn advanced procedures in Excel, FrontPage, Word, and PowerPoint. Students will be required to build and manage a Web site.

CIS 260: BUSINESS APPLICATIONS
Credit: 3 hours; Prerequisite: CIS 250. This course provides preparation in solving business problems using computers. It covers advanced spreadsheet application and database design and creation using Access and Excel. Topics include advanced functions, charting, macros, databases, what-if analysis, scenario manager, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets. This course provides the basic database knowledge required for small business database management systems, including simple data modeling, good database design, implementation, and security issues.

CIS 270: WEB SITE DEVELOPMENT
Credit: 3 hours; Prerequisite: CIS 250. This course introduces students to the development of creative, functional, and marketable Web Sites. The student will explore the utility of state of the art multimedia software applications. Incorporates the latest and greatest forms of interactivity, animation, video, and sound into web site development and design. Students will be introduced to web authoring tools and elementary programming languages. Explores the current technological constraints with respect to hardware and software.

CIS 295: SPECIAL TOPICS IN INFORMATION SYSTEMS AND SERVICES
Credit: 1-4 hours. A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

CIS 495: SPECIAL TOPICS IN INFORMATION SYSTEMS AND SERVICES
Credit: 1-4 hours; Prerequisite: permission of the instructor. A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.
FACULTY

Roger L. Ashby (2000) Assistant Professor of Business Administration and of Political Science – B.A., M.A., C.A.G.S., Virginia Polytechnic Institute and State University, J.D., Stetson University College of Law; Ph.D. candidate, Virginia Polytechnic Institute and State University

Kristine Cade Lawyer (1999) Instructor in Business Administration and Economics – B.A., Duke University; M.Econ., North Carolina State University

ECONOMICS COURSES

ECO 211: PRINCIPLES OF MICROECONOMICS
Three hours each week; Credit: 3 hours. Analysis of individual market processes under conditions of pure competition, monopoly, and imperfect competition. Demand and marginal utility analysis. Supply and costs of production. Elasticity. Consequences of government regulation of markets. Applications of microeconomic theory to current social problems.

ECO 212: PRINCIPLES OF MACROECONOMICS
Three hours each week; Credit: 3 hours; Prerequisite: ECO 211. A brief survey of aggregate demand and aggregate supply, followed by an analysis of the role of consumption, investment and government spending in establishing full employment equilibrium. Fiscal and monetary policy, business cycles and economic growth.

ECO 295: SPECIAL TOPICS IN ECONOMICS
Credit: 1-4 hours. A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

ECO 490/491: ECONOMICS INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

ECO 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

ECO 495: SPECIAL TOPICS IN ECONOMICS
Credit: 1-4 hours. A course whose content may vary from term to term according to the needs of the academic department, student demand or the interests of the faculty member.
**FACULTY**

**Karel DiFranco** Coordinator for Special Education, Special Education Instructor – A.A., Niagara County Community College; B.S., M.S., State University College at Buffalo; M.S., Niagara University

**Tyi-Sanna Jones** (2008) Lecturer in Special Education – B.S., North Carolina A&T State University; M.S., University of Kansas; Ph.D., University of Nevada at Las Vegas

**Carolyn Morrison** Director of Education, Coordinator for Lateral Entry Education, A.A. Peace College; B.A., University of North Carolina at Chapel Hill; M.Ed., Duke University; Ed.D. Duke University


**Carolann Wade**, College Liaison, Coordinator for Elementary Education, Elementary Education Instructor– B.S., Atlantic Christian College; M.Ed., East Carolina University

**EDUCATION**

Peace College offers two options for students interested in teaching:

- Education Major at Peace College leading to dual licensure in Elementary Education (K-6) and Special Education: General Curriculum (K-12).

- Licensure only program, for candidates who have earned a Baccalaureate degree, leading to dual licensure in Elementary Education (K-6) and Special Education: General Curriculum (K-12).
Elementary Education & Special Education: General Curriculum

Our innovative program is the only blended undergraduate program in the state that leads to licensure in both Elementary Education (K-6) and Special Education: General Curriculum (K-12). Interested candidates must apply to the Education Division (see “Program Admission Requirements” below). It is recommended that students apply during their freshman or sophomore year, given that the program takes two years for completion. Once accepted in the program, students enroll as a cohort and together take classes which integrate special education and elementary education content.

Education Major Admission Requirements

Applicants must score 1100 (minimally) on the SAT or pass Praxis I Reading, Math, and Writing portions. If SAT Verbal scores are 550 (minimally), you are exempt from the Reading and Writing sections of the Praxis. If SAT Math scores are 550 (minimally), you are exempt from the Praxis Math section. Register for Praxis I tests on-line registration (www.ets.org/praxis).

1. Achieve cumulative GPA of 2.5 or higher in your college coursework at the time of program entry.
2. Make a C or better in two of the three courses: EDU 200, PSY 101, and EDU 250.
3. Pass both COM 101 and CIS 100 (or equivalent).
4. Complete an application to the program (available from program offices).
5. Complete a satisfactory interview with the Education faculty and write an acceptable 250 word essay as part of the application process.

EDUCATION MAJOR

Liberal Education Curriculum 50 hours

See the full description of requirements the Peace Passport.

REQUIRED EDUCATION COURSES 51 HOURS

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Credit Hours</th>
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<tbody>
<tr>
<td>EDU 300 Junior Practicum in Elementary Education (ElEd)</td>
<td>2</td>
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<tr>
<td>EDU 301 Junior Practicum in Special Education: General Curriculum Settings (SPED:GC)</td>
<td>1</td>
</tr>
<tr>
<td>EDU 302 Literacy Methods for ElEd</td>
<td>3</td>
</tr>
<tr>
<td>EDU 303 Social Studies and Arts Methods for ElEd</td>
<td>2</td>
</tr>
<tr>
<td>EDU 304 Mathematics Methods for ElEd</td>
<td>3</td>
</tr>
<tr>
<td>EDU 305 Science and Healthful Living Methods for ElEd</td>
<td>2</td>
</tr>
<tr>
<td>EDU 310 Introduction to Teaching Students in SPED:GC</td>
<td>3</td>
</tr>
<tr>
<td>EDU 315 Teaching Learning Strategies in SPED:GC</td>
<td>2</td>
</tr>
<tr>
<td>EDU 320 Effective Programming in SPED:GC</td>
<td>2</td>
</tr>
<tr>
<td>EDU 351 Classroom Organization and Management in SPED:GC</td>
<td>2</td>
</tr>
<tr>
<td>EDU 352 Diagnostic Reading in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 353 Assessment in SPED:GC</td>
<td>2</td>
</tr>
<tr>
<td>EDU 450 Instructional Technology</td>
<td>2</td>
</tr>
<tr>
<td>EDU 451 Integrated Curriculum</td>
<td>2</td>
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<tr>
<td>EDU 460 Literacy Methods II</td>
<td>2</td>
</tr>
<tr>
<td>EDU 461 Mathematics Methods II</td>
<td>2</td>
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<tr>
<td>EDU 490 Student Teaching in SPED:GC</td>
<td>7</td>
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<tr>
<td>EDU 492 Seminar in SPED:G</td>
<td>1</td>
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<tr>
<td>EDU 491 Student Teaching in ElEd</td>
<td>7</td>
</tr>
<tr>
<td>EDU 493 Seminar in ElEd</td>
<td>1</td>
</tr>
</tbody>
</table>

GENERAL ELECTIVES 24 HOURS

Must include the following pre-requisite courses:

- EDU 200 Early Field Experiences For Prospective Teachers 1
- EDU 250 *Exceptionalities in Education 3
- *Psy 355 is an acceptable substitution

LICENSURE-ONLY PROGRAM

Dual Licensure: Elementary Education & Special Education: General Curriculum

A licensure-only evening program is offered for students who have graduated from an accredited college or university with a minimal 2.5 GPA. The licensure-only program prepares candidates for licensure in both Elementary Education (K-6) and Special Education: General Curriculum (K-12). Classes are held on Tuesday and Thursday evenings from 5:15-9:00 and some Saturdays for two years. Student teaching occurs during summer months. Once accepted, students enroll as a cohort and together take classes which integrate special education and elementary education content.
Licensure Program Admission Requirements
6. Achieve cumulative GPA of 2.5 or higher in your Baccalaureate degree.
7. Make a C or better in PSY 355 or EDU 250 (or equivalent course from accredited college or university)
8. Make a C or better in EDU 200 and PSY 101 or prove equivalent experience from previous college coursework or life experiences.
9. Complete an application to the program (available from program offices).
10. Complete a satisfactory interview with the Education faculty and write an acceptable 250 word essay as part of the application process.

Pre-requisite Course (or equivalent course from accredited college or university)
EDU 250 *Exceptionalities in Education 3
*Psy 355 is an acceptable substitution

EDUCATION COURSES 51 HOURS
EDU 300 Junior Practicum in Elementary Education (ElEd) 2
EDU 301 Junior Practicum in Special Education: General Curriculum Settings (SPED:GC) 1
EDU 302 Literacy Methods for ElEd 3
EDU 303 Social Studies and Arts Methods for ElEd 2
EDU 304 Mathematics Methods for ElEd 3
EDU 305 Science and Healthful Living Methods for ElEd 2
EDU 310 Introduction to Teaching Students in SPED:G 3
EDU 315 Teaching Learning Strategies in SPED:GC 2
EDU 320 Effective Programming in SPED:GC 2
EDU 351 Classroom Organization and Management in SPED:GC 2
EDU 352 Diagnostic Reading in Special Education 3
EDU 353 Assessment in SPED:GC 2
EDU 450 Instructional Technology 2
EDU 451 Integrated Curriculum 2
EDU 460 Literacy Methods II 2
EDU 461 Mathematics Methods II 2
EDU 490 Student Teaching in SPED:GC 7
EDU 492 Seminar in SPED:GC 1
EDU 491 Student Teaching in ElEd 7
EDU 493 Seminar in ElEd 1

Additional Information
For additional program-related information, refer to the “Teacher Education Handbook” and the “Field Experiences Handbook.” These program publications and applications are available in the Education Division offices located on the second floor of Main and on the Education Division website (www.Peace.edu). For more information, contact Carolann Wade at cwade@peace.edu or 919-508-2292, or Dr. Carolyn Morrison at cbmorrison@peace.edu or 919-508-2294. Our mailing address is Education Division, Peace College, 15 East Peace Street, Raleigh, NC 27604-1194.

EDUCATION COURSES
EDU 200: EARLY EXPERIENCES FOR PROSPECTIVE TEACHERS
Credit: 1 hour; Prerequisite for admission to the Education Program for degree-seeking students (may be waived for licensure-only students)
This course is designed to provide an introduction to a career as a teacher and become acquainted with the innovative blended licensure program in elementary and special education. Candidates spend sixteen hours in a classroom observing instructional practices and environments.
Students will engage in reflective activities that will focus on the conceptual framework of the teacher education program and current trends in the field of education. Candidates meet for ten seminars arranged around specific topics such as standards and traits of effective teaching, diversity, technology, and standard course of study.

EDU 250: Exceptionalities in Education
Credit: 3 hours; Prerequisite: PSY 101
This course is a general introduction to the characteristics of exceptional learners and their education. It focuses on terminology, etiology, characteristics, interventions and programs for students with special needs.
The course focuses on fundamental background knowledge of the field of special education as well as current information on how students with disabilities are served within inclusive schools. The study of exceptional focuses on individual areas of exceptionality for the better understanding of the diversity of individuals. A field observation or internship is a component of this course.
EDU 300: PRACTICUM IN ELEMENTARY EDUCATION  
Credit: 2 hours  
This is the first field experience for students accepted into the Teacher Education Program. Students spend 90 hours in an elementary school and participating in seminar sessions under the direction of a trained partner teacher. Practicum students will be at their school one full day per week. In addition to a weekly schedule, students may attend several school meetings and events before and after school hours. A series of applied projects (e.g., lesson plans, instructional units, etc.) are assigned in EDU courses; students implement these projects at their field site in addition to assisting their partner teacher. For more information, refer to Teacher Education Field Experiences Handbook.

EDU 301: PRACTICUM IN SPECIAL EDUCATION GENERAL CURRICULUM SETTINGS  
Credit: 1 hour  
During this field experience students spend 45 hours in a middle school under the direction of a trained special education partner teacher. Practicum students will be at their partner school either one full day per week. In addition to a weekly schedule, students may attend several school meetings and events before and after school hours. A series of applied projects (e.g., mini-lessons, instructional units, etc.) are assigned in EDU courses; students implement these projects at their field site in addition to assisting their partner teacher. For more information, refer to Teacher Education Field Experiences Handbook.

EDU 302: LITERACY METHODS FOR ELEMENTARY EDUCATION  
Credit: 3 hours  
This course gives an overview of the processes of learning to read, write, listen, and speak. Students study, practice, and demonstrate the elements of a balanced literacy model and become familiar with management strategies for its implementation. An emphasis is placed on assessment-driven instruction. Students complete assignments that apply to their practicum.

EDU 303: SOCIAL STUDIES METHODS FOR ELEMENTARY EDUCATION  
Credit: 2 hours  
This course addresses the major social studies concepts for the elementary learner. A focus is on clustering concepts to create integrated units. Students evaluate a variety of instructional materials for teaching social studies and complete assignments that apply to their practicum.

EDU 304: MATHEMATICS METHODS FOR ELEMENTARY EDUCATION  
Credit: 3 hours  
This is an exploration of the processes of learning mathematics concepts through the eyes of a young learner. Students study, practice, and demonstrate the elements of a comprehensive elementary school mathematics program and become familiar with management strategies for its implementation. An emphasis is placed on assessment-driven instruction. Students complete assignments that apply to their practicum.

EDU 305: SCIENCE AND HEALTHFUL LIVING METHODS FOR ELEMENTARY EDUCATION  
Credit: 2 hours  
This course examines the processes of learning to investigate science, as well as specific science content for the elementary teacher. Students study, practice, and demonstrate scientific inquiry and become familiar with management strategies for its implementation and assessment. Students study the current health and health risks of elementary students and learn ways to integrate the NC Healthful Living curriculum into the instructional day. Students complete assignments that apply to their practicum.

EDU 310: INTRODUCTION TO TEACHING STUDENTS IN SPECIAL EDUCATION GENERAL CURRICULUM SETTINGS  
Credit: 3 hours  
A study of the characteristics and teaching methods for students with mild to moderate learning disabilities, mental retardation, behavioral disorders, attention deficit hyperactivity disorder, and other disabilities served in general curriculum settings. Students will also study the dynamics of family, socio-economic, and cultural factors that interact with the needs of these learners. The course will expand upon knowledge of language arts and mathematics curricula up to eighth
grade and include informal diagnostic techniques and remedial activities in mathematics with an emphasis on the multi-sensory approach. Students complete assignments that apply to their practicum.

**EDU 315: TEACHING LEARNING STRATEGIES IN SPECIAL EDUCATION GENERAL CURRICULUM SETTINGS**
*Credit: 2 hours*
A presentation of research-based learning strategies (primarily from University of Kansas) that match the needs of students in general curriculum settings. Skill areas include reading comprehension; writing; mathematics; study skills (mnemonics, time management, and test-taking); content area learning in social studies and science; social skills; self-determination and advocacy; and effective communications.

**EDU 320: EFFECTIVE PROGRAMMING IN SPECIAL EDUCATION GENERAL CURRICULUM SETTINGS**
*Credit: 2 hours*
This course covers the following areas in working with students with disabilities: 1) an overview of the processes and procedures for providing special education services; 2) current advances in instructional technology and assistive technology; and 3) preparation for IEP development and collaborating with parents, colleagues, paraprofessionals, and related service providers.

**EDU 351: CLASSROOM MANAGEMENT AND ORGANIZATION IN SPECIAL EDUCATION GENERAL CURRICULUM SETTINGS**
*Credit: 2 hours*
Students will gain an understanding of classroom management strategies found to be effective in general curriculum settings for students with disabilities. This includes a theoretical foundation, application activities involving case studies, various forms of behavioral assessment and data collection techniques, and strategies in positive behavioral support, cognitive behavior management, self-management strategies, conflict/stress management, and anger management. Students apply this content to case studies.

**EDU 352: DIAGNOSTIC READING IN SPECIAL EDUCATION GENERAL CURRICULUM SETTINGS**
*Credit: 3 hours*
Students will gain an understanding of the best practices in assessing deficits and teaching methods in reading and writing for students with disabilities K-8. The first half of this course focuses on assessment, the second half, on instructional methods. During student teaching, these practices will be applied to students.

**EDU 353: ASSESSMENT IN SPECIAL EDUCATION GENERAL CURRICULUM SETTINGS**
*Credit: 2 hours*
This course provides an overview of a variety of assessment techniques in order to determine instructional content, instructional procedures, and documentation of student learning and progress in K-12. Students will: 1) conduct individual curriculum-based assessment procedures, interpret results, and draw instructional and management conclusions/recommendations; 2) conduct individual curriculum-based continuous progress monitoring using student products, assessment probes, quizzes, and tests, including state-mandated tests. Assessment methods are applied to case studies of K-12 students with disabilities during this course.

**EDU 450: INSTRUCTIONAL TECHNOLOGY**
*Credit: 2 hours*
This course focuses on integrating effective instructional technology throughout the curriculum. Students will begin to develop a technology portfolio based upon the North Carolina technology standards. In future coursework, the portfolio will be updated and strengthened. Completed portfolios are due upon completion of licensure requirements.

**EDU 451: INTEGRATED CURRICULUM**
*Credit: 2 hours*
This course is designed to enable future teachers to integrate subjects and objectives within subjects meaningfully to provide a balanced curriculum for elementary-age students. Seamless natural integration of the arts with social studies, science, health, mathematics, and literacy will help ensure that valuable class time is equitably given to each subject, making presentation of the curriculum more meaningful and enjoyable to students.
EDU 460: LITERACY METHODS II FOR ELEMENTARY EDUCATION
Credit: 2 hours
This course follows EDU 302 Literacy Methods II in Elementary Education. EDU 460 will prepare students in understanding the needs of a child's social, cultural, linguistic, cognitive, and effective backgrounds as they relate to listening, speaking, reading, and writing. Special emphasis will be on developing language arts lessons that meet the needs of diverse learners. All components of a balanced language arts program will be explored in depth, and concentration will be given to differentiation in instruction.

EDU 461: MATHEMATICS METHODS II FOR ELEMENTARY EDUCATION METHODS
Credit: 2 hours
This course follows EDU 304 Mathematics Methods I for Elementary Education and is designed so that future elementary teachers will successfully present mathematics objectives in problem-based formats using diverse teaching methods. Another key emphasis of EDU 461 is to help teacher education candidates learn effective assessment methods in mathematics and the use of assessment data to drive future instruction.

EDU 490: STUDENT TEACHING IN SPECIAL EDUCATION GENERAL CURRICULUM SETTINGS
Credit: 7 hours
This student teaching experience provides placement in a program for exceptional children at an elementary, middle, or high school, under direction of a clinical teacher and college supervisor. Applied projects from EDU 351, 352, and 353 will be completed. Student teachers are required to attend the assigned classroom for the entire day during the ten-week student teaching experience. They adhere to the public school's schedule, not Peace College's calendar, and are not excused during college breaks. For more information, refer to Teacher Education Field Experiences Handbook.

EDU 491: STUDENT TEACHING IN ELEMENTARY EDUCATION
Credit: 7 hours
This student teaching experience provides placement in an elementary classroom. Both a clinical teacher and a college supervisor will plan the observation and teaching schedule for the student teacher, leading to an assumption of total responsibility for instruction and for other tasks normally performed by the clinical teacher. Student teachers are required to attend the assigned classroom for the entire day during the ten-week student teaching experience. They adhere to the public school's schedule, not Peace College's calendar, and are not excused during college breaks. For more information, refer to Teacher Education Field Experiences Handbook.

EDU 492: SPECIAL EDUCATION PRAXIS PREPARATION SEMINAR
Credit: 1 hour (optional)
Two Saturday sessions on campus provide teacher candidates with strategies for success when taking the Praxis II licensure exams required for licensure to teach Special Education: General Curriculum in North Carolina.

EDU 493: ELEMENTARY EDUCATION PRAXIS PREPARATION SEMINAR
Credit: 1 hour (optional)
Two Saturday sessions on campus provide teacher candidates with strategies for success when taking the Praxis II licensure exams required for licensure to teach Elementary Education in North Carolina.
FACULTY

Corinne Andersen (2004) Assistant Professor of English – B.A. with high distinction, Indiana University at Bloomington; M.A., Ph.D. University of Illinois at Urbana-Champaign

Sally B. Buckner (1970) Professor Emerita of English – A.B. magna cum laude, University of North Carolina at Greensboro; M.A., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill

Charles Duncan (1998) Professor of English – B.A., M.A., University of South Florida; Ph.D., Florida State University

Carol B. Hiscoe (1992) Associate Professor of English – B.A., M.A., North Carolina State University; Ph.D., Duke University

Wade Newhouse (2006) Assistant Professor of English – B.A., University of North Carolina at Chapel Hill; M.A., North Carolina State University; Ph.D., Boston University


ENGLISH MAJOR

Liberal Education Curriculum 50 hours
For a full description see Peace Passport section of this catalog

English Major 36 hours
General Electives 39 hours
Total Hours for the B.A. in English 125 hours
## ENGLISH MAJOR CORE COURSES

### 200 level courses:
- English 220 World Literature Before 1700: 3 hours
- English 212 British Literature After 1700: 3 hours
- English 216 American Literature After 1700: 3 hours

### Additional hours required in English at the 200-300 level: 21
(15 of the 21 hours must be completed at the 300 level)

### Other Required English Courses:
- English 470 Senior: seminar/capstone class: 3 hours
- Eng. 490/491 Pre-Professional Experience: 3 hours

**TOTAL HOURS: 36**

## ENGLISH MINOR

### 18 HOURS

**Required courses:**
- At least 18 hours of ENG courses in the following configuration:
  - 200 level courses: 6-9 hours
  - 300 and 400 level courses: 9-12 hours

## WRITING MINOR FOR ENGLISH MAJORS

### 18 HOURS

(English 112 and 312 fulfill Essential Writing Skills Requirement)

**Choose from combined ENG/COM classes:**
- ENG 205 Introduction to Creative Writing: 3 hours
- ENG/COM 210 Business Communication: 3 hours
- COM 235 Writing for the Media I: 3 hours
- COM 260 Desktop Publishing: 3 hours
- ENG 305 Creative Writing: 3 hours
- ENG/COM 309 Article and Essay Writing: 3 hours
- COM 335 Writing for the Media II: 3 hours
- ENG/COM 341 Professional Writing: 3 hours

## ENGLISH COURSES

### ENG 100: FUNDAMENTALS OF WRITING

*Three hours each week; Credit: 3 hours*

A course designed to prepare the student for college-level composition through intensive practice in writing, editing and revising sentences and paragraphs. Students are placed in this course based on SAT/ACT scores and previous grades in English. Satisfactory completion of the course is required before entry into English 112. Successful completion of English 112 is a prerequisite for all English courses above the 100 level.

### ENG 104: ENGLISH PRACTICUM

*Credit: 1 hour; Students may repeat this course for additional credit*

Students enrolled in literature classes may earn an additional credit for a field practicum to explore the literary sites of a major metropolis such as Washington, New York or Boston. Pre-assigned readings will be discussed in one session before leaving, in several sessions during the trip, and in one session upon returning. Students will keep a log of the trip or write a paper.

### ENG 108: FULL FRAME DOCUMENTARY FILM FESTIVAL

*Credit: 1 hour; Students may repeat this course for additional credit*

Students go to four days of film showings at the annual Full Frame Documentary Film Festival.

### ENG 112: COMPOSITION

*Three hours each week; Credit: 3 hours*

A one-semester course in writing that emphasizes organization and effective expression of ideas, expository and argumentative modes of essay writing, conventions of standard written English, analytical and interpretive reading skills, and use of evidence from written literature of various kinds. A specific research project is assigned.

### ENG 147: LITERARY MAGAZINE PUBLICATION

*Credit: 1 hour/year; Students may repeat this course for additional credit*

A course in which student editor(s) and students design and produce the Prism. Responsibilities include organization of staff, establishment of procedures and standards, solicitation of student contributions of prose, poetry, and artwork, and work with layout and desktop publishing.
ENG 205: INTRODUCTION TO CREATIVE WRITING
Three hours each week; Credit: 3 hours; Prerequisite: permission of the instructor. A writing workshop emphasizing poetry and short fiction. Parallel reading includes contemporary works and current periodicals. Student writing will be analyzed in class and in individual conferences. A portfolio of creative work is required.

ENG/COM 210: BUSINESS COMMUNICATION
Three hours each week; Credit: 3 hours; Prerequisite: COM 101
This course is designed to help students develop written and oral communication skills needed for a business environment. Topics include understanding your audience, understanding communication style, writing strategies, resume writing, selection interviewing, report writing, and oral presentation.

ENG 211: BRITISH LITERATURE BEFORE 1800
Three hours each week; Credit: 3 hours; Prerequisite: ENG 112
An introduction to major works of British literature from its beginnings through the eighteenth century, including such figures as Chaucer, Spenser, Shakespeare, Milton, Pope, and Swift.

ENG 212: BRITISH LITERATURE AFTER 1700
Three hours each week; Credit: 3 hours; Prerequisite: ENG 112.
An examination of British literature from 1700 until the present, focusing on theme and ideology within literary, historical and cultural contexts. The course treats various genres, with emphasis on poetry and fiction.

ENG 214: STUDIES IN FICTION
Three hours each week; Credit: 3 hours; Prerequisite: ENG 112
An introduction to novels and short fiction by representative English, American, and continental authors, illustrating the evolution of fiction as a genre. The formal elements of fiction are examined in historical contexts.

ENG 216: AMERICAN LITERATURE AFTER 1700
Three hours each week; Credit: 3 hours; Prerequisite: ENG 112.
An introduction to the works and authors of American literature from 1700 to the present. The course examines works within their historical, cultural, and literary contexts.

ENG 220: WORLD LITERATURE BEFORE 1700
Three hours each week; Credit: 3 hours; Prerequisite: ENG 112; This is a CCE course
This course provides an introduction to world literature from its ancient beginnings through 1700 C.E. An emphasis will be placed on genre or literary style, as well as the beliefs and practices of the cultures that produced these important literary works. Several overarching themes, such as the journey, cross-cultural encounters, and the definition of love, are explored in an attempt to discover more about ourselves and the human condition.

ENG 221: WORLD LITERATURE AFTER 1700
Three hours each week; Credit: 3 hours; Prerequisite: ENG 112; This is a CCE course
This course provides an introduction to literature from 1700 forward. An emphasis will be placed on genre or literary style, as well as the beliefs and practices of the cultures that produced these important literary works. Several overarching themes, such as colonialism, women's rights, and the meeting of East and West, are explored in an attempt to discover more about ourselves and the human condition.

ENG 295: SPECIAL TOPICS IN ENGLISH
Credit: 1-4 hours
A course in which content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

ENG 305: CREATIVE WRITING
Three hours each week; Credit: 3 hours; Prerequisite: ENG 205; Offered on demand
Extensive practice in writing fiction and/or poetry, building on the information and practice obtained in Introduction to Creative Writing. Reading literature and critiquing one another’s work in workshop settings are essential elements of the course. Students will prepare a portfolio of creative work in either fiction or poetry.

ENG/COM 309: ARTICLE AND ESSAY WRITING
Three hours each week; Credit: 3 hours. This course has been approved for advanced writing credit.
Study of and practice in writing non-fiction: profiles, essays, opinion pieces, investigative reports, interviews and/or personal narratives. Students will use rhetorical strategies and principles appropriate to subject matter, purposes, audience and language.
ENG 310/THE 310: THE MODERN THEATRE
Three hours each week; Credit: 3 hours
The Modern Theatre acquaints the students with the diverse state of the theatrical enterprise in the Western world since World War II. The course surveys dramatic literature, theory, history, and practice from the United Kingdom and the United States beginning with the landmark production of John Osborne’s Look Back in Anger at the Royal Court Theatre in London, England, and moves right up to the present day.

ENG 312: ADVANCED COMPOSITION
Three hours each week; Credit: 3 hours; Prerequisite: ENG 112.
This course has been approved for advanced writing credit.
An upper-level writing course designed to focus on style and complexity of development. The theme or topic of the course may vary, but the emphasis will be on the development of mature writing styles. The course will offer practice in writing non-fiction: profiles, essays, opinion pieces, investigative reports, interviews, and/or personal narratives. Students will use rhetorical strategies, principles, and standards of proof appropriate to subject matter, audience, and language.

ENG 322: SHAKESPEARE #
Three hours each week; Credit: 3 hours; Prerequisite: a 200-level literature course
A study of nine Shakespeare plays, including at least one from each of the main genres–history, comedy, tragedy and romance.

ENG 327: THE SEVENTEENTH CENTURY
Three hours each week; Credit: 3 hours; Prerequisite: a 200-level literature course
A study of selected British writers of the seventeenth century in the context of ideological, cultural, religious, and social influences, as well as literary developments.

ENG 336: THE BRITISH NOVEL IN THE NINETEENTH CENTURY
Three hours each week; Credit: 3 hours; Prerequisite: a 200-level literature course
A study of the nineteenth-century British novel, including six to seven works from such authors as Austen, Shelley, the Brontes, Dickens, Collins, Thackeray, Gaskell, Eliot, Trollope, Hardy, and Wilde.

ENG 338: TWENTIETH-CENTURY FICTION
Three hours each week; Credit: 3 hours; Prerequisite: a 200-level literature course
A study of significant fiction (short stories and/or novels) primarily focused on British and American authors, with additional world authors. Depending on the instructor, the course may be organized thematically and/or geographically.

ENG/COM 341: PROFESSIONAL WRITING #
Three hours each week; Credit: 3 hours. This course has been approved for advanced writing credit.
Study of written communication in industrial and technological organizations, emphasizing specialized documents, technical editing, and publication management. Intensive practice in preparing documents according to appropriate principles of writing and design.

ENG 352: AFRICAN-AMERICAN LITERATURE
Three hours each week; Credit: 3 hours; Prerequisite: a 200-level literature course
A study of African-American writers from the beginnings to the present and their relationship to American culture and history, including figures such as Wheatley, Douglass, Chesnutt, Dunbar, DuBois, Hughes, Hurston, Wright, Baldwin, Morrison, and Walker.

ENG 354: SOUTHERN AMERICAN LITERATURE
Three hours each week; Credit: 3 hours; Prerequisite: a 200-level literature course
A study of major Southern writers, emphasizing those of the 1920s Renascence, and contemporary writers.

ENG 356: THE AMERICAN NOVEL #
Three hours each week; Credit: 3 hours; Prerequisite: a 200-level literature course
A study of the American novel, including eight to nine works by authors such as Hawthorne, Melville, Crane, Twain, James, Cather, Wharton, Fitzgerald, Hemingway, Faulkner, and Nabokov.

ENG 358: TWENTIETH-CENTURY POETRY
A course that examines important movements in twentieth-century poetry and their late nineteenth-century influences. Emphasis will be placed on French symbolism, Latin American modernismo and...
ENGLISH Division of Humanities

vanguardism, and various trends in North American poetry. The basic objectives for this course will be to understand the literary, cultural and historical contexts of important poems and discover new techniques for reading, responding to and writing about poetry.

ENG 372: ADVANCED GRAMMAR
Three hours each week; Credit: 3 hours
An in-depth study of grammar, with attention given to etymology.

ENG 374: THE IMAGE OF WOMEN
Three hours each week; Credit: 3 hours; Prerequisite: ENG 112
This course examines the expression of women’s experiences and perspectives in various forms: poetry, the short story, the essay, the manifesto, autobiography, and the visual arts, with a focus on literature. Topics covered include the search for identity, gynocentrism, first, second, third wave, and third world feminism.

ENG 375: LITERARY THEORY
Three hours each week; Credit: 3 hours; Prerequisite: one or more 200-level literature courses
A survey of major developments in literary and critical theories. Allowing for some attention to historical perspectives, the course primarily focuses on twentieth and twenty-first century theories.

ENG 377/THE 377: DRAMATIC THEORY AND CRITICISM
Three hours each week; Credit: 3 hours
Students investigate the ways cultural, societal, and political dynamics have informed and continue to inform dramatic theory, criticism, and practice. Students acquire a theoretical vocabulary and become conversant in the most prevalent and influential ideas of dramatic theory and forms.

ENG 378: CHILDREN’S LITERATURE
Three hours each week; Credit: 3 hours elective credit; Prerequisite: a 200-level literature course or permission of the instructor
An introduction to literature written for children, focusing on the British-American tradition that evolved from Alice in Wonderland and including additional works chosen from world literature.

ENG 379: WOMEN’S AUTOBIOGRAPHIES
Three hours each week; Credit: 3 hours; Prerequisite: English 200-level course
A course that examines excerpts from memoirs and autobiographies by women, as well as three or more complete autobiographies, noting the significance of historical, political, social, and cultural influences on the ways in which women perceive and write about their lives.

DR. CHARLES DUNCAN AUTHOR OF TWO BOOKS ABOUT AFRICAN-AMERICAN AUTHOR CHARLES W. CHESNUTT.
ENG 382: CRITICAL APPROACHES TO FILM  
(Replacing ENG 282: Introduction to Film)  
An introduction to the basic vocabulary of film studies as well as various models of film theory, including, but not limited to: deconstruction, psychoanalysis, and feminism. The primary emphasis is on feature length, narrative fiction films, but attention is also paid to documentaries and experimental films. Questions about the cinematic representation of class, race, and gender are explored. The course content may vary from term-to-term by focusing on a particular theme or issue.

ENG 390/391: A LITERARY TOUR OF THE BRITISH ISLES  
Credit: 2-3 hours; Prerequisite: one or more 200-level English course, preferably British Literature  
This twenty-three-day trip allows students to experience first-hand the settings, inspirations, and culture of British literature.

ENG/COM 392: FOR AND ABOUT WOMEN: STUDIES IN THE BRITISH ISLES  
Credit: 3 hours; summer offering  
This three-week travel course to Britain, Wales, and Scotland uses women’s studies as a focus for studying British leaders, history, and culture. The course emphasizes experiential learning through the use of interactive journal writing, readings with group discussion, and independent study geared toward each student’s interest.

ENG 395: LITERARY TEXTS AND CONTEXTS  
Three hours each week; Credit: 3 hours, Prerequisite: ENG 112; English 200-level course [Students may repeat this course with different themes]  
The course will encourage intellectual development in students by focusing on a theme or issue chosen for its cross-textual interest and its likely appeal and importance to the Peace student. (For example: “The Making and Breaking of Bad Marriages,” “The History of the Breast,” “Domination and the Persuasive Voice,” “Limitation, Denial and the Escalation of Anger,” etc.) Class members will study a variety of texts regarding the thematic focus and will also examine social, cultural, political, scientific, or philosophical contexts as appropriate. Substantial, significant participation in group or class discussions will move students beyond mere fact-finding and indiscriminate acceptance of all attitudes as equally valid. Students will be encouraged instead to value informed self-reflection, evaluation, and critique.

ENG 470: SENIOR SEMINAR  
Credit: 3 hours; Prerequisites: a “C” or better in coursework in the major, senior status  
Students will read and respond to a selected list of literary works focused on a particular theme, genre, or author, in scheduled class meetings for the first half of the semester. During the second half of the semester, class meetings may alternate with conferences. In class, students will give focused responses to the reading assignments, demonstrate competency in various forms of composition, complete a working bibliography, and write a comprehensive essay on a subject derived from the readings. At term’s end, students will deliver to the English faculty substantive oral presentations based on their critical research.

ENG 490/491: ENGLISH INTERNSHIP I and II  
Credit: 1 to 6 hours; Prerequisite: junior or senior status  
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than 6 semester hours toward the baccalaureate degree can consist of internship/cooperative education credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

ENG 492/493/494: DIRECTED STUDY  
Credit: 2-4 hours; Prerequisite: junior or senior status  
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and a faculty member(s), and resulting in a paper, report, or critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair, and the Registrar prior to registration. No more than 6 semester hours toward the baccalaureate degree can consist of independent study credit.

ENG 495: SPECIAL TOPICS IN ENGLISH  
Credit: 1-4 hours  
A course whose content may vary from term-to-term according to the needs of the academic department, student demand, or the interests of the faculty member.
FACULTY

Chuck Johnson (2007) Lecturer in French – B.A., Ph.D., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro

Emilie Patton de Luca (1974) Professor Emerita of French – A.B., M.A.T., Ph.D., University of North Carolina at Chapel Hill; Further study, Sorbonne, Ecole du Louvre, Institute Britannique, Paris, France; Universita Italiana per Stranieri, Perugia, Italy

FRENCH MINOR

18 HOURS

Required courses:
At least 18 hours of FRE courses above FRE 101-102.

The course of study for French minors must be planned with the approval of the lead faculty member in the French program. Students must maintain a “C” average or better in all minor courses.

The Southeast is more and more the region of choice for European companies seeking to locate plants and research facilities in the United States and for tourism from Europe and French-speaking Canada. A minor in French enhances a person’s ability to take advantage of job opportunities in business, communication, tourism, and many other areas.
Students are placed in French according to the results of a placement test and in consultation with the foreign language faculty. Students who place in the French 211 course (first semester intermediate level) fulfill the general college foreign language requirement by completing this course with a C or better. Students placing in French 212 fulfill the requirement at this level and may receive 3 hours of credit for 211, if a C or better is earned in French 212. Students placing beyond 212 may receive credit for both 211 and 212 by earning a C or better in an advanced course. Many resources are offered to help students achieve proficiency in French. French courses, with the exception of FRE 330 French Literature in Translation, are taught in the target language.

A modern language lab, the Greg and Mary Ann Poole Global Learning Center, offers multiple resources for language practice and makes available movies, music, and satellite broadcasts, in addition to computers which feature CD-ROM, and Internet access. Students are able to work with material in both digital and analog formats and can easily move back and forth between the two. The Global Learning Center provides a variety of venues for learning and allows direct instructor communication with each console.

French, international study, and travel abroad programs are also available.

In exceptional cases, students may register for a French course higher or lower than the level into which they placed on the language placement exam, but only with the written approval of a French faculty member at Peace. Such placement may require a re-taking of the appropriate foreign language placement test.

FRE 101/102: BEGINNING FRENCH I and II
Three hours each week; Credit: 3 hours
A beginning course for college students: conversation, grammar, reading and introduction to aspects of French culture.

FRE 211 INTERMEDIATE FRENCH I
Three hours each week; Credit: 3 hours
A review of French grammar in a communicative context and further development of listening, speaking, and writing skills. Reading and an introduction to French literature and the cultures of the Francophone world.

FRE 212: INTERMEDIATE FRENCH II
Three hours each week; Credit: 3 hours
A review of French grammar in a communicative context and further development of listening, speaking, and writing skills. Reading and an introduction to French literature and the cultures of the Francophone world.

FRE 295: SPECIAL TOPICS IN FRENCH
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

FRE 490/491: FRENCH INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

FRE 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the division chair, and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.
John L. Crossno (1969) Associate Professor of History – B.A., Duke University; M.A., University of North Carolina at Chapel Hill; Further study, Duke University, University of North Carolina at Chapel Hill, North Carolina State Archives Institute for Advanced Researchers

Valerie Gordon Hall (1989) Professor of History, Coordinator of History Program, Chair of Division of Humanities – B.A., M.A., Aberdeen University; M.A., University of North Carolina at Chapel Hill; Ph.D., University of London


In majoring in History, you will find that you are deepening your understanding of the past and also acquiring the means to better understand the problems of today’s world. You will find yourself doing research, very often with original documents (‘primary sources’), so you will also develop your abilities in research, analysis, and writing. No matter what career you later pursue, these skills will be invaluable.

**HISTORY MAJOR**

| Liberal Education curriculum | 50 hours |
| History Major | 33 hours |
| General Electives | 42 hours |
| Total Hours for the B.A. in History | 125 hours |
### HISTORY MAJOR COURSES CORE COURSES

**15 HOURS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101 Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 102 Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 201 US History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 202 US History II</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Peace's Liberal Education guidelines require one of these courses; those 3 hours are not counted here in the 'Core Courses'.

History 300 The Historian’s Science and Art 3
History 470 Senior Research Seminar 3

### ELECTIVE COURSES (42 HOURS)

History majors are encouraged to use their elective hours to either create a minor or to take additional courses in history or allied disciplines.

**Concentration 18 hours**

The History major requires a concentration. Of the 18 hours in the concentration, 6 must be in courses in disciplines allied to the discipline of history, as approved by the history faculty. A minimum of 15 hours must be taken at the 300-level or higher.

### 1. MODERN POLITICAL HISTORY CONCENTRATION

**Select four courses from:** 12

<table>
<thead>
<tr>
<th>Course</th>
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<td>HIS 319 Europe in the 20th Century</td>
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<td>HIS 321 Britain in the 19th &amp; 20th Centuries</td>
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<td>HIS 324 Germany since 1871</td>
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<td>HIS 329 Russia/Soviet Union in the 20th Century</td>
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<td>HIS 341 The Founding Generation of the Republic*</td>
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<td>HIS 343 The Civil War*</td>
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<td>HIS 344 USA from Civil War to World War I*</td>
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<td>HIS 346 USA since 1945*</td>
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<td>HIS 377 The Vietnam War</td>
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<td>HIS 399 World since 1945</td>
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and/or, with advisor's approval, other upper-level courses in Modern Europe, either at NCSU or Meredith through the CRC program, or at other colleges and universities.

### 2. MODERN EUROPEAN STUDIES CONCENTRATION

**Select four courses from:** 12

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<th>Course</th>
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<tr>
<td>HIS 315 Europe in the Renaissance and Reformation</td>
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<td>HIS 319: 20th-Century Europe</td>
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<td>HIS 321 Britain in the 19th &amp; 20th Centuries</td>
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<td>HIS 329 Russia/Soviet Union in the 20th Century</td>
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<tr>
<td>HIS 331 Women in the Western World Since 1700</td>
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<tr>
<td>HIS 399 World since 1945</td>
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and/or, with advisor's approval, other upper-level courses in Modern Europe, either at NCSU or Meredith through the CRC program, or at other colleges and universities.

### Select two courses from: 6

(check for prerequisites)

- ANT 315 Globalization, People and Culture
- PSC 301 American Foreign Policy
- PSC 302 Comparative Political Systems
- PSC 370 American Constitutional Law

### Notes

*Courses taken to fulfill Liberal Education requirements may not be used to satisfy concentration requirements.
3. SOCIAL AND CULTURAL HISTORY CONCENTRATION
Select four courses from: 12
HIS 301 Ancient Egyptian Civilization
HIS 315 Europe in the Renaissance & Reformation
HIS 331 Women in the Western World
HIS 332 Marriage & Family in the Western World
HIS 351 North Carolina History
HIS 353 My American Family I*
HIS/ANT 365 From the Olmecs to the Aztecs
HIS 399 World since 1945
and/or, with advisor’s approval, other upper-level courses in Social/History, either at NCSU or Meredith through the CRC program, or at other colleges and universities.
*This course is projected.

Select two courses from: 6
ANT 214 Cultural Anthropology*
ANT 218 Introduction to Archaeology
ANT/LAS/SPA 260+360 Travel-Study in Mexico
ANT 368 American Ethnic Relations
ADE 170* & 180* Art History Survey I & II
ADE 260 Twentieth Century Art
ADE 370 Art & Culture
ADE 380 Women in the Visual Arts
ENG 211* & 212* British Literature I & II
ENG 215* & 216* American Literature
ENG 220* & 221* World Literature
ENG 352 African American Literature
ENG 374 Image of Women in Fiction
REL 325 Religion in America:
SPA 214 Introduction to Spanish and Spanish American Literature
SPA 302 & 306 Spanish Culture & Civilization
SPA 305 Hispanic Literature in the U.S.
SPA 312 Literature of Spain
THE 204 International Theatre Practicum*.

*Courses taken to fulfill Liberal Education requirements may not be used to satisfy concentration requirements.

4. UNITED STATES STUDIES CONCENTRATION
Select four courses from: 12
HIS 331 Women in the Western World
HIS/PSC 341 The Founding Generation of the Republic*
HIS 343 The Civil War*
HIS 344 USA from Civil War to World War I*
HIS 346 USA Since 1945*
HIS 348 The South since 1865
HIS 351 North Carolina History
HIS 353 My American Family I*
HIS 377 The Vietnam War
and/or, with advisor’s approval, other upper-level courses in American History, either at NCSU or Meredith through the CRC program, or at other colleges and universities.
*Courses in italics are projected.

Select two courses from: 6
ANT 368 American Ethnic Relations
ADE 260 20th Century Art
ENG 215* & 216* American Literature
ENG 352 African-American Literature
ENG 354 Southern American Literature
ENG 356 The American Novel
PSC 301 American Foreign Policy
PSC 370 American Constitutional Law
SPA 305 Hispanic Literature in the U.S.

*Courses taken to fulfill Liberal Education requirements may not be used to satisfy concentration requirements

5. INDIVIDUALIZED CONCENTRATION 18
Given the prior approval of the History faculty, the student majoring in History may pursue a concentration around a unifying theme of her own design. As with all History concentrations, no more than 6 semester hours may be drawn from disciplines allied to History.
HISTORY MINOR
18 HOURS

A maximum of 9 semester hours of History below the 300 level. One of these courses must be Western Civilization. A minimum of 9 semester hours of History must be taken at the 300 or 400 level. Of the 18 semester hours, 12 must be taken at Peace College. Students who have received advanced placement credit in History should carefully note this requirement.

HISTORY COURSES

HIS 101: HISTORY OF WESTERN CIVILIZATION I
Three hours each week; Credit: 3 hours
A knowledge of the history of Western civilization is essential to understanding our culture. In this course, you will examine the political, economic, religious, and social history of Europe from its roots in the ancient civilizations of the Near East until the 1600s c.e. You will also gain valuable research and writing skills through the preparation of a research paper and through essay examinations.

HIS 102: HISTORY OF WESTERN CIVILIZATION II
Three hours each week; Credit: 3 hours
This is the follow-up course to the History of Western Civilization I. In this course, you will examine the political, economic, religious, and social history of Europe from the 1600s to the present. You will also gain valuable research and writing skills through the preparation of a research paper and through essay examinations.

HIS 201/202: HISTORY OF THE UNITED STATES
Three hours each week; Credit: 3 hours
Affords students an opportunity to gain an understanding of the history of the United States essential for American citizenship. The course endeavors to recount and explain the development of American democracy. It examines ideas, institutions and processes that affected the achievements of the American people. It focuses on decisions that reflected national goals and directed national purposes; on people who made these decisions; and on problems in foreign policy, growth of capitalism, political practices, social behavior and conflicting ideals.

HIS 295: SPECIAL TOPICS IN HISTORY
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

HIS 300: THE HISTORIAN'S SCIENCE AND ART
Three hours each week; Credit: 3 hours; Prerequisite: 6 semester hours survey-level HIS courses and acceptance in the HIS major; Offered every year
Required of all history majors, this course should be taken in the junior year. The course trains you in the methods of historical research and writing: finding, analyzing and using both primary sources (“eye-witness” documents) and secondary sources (the “expert testimony” of historical literature), and presenting the results of research in both narrative and analytical writing. The course also surveys historiography—the history of the writing of history.

HIS 301: ANCIENT EGYPTIAN CIVILIZATION
Three hours each week; Credit: 3 hours; Prerequisite: HIS 101-102, the equivalent, or permission of the instructor; Offered alternate years
This course examines the civilization of ancient Egypt from its prehistoric origins and into the period in which Egypt was a province of the Roman Empire. The course deliberately uses the word “civilization” in its broadest sense in that it treats ancient Egyptian politics, religion, society, intellectual life and arts as an integrated whole.

HIS 319: EUROPE IN THE TWENTIETH CENTURY #
Three hours each week; Credit: 3 hours; Prerequisite: HIS 101-102, the equivalent, or permission of the instructor; Offered alternate years
This course traces the history of Europe through what was perhaps the bloodiest century in the history of Western civilization, from the turn of the 20th century to the present. Political developments—political theory and practice, diplomacy, wars and conflicts—provide the framework for surveying social and cultural trends as well.
HIS 321: BRITAIN IN THE NINETEENTH AND TWENTIETH CENTURIES #
Three hours each week; Credit: 3 hours; Prerequisite: HIS 102 or permission of the instructor; Offered spring semester
The history of Britain is particularly relevant to students in the United States because of the many political and cultural links between the two nations. In this course, you will examine the politics, economics, and culture of Britain in the nineteenth century when she was at the height of her power, and in the twentieth century when she lost much of her earlier predominance. You will also gain valuable practice in research and writing through the preparation of a 15 page paper.

HIS 324: GERMANY SINCE 1871 #
Three hours each week; Credit: 3 hours; Prerequisite: HIS 101-102, the equivalent, or permission of the instructor; Offered alternate years
This course traces the history of Germany and the role it has played in European and global developments since Germany's unification in 1871. Although the course focuses on the political history of Germany, it gives some attention also to Germany's economic and social history and its traditions in intellectual life and fine arts.

HIS 329: RUSSIA/THE SOVIET UNION IN THE TWENTIETH CENTURY #
Three hours each week; Credit: 3 hours; Prerequisite: HIS 101-102, the equivalent, or permission of the instructor; Offered alternate years
This course explores the history of Russia/the Soviet Union and the role it has played in European, Asian and global developments in the 20th century. Although the course focuses primarily upon Russian/Soviet political theory and practice, the nature of Soviet communism impels an interweaving of economic, social, ethnographic, intellectual and artistic developments.

HIS 331: WOMEN IN THE WESTERN WORLD: 1700 TO THE PRESENT
Three hours each week; Credit: 3 hours; Prerequisite: HIS 101-102, the equivalent, or permission of the instructor; Offered fall semester, odd years
Until about 30 years ago, the history of women was largely ignored by professional historians. In this course, you will redress this situation by studying women's lives over the period 1700 to the present. You will see how, largely through their own efforts, women have risen from powerlessness and inequality to achieve a position that at least approaches political, economic, and social equality with men. You will also learn valuable research and writing skills through the preparation of a 15-page paper.

HIS 332: MARRIAGE & FAMILY IN THE WESTERN EXPERIENCE, ANCIENT TO EARLY MODERN #
Three hours each week; Credit: 3 hours; Prerequisite: HIS 101 or 102, their equivalent, or permission of the instructor; Offered alternate years
In this course, you will test the premise that “the family is the basis of all civilization,” by tracing the patterns of marriage, family, love, and sexuality that existed from the ancient cultures of the Mediterranean and Western Europe, through Western Europe’s Medieval, Renaissance, and Reformation eras.

HIS 348: THE HISTORY OF THE SOUTH SINCE 1865
Three hours each week; Credit: 3 hours; Prerequisite: 3 semester hours survey-level HIS (HIS 202 is preferred); Offered alternate years
This course examines the factors that have made the South a distinctive part of the United States, from the end of the Civil War to the present. In doing so, the course treats geographic, socio-economic, ethnic, political, and cultural developments in the region.

HIS 351: NORTH CAROLINA HISTORY
Three hours each week; Credit: 3 hours; Prerequisite: 3 semester hours survey-level HIS (HIS 201 or 202 are preferred); Offered alternate years
This course traces the history of North Carolina from its colonial beginnings to the present. The course treats the political, social, economic, ethnic, and religious evolution of the state and its people.

HIS/ANT 365: FROM THE OLMECS TO THE AZTECS: ANCIENT CULTURES OF MEXICO AND CENTRAL AMERICA
Three hours each week; Credit: 3 hours; Offered alternate academic years
Based on archaeological and ethnohistorical sources, this course is an overview of societal evolution in the Mesoamerican culture area, focusing on such cultures as the Olmec, Teotihuacano, Zapotec, Mixtec, Toltec,
Maya and Aztec. Special attention will be paid to mechanisms involved in the rise and fall of these cultures, including acculturation, diffusion, syncretism and cultural ecology. In addition, students will examine the lives of some contemporary descendants of these ancient cultures (modern Maya, etc.).

HIS 377: THE VIETNAM WAR
Three hours each week; Credit: 3 hrs; Offered alternate academic years
The ‘Vietnam War’ of the 1960’s and 1970’s affected the history of more than one country. In this course, you will trace the origins of the Vietnam War, the events of the war itself (including the policy decisions that shaped those events), and the effects of the war both on Vietnamese society and also on American society.

HIS 399: THE WORLD SINCE 1945 #
Three hours each week; Credit: 3 hours; Prerequisite: HIS 101-102, the equivalent, or permission of the instructor; Offered fall semester, even years; This is a CCE course
It is increasingly important in this era of globalization for people to understand the circumstances of nations world-wide. In this course, you will examine the development of countries in all parts of the globe in the period stretching from 1945 to the present. You will study the relationships between the different cultures, the changing power structures in the world, and the problems of development, particularly in the non-western world. You will thus understand the roots of many of the problems facing the world today. You will also learn valuable research and writing skills through the preparation of a 15-page paper.

HIS 470: SENIOR SEMINAR
Three hours each week; Credit: 3 hours; Prerequisite: HIS 300
This course is limited to history majors in their senior year. It is a follow-on course from HIS 300, the methods class, which students take in their junior year. In HIS 470, students will conduct research in both archival and secondary materials and will, on the basis of their research, write a 25-page paper. The course is designed to teach students research methods in the discipline of history and to improve their writing and analytical skills.

HIS 490/491: HISTORY INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

HIS 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved the advisor, the division chair and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

HIS 495: SPECIAL TOPICS IN HISTORY
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

# Writing Intensive Course
FACULTY

Kathy Corley ’02 (2002) Instructor in Business Administration and Human Resources – B.A., Peace College, summa cum laude; M.B.A., with honors, Meredith College; Senior Professional in Human Resources (SPHR) certification, Human Resources Certification Institute

Heather A. Lee (1998) Associate Professor of Human Resources, Coordinator of Human Resources Program – B.S., Florida State University; M.S., Ph.D., North Carolina State University; Senior Professional in Human Resources (SPHR) certification, Human Resources Certification Institute


Kathleen Sack (2006) Instructor in Human Resources – B.S., Radford University; M.A., Marymount University

HUMAN RESOURCES MAJOR

Liberal Education Curriculum 50 hours

For a full description see Peace Passport section of this catalog

Human Resources Major Courses *35 hours

General Electives 37 hours

Total Hours for the B.A. in Human Resources 125 hours

As a human resource management (HRM) major, in addition to courses in human resources, you will also have classes in psychology, communication, business, leadership, and other academic disciplines. The options in the field of HR are so varied that there is something for the student with interests in marketing, management, training, or quantitative skills. Site visits, internships, mentoring with HR professionals, attendance at conferences, and scholarships dedicated for HR majors move you beyond classroom learning and better prepare you for work in the many areas of HRM.
HUMAN RESOURCES CORE COURSES
HRE 200 HR Management 3
PSY 300 Research Methods & Lab 4
HRE 300 Employee Selection & Lab 4
HRE 341 Foundations of Training and Development 3
HRE 334 Employment Law 1
HRE 400 Performance Management & Client Lab 4
HRE 420 Compensation & Benefits & Project Lab 4
HRE 480 Senior Seminar 3

Human Resources Electives (Choose 9 hours*)
BUS/HRE 100 Introduction to Business and Work 3
HRE/COM 212 Interpersonal Communication 3
HRE/LEA 301-302 Groups 4
HRE 321 Affirmative Action 1
HRE/COM 332 Organizational Communication 3
HRE/LEA 344 Emotional IQ 1
HRE 335 Employee Relations 1
HRE 350 HR and Technology 3
HRE 380 Organizational Development 3
HRE/PSY 399 International Perspectives on Work 3
HRE 440 HR Applications 3

HUMAN RESOURCES CONCENTRATIONS
HR concentrations give the student extra preparation in a given area of HR in which new graduates commonly work. **Note: Students majoring in HR are required to complete either a concentration (below), a minor in another field, or a major in another discipline. Students choosing to minor or major in another discipline must choose 9 hours from the HR electives above. Students who choose an HR concentration must choose 15 hours from the concentrations listed below. HR courses taken to complete the concentration may also count toward the completion of the major.

HR GENERALIST CONCENTRATION (15 HOURS)
Generalists are those who work across all areas of HR in small departments or in entry-level jobs in large departments

Select a minimum of 15 hours from the following:
BUS/HRE 100 Introduction to Business and Work 3
HRE/COM 212 Interpersonal Communication 3
HRE/COM 332 Organizational Communication 3
HRE 350 HR and Technology 3
HRE 380 Organizational Development 3
HRE 440 HR Applications
LEA 312 Leadership in Organizations 3
LEA/BUS 316 Ethics and Leadership 3
PSY 315, 330, or 362 (choose 1) Lifespan, Social, Attitudes 3
BUS 200, 215, or 221 (choose 1) Management, Marketing, Accounting 3
SPA 316 Spanish for Business 3

EMPLOYEE RELATIONS CONCENTRATION (15 HOURS)
Employee Relations Specialists focus on performance, interpersonal, and legal issues.

Select a minimum of 15 hours from the following:
BUS/HRE 100 Introduction to Business and Work 3
HRE 212 Interpersonal Communication 3
HRE 321 Affirmative Action 1
HRE 335 Employee Relations 1
HRE/LEA 344 Emotional IQ 1
HRE/LEA 301-302 Groups 4
LEA/BUS 316 Ethics and Leadership 3
COM 370, 415, or 445 (choose 1) Persuasion, Gender, Conflict 3
PSY 330, 352, 362 (choose 1) Social, Counseling, Attitudes 3
SOC/ANT 368 American Ethnic Relations 3

Students who double-major must complete an internship in Human Resources unless their internship in the other discipline clearly includes industrial/organizational psychology-related elements (e.g., research, data collection, systems design, etc.) or relevant business-related elements (e.g., management, payroll, insurance, pension, etc.). Students must obtain approval from the Human Resources coordinator prior to the completion of the other internship in order to receive an exemption form HRE 490.
HUMAN RESOURCES MINOR
18 HOURS

Required courses:
HRE 200 Human Resource Management* or
PSY 370 I/O Psychology 3
HRE 300: Employee Selection and Lab 4

Plus 11 additional HRE hours at the 300 level and above

*Notes: HRE 490 can be counted only once for the minor. Students must maintain a “C” average or better in all minor courses.

HUMAN RESOURCES COURSES
HRE/BUS 100: INTRODUCTION TO BUSINESS AND WORK
Three class hours each week; Credit: 3 hours; Offered every semester
What lasts forty years or 83,200 hours? That’s the average time a woman is in the full-time workforce, more if no time-off is taken for childrearing. In this course, you will learn how human behavior impacts organizational behavior and results. The course covers fundamental understanding of the business environment, work structure, and successful conduct in organizations that will give you a huge advantage over others less prepared. You will be given the foundations of human relations and basic business skills and knowledge to apply in the organizational setting.

HRE 200: HUMAN RESOURCE MANAGEMENT
Three class hours each week; Credit: 3 hours; Offered every semester
Human Resources Management (HRM) is a functional area of every business with the goal of attracting and retaining the best and brightest employees. It is also a key business skill set like marketing, information technology and accounting. If you are considering a career in business and/or becoming an HR professional, it is important to learn about recruiting, training and developing employees, managing performance and careers, and ensuring that workers are happy and successful. This course will review these topics and help you learn about the important contributions that HRM makes in business.

HRE/COM 212: INTERPERSONAL COMMUNICATION
Three class hours each week; Credit: 3 hours; Offered every semester
Within your family, work, and personal relationships, communication often determines how satisfied and effective these relationships become. The abilities to speak clearly, listen effectively, and handle conflict cooperatively are among the skills you will learn and practice in this course. You will learn a great deal about your communication attitudes and skills, as well as how the communication behaviors of others with whom we have relationships impact our thoughts and feelings.

HRE 300: EMPLOYEE SELECTION with APPLICATION LAB
Three class hours each week; Credit: 3 hours; Prerequisites: HRE 200, PSY 300, or permission of the instructor; Offered every spring
Managers in all departments are responsible for selecting new employees and making decisions about promoting employees. Additionally, recruiting is the most popular entry-level job in Human Resources. In this course, you will learn both the practical aspects of recruiting and hiring employees and the research and theory on which these practices are based. You will get hands-on experience exploring on-line resources, planning a job analysis, and making a hiring decision. This course will develop your knowledge of interviewing principles and provide interview skill practice to aid you in becoming a savvier applicant and interviewer. In addition to interviews, you will also learn how employment tests, work samples, simulations, and assessment centers are constructed and used in employee decisions.

HRE/LEA 301: GROUP PROCESS AND GROUP DYNAMICS
Three class hours per week; Credit: 3 hours; Prerequisites: LEA 101-102; Co-requisite: HRE/LEA 302
A process of working with others to accomplish shared goals, leadership must be studied in the context of groups and teams. The purpose of this course is to provide students with the knowledge and skills necessary to lead and work effectively in groups and teams. This course will explore theory, practice, and research in group process, including group dynamics, group roles, teamwork, diversity, decision-making, and visioning and goal setting.
HRE/LEA 302: GROUP PROCESS LABORATORY
Two laboratory hours each week; Credit: 1 hour; Pass-fail grading; Co-requisite HRE/LEA 301
This laboratory will provide students with the opportunity to practice group process techniques and to experience the various challenges that groups and teams face on a regular basis. Self-assessment and peer feedback will be a major component of this laboratory.

HRE 310-339: SPOTLIGHT COURSES
Human Resources majors are required to take one course from each of the three areas.
Spotlight courses are one-credit-hour academic experiences that allow you to enhance your knowledge, skills, and attitudes related to Human Resources current issues and practices. The purpose of spotlight courses is to examine a topic in greater depth than other courses allow or to expose you to a specialized or current topic within the field of Human Resources. These courses may be offered in formats different from weekly meetings.
- HRE 334 – Employment Law Basics.
- HRE 335 – Employee Relations
- HRE/LEA 344 – Emotional Intelligence

HRE/BUS/COM 332 ORGANIZATIONAL COMMUNICATION
Three hours each week; Credit: 3 hours
Since we spend so much time at work, the workforce plays a significant role in each of our lives. How do organizations make decisions? What is organizational culture? How do you understand and navigate office politics? In this course, we’ll examine theoretical perspectives that offer answers to these questions.

HRE 341: FOUNDATIONS OF TRAINING AND DEVELOPMENT
Three class hours each week; Credit: 3 hours; Prerequisites: COM 101 and HRE 200 or PSY 370; Offered every fall
Do you think that training adults is just like training children and students in school? Training professionals have learned that adults have different needs than children. In this course you will learn how to develop training programs relevant to adults’ immediate needs and learning styles. You will get practice designing and facilitating a training session for other students. The skills you learn in this course will prepare you to facilitate orientation and training programs in a business or organization.

HRE 350: HUMAN RESOURCES AND TECHNOLOGY
Three class hours each week; Credit: 3 hours; Prerequisite: HRE 200 or PSY 370; Offered every spring (This course is paired with CIS 260, Business Applications; students must enroll in both courses during the same semester)
In this class, you will explore the computer programs that businesses use to track all kinds of information on employees, including: their applications, salary, hours worked, vacation time, sick days, insurance and tax deductions, training courses competed, job history, promotions, and more. You will gain hands-on experience developing and using an employee database to make typical business analyses, such as salary comparisons. Working with a team, you will develop a mock proposal to purchase a software program and present it to a panel of Human Resources professionals.

HRE 380: ORGANIZATIONAL DEVELOPMENT
Three class hours each week; Credit: 3 hours; Prerequisite: HRE 200 or PSY 370; Offered fall semester, even years
How do organizations grow and change to become more profitable, serve more clients, or become an employer of choice? This course offers you an in-depth look at the processes involved in improving organizational performance by making organization-wide changes. You will learn about organizational change as it relates to improving performance, the techniques for effectively introducing changes in organizations, and for overcoming resistance to change. A field project in an organization will allow you to apply your knowledge and skills.

HRE/PSY 399: INTERNATIONAL PERSPECTIVES ON WORK
Eight 1.5-hour classes prior to a two-week trip abroad; Credit: 3 hours; Prerequisites: PSY 101, BUS/HRE 100, or COM 212
This trip course introduces you to differences between the United States and other countries regarding issues of gender in the workplace, as well as work-life balance. You will be prepared for the trip through readings on the issues and countries to be visited, as well as guest speaker presentations. We will visit a minimum of three companies abroad and interview managers and employees in the companies on the issues. You will be expected to maintain a journal and write a comparative analysis paper using the readings and knowledge gained from the trip and interviews.
HRE 400: PERFORMANCE MANAGEMENT & CLIENT LAB
Four class hours each week; Credit: 4 hours; Prerequisite: HRE 200 or PSY 370 and junior status; Offered every spring
Every employee has his/her performance evaluated and every supervisor evaluates someone’s performance. This course is designed to provide you with an in-depth study of performance management (PM) in an organization. You will understand why effective performance management is critical, develop the skills to give feedback to employees, and learn how to develop a performance appraisal system. A required team project allows students to enter a local organization and evaluate their performance management system against the criteria taught in class. You should leave the course possessing a set of “tools” which can be used in effective performance management.

HRE 420: COMPENSATION AND BENEFITS & PROJECT LAB
Four class hours each week; Credit: 4 hours, Co-requisite or Prerequisite: HRE 200 or PSY 370 and junior status; Offered every spring. Without fair and attractive compensation and benefit systems, organizations would not be able to attract and retain the best employees. Strategic and creative compensation systems give companies a competitive edge. You will learn the different types of compensation that employees receive, innovative strategies for paying employees, required and optional benefits plans, and the legal, regulatory, and ethical environments in which compensation administration occurs. You will not only understand why an effective compensation and benefit program will give companies a competitive advantage, you will also learn the fundamental skills to design, implement, and evaluate such tactics to achieve this advantage.

HRE 440: HR APPLICATIONS
Three class hours each week; Credit: 3 hours; Prerequisite: junior status; Offered every fall
You will review and be tested on the HR body of knowledge as measured by the SHRM Learning System for the PHR/SPHR Certification Exam. You will study each functional area of HR and take a mock certification exam. Strategies for preparation for the PRH exam include study for the HR Games and admission of at least two teams (six students) in the competition. In addition, you will apply knowledge and skills through professional service via projects and collaborations with SHRM, the Peace affiliate of SHRM and the Raleigh affiliate of SHRM.

HRE 480: SENIOR SEMINAR
Three class hours each week; Credit: 3 hours; Prerequisite: Human Resources major and senior status; Offered every fall.
Senior seminar serves as the summary or capstone experience for HR majors. You will complete a portfolio of your work in human resources, participate in mock interviews, and assess your career readiness skills. The course will provide preparation for you to assume the role of a professional by covering ethical issues, strategic issues, current topics relevant to the field, and career guidance. You will study for and take a “mock” PHR certification exam that covers the nationally recognized body of HR knowledge in the field.

HRE 490/491: HUMAN RESOURCES INTERNSHIP I and II
Credit: 3 or 6 hours; Prerequisite: HRE 200, junior or senior status, or permission of the instructor
Internships give you the opportunity to work in an actual Human Resources department. You will have a chance to put the knowledge and skills you have learned in your courses into practice and see how they work. Interns develop employee handbooks, interview candidates for jobs, screen applications, do reference checks, coordinate benefits open-enrollment processes, and many other Human Resource projects. You will spend a minimum of 120 hours in the workplace to earn 3 credit hours. We encourage you to have at least two internships (6 credit hours) so that you get experience with two different employers. You can take up to 15 semester hours of internship/ cooperative education credit toward the baccalaureate degree.

HRE 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the Division Chair and by the Dean of Academic Affairs prior to registration. No more than 4 semester hours toward the baccalaureate degree can consist of independent study credit.

HRE 495: SPECIAL TOPICS IN HUMAN RESOURCES
Credit: 1-4 hours; Students may repeat this course once with different content
A course whose content may vary from term-to-term according to the needs of the academic department, student demand, or the interests of the faculty member.
FACULTY

Mercedes Guijarro-Crouch (1999) Associate Professor of Spanish – B.A., Universidad de Sevilla; M.A., University of Houston; Ph.D., University of North Carolina at Chapel Hill

Laura G. Vick (1990) Professor of Anthropology – B.A., M.A., Ph.D., University of North Carolina at Chapel Hill

LATIN AMERICAN STUDIES COURSES

LAS/SPA 105: HISPANIC DOCUMENTARY FILM SERIES
Credit: 1 hour
A course that will expose students to historical, environmental, and sociopolitical conflicts of Spain and Latin American through documentary films. Each documentary will be introduced by a reading assignment to put the films in context. Students will be responsible for attending at least one of the documentary films offered by the Duke/UNC Latin American Film Series (Fall Semester).

LAS/ANT/IDS/SPA 260: INTRODUCTION TO MEXICAN CULTURE AND CIVILIZATION
One hour each week; Credit: 1 hour; This is a CCE course
This course is designed to prepare students for participation in the summer program in Mérida, Mexico; it is also open to any student interested in learning more about Mexican culture. Use of the special techniques of archaeology, ethnohistory, epigraphy, linguistics, and ethnology will be highlighted as students learn about the history and culture of Mexico, especially the Yucatan. Topics will include geography, politics and economics, religion, family, art, folklore and literature, and special customs (past and present); students will attend lecture/discussions, complete short weekly assignments, and take a written essay exam.

LAS 295: SPECIAL TOPICS IN LATIN AMERICAN STUDIES
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

LAS/SPA/IDS 305: HISPANIC VOICES IN THE UNITED STATES #
Three hours each week; Credit: 3 hours; Prerequisite: SPA 212, suggested SPA 214 or SPA 215
An introduction to the literature of the Hispanic communities in the United States from 1542 to the present. Some reading knowledge of Spanish required. Does not satisfy General Education Requirements for Foreign Languages.

LAS/ANT/SPA 360: CROSS-CULTURAL SEMINAR IN MEXICO
An immersion experience in Mexico; Credit: 2 hours; Prerequisite: foreign language and/or anthropology background, permission of the instructor
A living experience in Yucatan, Mexico which is designed to highlight cross-cultural differences and to help participants learn how to adapt to a foreign culture. Through background readings, group discussions, written reaction, a journal, “debriefing” sessions and an essay exam, students will explore topics of cross-cultural training within a Mexican setting. There will be special emphasis on the cultural considerations that are part of U.S.-Mexican relations and on the many aspects of non-western culture which are a part of everyday life in Yucatan. Visits to homes, neighborhood walks, interviews with Mexicans, and meetings with Mexican students are a vital part of the course. This course emphasizes an immersion living experience rather than extensive travel and touring.

LAS/ANT/IDS/SPA 361: MEXICAN CULTURE AND CIVILIZATION
Three weeks in the summer: 3 hours
An introduction to the culture and civilization of Mexico with special emphasis on Yucatan, the Mayan civilization, and the continuing Maya presence in Mexico. This course will cover history, archaeology, anthropology, and the arts, and will include field trips as well as lectures and discussion sessions. The assignments will involve hands-on experiences and, in addition, reading and writing tasks. Students will keep a journal and take an essay exam. Students live in a stately Mexican residence (the Central College Center) in Mérida (Yucatan). Students are selected on the basis of academic achievement, and citizenship. Does not satisfy general education requirements in Foreign Language.
LAS/HIS 363: INTRODUCTION TO LATIN AMERICAN STUDIES
Three hours each week; Credit: 3 hours; Prerequisite: HIS 101-102 or HIS 201-202
An interdisciplinary introduction to Latin America with a historical framework. Areas covered include geography, history, anthropology, political science, literature, art and music.

LAS/ANT/HIS 365: FROM THE OLMECS TO THE AZTECS: THE PREHISTORY OF MEXICO AND CENTRAL AMERICA
Three hours each week; Credit: 3 hours; Prerequisite: ANT 214, ANT 218, ANT/LAS/SPA 260, ANT/IDS/LAS/SPA 361, or permission of the instructor; Offered spring semester, even years
In this course, students get the opportunity to study the prehistory and early history of a very exciting and important non-western culture area, one that played an important part in world history but is seldom covered adequately in history textbooks. Course material is based on archaeological and ethnohistorical sources, and students will learn about the evolution and important roles of societies such as the Olmec, Teotihuacano, Zapotec, Mixtec, Toltec, Maya, and Aztec.

Special attention will be paid to mechanisms involved in the rise and fall of these cultures, as well as to the principal cultural accomplishments, including art and architecture. In addition, students will examine the lives of some contemporary descendants of these ancient cultures. At course end, students will have gained an appreciation for the roles these cultures played in terms of world history and greater respect for the modern descendants of these cultures.

LAS/ANT 401: CONTEMPORARY MAYA CULTURE
Three hours each week; Credit: 3 hours; Offered alternate academic years; This is a CCE course
Based on ethnographic data, this course explores a contemporary “third world” non-western culture area – that of today’s Maya people. Students will, through their readings and discussion, engage in an inductive exercise aimed at understanding the overall social organization and culture of the Maya societies presented in class.

LAS 490/491: LATIN AMERICAN STUDIES INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit.

Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

LAS 492/493/494: INDEPENDENT STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

LAS 495: SPECIAL TOPICS IN LATIN AMERICAN STUDIES
Credit: 1-4 hours
A course whose content may vary from term-to-term according to the needs of the academic department, student demand, or the interests of the faculty member.
LEADERSHIP STUDIES Division of Organizational Studies

**FACULTY**

**Felicia Mainella** (2003) Assistant Professor of Leadership Studies, Coordinator of Leadership Studies Program – B.S., University of Evansville, M.A., Bowling Green State University, Ph.D., University of Maryland


**LEADERSHIP STUDIES CO-MAJOR**

<table>
<thead>
<tr>
<th>Liberal Education Curriculum</th>
<th>50 hours</th>
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<tbody>
<tr>
<td>Leadership Studies Co-Major Courses</td>
<td>31 hours</td>
</tr>
<tr>
<td>General Electives</td>
<td>44 hours</td>
</tr>
</tbody>
</table>

*Students should use elective hours to complete the requirements for their required double major in any other major offered at Peace College.*

**Total Hours for the B.A. with Co-Major in Leadership Studies** 125 hours

The purpose of the Leadership Studies co-major is to develop leadership capacity in Peace women so that they may be prepared to assume positions of leadership in their chosen fields. The Leadership Studies program both complements and supplements the required double major and the rest of the curriculum at Peace College.

The major is interdisciplinary in nature, and focuses on developing leadership knowledge, skill and attitudes. Leadership students will have ample opportunities to study, practice and reflect on leadership practices, both their own and those of other people.
A. LEADERSHIP STUDIES CORE COURSES
15 HOURS

LEA 101 Introduction to Leadership 3
LEA 102 Introduction to Leadership Laboratory 1
LEA 200 Self and Community 1
LEA 201 Contexts of Leadership 3
LEA 202 Context Laboratory 1
LEA 301 Group Process and Group Dynamics 3
LEA 302 Group Process Laboratory 1
LEA 402 Transitions Laboratory 1
LEA 403 Leadership Transitions Coaching 1

B. LEADERSHIP ELECTIVES 12 HOURS
Students must take 3 hours in Area I and Area II and 6 hours in Area III.

Area I: Gender and Cultural Awareness (3 hours)
SOC 368 American Ethnic Relations 3
BUS 430 International Businesses Enterprise 3
ENG 220 or ENG 221 World Literature 3
ENG 374 The Image of Women in Fiction 3
LAS 363 Introductions to Latin American Studies 3
HIS 331 Women in the Western World 3
COM 301 Intercultural Communication 3
COM 445 Gender in the Workplace 3
PSY/SOC 220 Gender Roles 3
BUS 445 Cross-Cultural Management * 3
PSY 375 Human Sexuality 3
ANT 214 Cultural Anthropology 3
ANT 315 Globalization, People, and Culture 3

Area II: Management Competencies (3 hours)
BUS 200 Intro to Management 3
BUS/COM/HRE 332 Organizational Communication 3
HRE/PSY 370 Industrial and Organizational Psychology 3
BUS 450 Students in Free Enterprise 3
HRE 200 Human Resource Management 3
HRE 300 Recruitment and Selection 3

C. SPOTLIGHT COURSES 4 HOURS
Students will complete four 1-credit courses

D. EXPERIENTIAL REQUIREMENTS
Leadership studies majors will be active participants in the Peace College community. Students may fulfill this requirement by accomplishing one of the following activities:

a.) holding a campus leadership position, including, but not limited to, an elected position within student government, holding an office in a club or campus organization, or serving as a student representative to a campus-wide group.
b.) being an active and vital participant in college activities in such a way as to contribute to the overall betterment of the group or the college.

Example of such activities might include being an active participant in PSGA sponsored events that improve the educational or cultural atmosphere on campus (e.g., helping to plan the Martin Luther King celebration) or actively working within a club or group over the period of the academic year.

Students who double major in Leadership Studies are exempt from completing an internship as long as the internship for their other major incorporates at least one leadership-related learning outcome. The program coordinator for Leadership Studies will assist you in developing an appropriate leadership learning outcome.
LEADERSHIP MINOR 18 HOURS

LEA 101 Introduction to Leadership 3
LEA 102 Introduction to Leadership Lab 1
LEA 201 Contexts of Leadership 3
LEA 202 Contexts of Leadership Lab 1
LEA 301 Group Process and Facilitation 3
LEA 302 Group Process and Facilitation Lab 1
Theory and Practice Elective 3
  LEA 310 Leadership and Social Change
  LEA 311 Political Leadership
  LEA/BUS 312 Leadership in Organizations
  LEA/BUS 316 Ethics & Leadership
  LEA 313 Women Leading for Rights and Recognition

Spotlight Courses 3

Students will complete three 1-credit spotlight courses
** A LEA minor can also count LEA 200 and LEA 403 as a spotlight course

LEADERSHIP STUDIES COURSES

LEA 101: INTRODUCTION TO LEADERSHIP
Three lecture hours per week; Credit: 3 hours;
Corequisite: LEA 102
This course is designed to provide an introduction into the many issues, concepts, and theories involved in the study of leadership. The course will explore traditional and contemporary leadership theories and models, with a major emphasis on understanding oneself as a leader.

LEA 102: INTRODUCTION TO LEADERSHIP LABORATORY
Weekend retreat; Credit: 1 hour; Pass-Fail grading;
Corequisite: LEA 101
LEA 102, the laboratory accompanying LEA 101, is focused on self-awareness and team-building. During the laboratory, students explore the impact of leadership behavior on others, examine their interests and personality characteristics, and create plans for future leadership development.

LEA 200: SELF IN COMMUNITY
Credit: 1 hour
The purpose of this course is to provide a springboard for students’ self-discovery within the broader community. A major focus is for students to recognize the vital role that volunteers play in communities and for them to begin discovering how they can incorporate community service and philanthropy into their everyday lives, both during and after their college experience. The course is designed to encourage students to address community needs through regular service at a local community agency and to provide a structured setting for students to reflect on their service experiences.

LEA 201: CONTEXTS OF LEADERSHIP
Three lecture hours per week; Credit: 3 hours;
Prerequisite: LEA 101-102; Corequisite: LEA 202
LEA 201 explores leadership in context. The course focuses on three primary areas: the historical context for women leaders, community leadership, and leadership in formal organizations. Upon completion of this course, students will be able to: describe both modern and ancient concepts of leadership, communicate the challenges and opportunities for women leaders, both in history and the present day, articulate the impact of contextual variables on leadership in a variety of business and community environments, understand how effective leadership impacts organizational change, as well as vision and mission, articulate the impact of contextual variables on the practice of leadership in global environments and learning organizations, and communicate lessons about leadership clearly, both in written and oral communication.

LEA 202: CONTEXT LABORATORY
Two laboratory hours per week; Credit: 1 hour;
Pass-fail grading; Corequisite LEA 201
LEA 202, the laboratory accompanying LEA 201, encourages students to examine their contributions to leadership within the surrounding community. This course requires students to engage in group service-learning projects to learn to function as collaborative leadership teams and gain insights about leadership in action within the community.
LEA/HRE 301: GROUP PROCESS AND DYNAMICS  
Three lecture hours per week; Credit 3 hours;  
Prerequisite: LEA 101-102, Co-requisite: LEA/HRE 302  
As a process of working with others to accomplish shared goals, leadership must be studied in the context of groups and teams. The purpose of this course is to provide students with the knowledge and skills necessary to lead and work effectively in groups and teams. This course will explore theory, practice, and research in group process, including group dynamics, group roles, teamwork, diversity, decision-making, conflict resolution, motivation, and visioning and goal setting.

LEA/HRE 302: GROUP PROCESS LABORATORY  
Two laboratory hours per week; Credit: 1 hour;  
Pass-fail grading; Co-requisite LEA/HRE 301  
This laboratory will provide students with the opportunity to practice group process techniques and to experience the various challenges that groups and teams face on a regular basis. Self-assessment and peer feedback will be a major component of this laboratory.

LEA 310: LEADERSHIP AND SOCIAL CHANGE: THEORY AND PRACTICE  
Three hours each week; Credit: 3 hours;  
Prerequisites: LEA 101-102 or permission of the instructor  
This course will examine leadership in relation to social movements and the role leaders play in changing the values and systems, which support oppression. This course applies concepts from systems theory, servant leadership, liberation education, deep ecology, and feminism to the challenges faced in social movements.

LEA 311: POLITICAL LEADERSHIP: THEORY AND PRACTICE  
Three hours each week; Credit: 3 hours;  
Prerequisites: LEA 101-102 or permission of the instructor  
This course will examine leadership in relation to contemporary American politics and explore the role political leaders play in shaping policy and implementing change. In this course, students examine various theories of political leadership and examine several contemporary case studies of women in political roles.

LEA 312: LEADERSHIP IN ORGANIZATIONS: THEORY AND PRACTICE  
Three hours each week; Credit: 3 hours;  
Prerequisites: LEA 101-102 or permission of the instructor  
The concept of organization is often connected with large-scale bureaucracies where creativity is stifled, where there is a lack of concern for the individual needs of employees, and where only individuals in the highest positions have voice. Although many organizations still meet this image, there has been a major shift in today's business environment, resulting in organizations becoming more open networks of people who collaborate to work toward shared goals. The main purpose of this course is to prepare students for facilitating effective leadership so that the organization is well-positioned for the demands of a diverse, complex, and changing society.

LEA 313: WOMEN LEADING FOR RIGHTS AND RECOGNITION  
Three hours each week; Credit: 3 hours;  
Prerequisites: LEA 101 and 102  
The point of this course is to focus on theories and practices of leadership from a female perspective. The theoretical basis for the course emerges from the work of the Women's Ways of Knowing Collective that emerged in the mid-1980s and that culminated, from a leadership studies viewpoint, in the publication of Belenky, Bond, and Weinstock's 1997 work A tradition that has no name: Nurturing the development of individuals, families and communities. In this book they explore at length the theory of Developmental Leadership - a distinctively female and dialogic mode of leadership. A less scholarly but still useful framework will be provided by Gloria Steinem from her book Revolution from within: A book of self-esteem. The emphasis in Steinem's text on self-esteem, self-knowledge, learning, unlearning and her Emersonian notion of the “Universal-I” all provide a helpful foundation for exploring women's leadership. Using these perspectives as templates, we will go on to examine the lives of three women leaders: Ella Baker, Katherine Graham, and Jill Ker Conway – respectively, a civil rights activists, a newspaper publisher, and a scholar/educator who spent 10 years as president of Smith College. We will investigate these lives in some depth and attempt to uncover their everyday work as
LEA 316: ETHICS AND LEADERSHIP: THEORY AND PRACTICE
Three hours each week; Credit: 3 hours;
Prerequisite: LEA 101-102 or permission of the instructor
This course will explore the ethical and moral responsibilities of leadership. Students will study the moral obligations of leaders and followers and how leaders shape the moral environment of institutions and other formal and informal organizations. The course will also address the public and private morality of leaders, as well as how leaders convey values through language, symbolic actions, and as role models. In order to prepare students for their various career paths, ethical issues related to leadership within a variety of contexts will be examined.

LEA 320-349: SPOTLIGHT COURSES
Credit: 1 hour; Prerequisites: LEA 101-102 or permission of the instructor
Spotlight courses are one-hour credit academic experiences that allow students to enhance their knowledge, skills and attitudes related to leadership. The purpose of spotlight courses is to examine a topic in greater depth than other leadership courses allow or to expose the student to a specialized or cutting edge topic within leadership.

LEA 402: TRANSITION LABORATORY
Two laboratory hours per week; Credit: 1 hour; Pass-fail grading; Prerequisite: LEA 101-102, 201-202, and 301-302
This final laboratory is designed to do a summative assessment of personal leadership experience and will include analyzing the knowledge, skills, and attitudes developed in the major. It will result in a leadership portfolio that documents the student's experience. These assessments will be targeted at community involvement, careers and/or graduate study.

LEA 403: LEADERSHIP TRANSITIONS COACHING
One credit course for senior Leadership majors;
Co-requisite: LEA 402
This course will examine the impact of coaching on leadership, careers, and personal development. Students will examine various theories of coaching, engage in coaching outside of the classroom, and reflect on issues related to their transition from the leadership program into graduate school or full-time work. Experiential learning, lectures, readings, coaching, and individual work are designed to help students move toward meaningful and purposeful career and life choices.

LEA 490/491: LEADERSHIP INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The junior-senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

LEA 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student's educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

LEA 495: SPECIAL TOPICS IN LEADERSHIP
Credit: 1 to 4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.
FACULTY

Scott McElreath (2001) Associate Professor of Philosophy – B.A., M.A., University of Maryland at College Park; Ph.D., University of Rochester

LIBERAL STUDIES MAJOR

Liberal Education Curriculum 50 hours

For a full description see Peace Passport section of this catalog

Liberal Studies Core Courses 34-37 hours

General Electives 38-41 hours

Total Hours for the B.A. in Liberal Studies 125 hours

The Liberal Studies Program includes all faculty and courses in the following disciplines: English, Fine Arts, Foreign Language, History, Mathematics, Natural Sciences, Philosophy, Religion, and Social Sciences

The Liberal Studies Major is an interdisciplinary program which ensures the flexibility needed in today’s market. It offers both breadth and depth. Together with your advisor and other appropriate members of the faculty, you will craft your curriculum to fit your individual needs and interests.

A. LIBERAL STUDIES CORE COURSES

34-37 HOURS

This section ensures breadth in the student’s program

2 courses each from any 3 Liberal Studies areas 8-20

1 course each from any 4 other Liberal Studies areas 12-13

Liberal Studies Junior Seminar LST 380 1

Liberal Studies Senior Seminar LST 470 3

LIBERAL STUDIES AREAS:

- ENGLISH
- FINE ARTS
- FOREIGN LANGUAGES
- HISTORY
- MATHEMATICS
- NATURAL SCIENCES
- PHILOSOPHY/RELIGION
- SOCIAL SCIENCES

B. ELECTIVES 38-41 HOURS

While completing their core course, students must use electives to complete a minor (18 hours), concentration (24 hours), or teacher education. This requirement ensures that students achieve depth as well as breadth in their program. Students may count core courses toward their minor, concentration, or teacher education. Students may also do their minor or concentration in either a Liberal Studies area or a non-Liberal Studies area.

Minor: The requirements for a minor are listed on page 73 of this catalog

Concentration: Concentrations (24 hours) offer more depth. They are the best option for students wishing to go to graduate school in a particular field. In that event, students are advised to take more than the 24 hours required for the concentration. Examples are listed below. Please note that the following list is not exhaustive.

- ANTHROPOLOGY
- MUSIC
- BIOLOGY
- PHILOSOPHY
- COMMUNICATION
- POLITICAL SCIENCE
- ENGLISH
- PSYCHOLOGY
- FRENCH
- RELIGION
- HISTORY
- SPANISH
- HUMAN RESOURCES
- VISUAL ARTS
- MATHEMATICS
Concentrations are more flexible than minors. They can be composed of courses from two or more disciplines, focused upon a common theme. Some examples are listed below. Please note that the list is not exhaustive.

- ENVIRONMENTAL STUDIES
- EVOLUTIONARY STUDIES
- LATIN AMERICAN STUDIES
- INTERNATIONAL STUDIES
- WOMEN’S STUDIES

Other Electives:
Students may use their remaining elective hours in any way they choose. Some students choose to do a second minor. Some, who have accumulated extra hours, do a second concentration.

**LIBERAL STUDIES COURSES**

**LST 295: SPECIAL TOPICS IN LIBERAL STUDIES**
*Credit: 1-4 hours*
A course in which content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

**LST 380: LIBERAL STUDIES JUNIOR SEMINAR**
*Credit: 1 hour; Prerequisite: junior or senior status; Offered spring semester*
You will distinguish rhetorical and explanatory statements from rational arguments and develop the skills required to think critically about any issue that may arise in your academic, professional, or personal endeavors. You will practice identifying, interpreting, and evaluating arguments of the sort found in books, journal articles, speeches, newspaper editorials, letters to the editor, magazine articles, and scientific reports.

**LST 470: LIBERAL STUDIES SENIOR SEMINAR**
*Credit: 3 hours; Prerequisites: senior status; Offered spring semester*
You will examine selected topics from the perspectives of multiple disciplines. You will take two essay exams, write two research papers, and either do a service-learning activity or write a short paper on service. In class, you will openly discuss the issue for the day, analyze “pro” and “con” positions on the issue, and participate in paper workshops. You will improve your ability to apply useful ways of asking questions, to gather information, to evaluate evidence, to understand the world, and to confront moral problems.

**LST 490/491: LIBERAL STUDIES INTERNSHIP I and II**
*Credit: 1 to 6 hours; Prerequisite: junior or senior status*
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than 6 semester hours toward the baccalaureate degree can consist of internship/cooperative education credit.
Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

**LST 492/493/494: INDEPENDENT STUDY**
*Credit: 2-4 hours; Prerequisite: junior or senior status*
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair, and the Registrar prior to registration. No more than 6 semester hours toward the baccalaureate degree can consist of independent study credit.

**LST 495: SPECIAL TOPICS IN LIBERAL STUDIES**
*Credit: 1-4 hours*
A course in which content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.
FACULTY

Ann Bingham (2004) Assistant Professor of Mathematics – B.A., Arcadia University; M.S., Ph.D., Lehigh University


Eiko Koizumi (2006) Assistant Professor of Mathematics – B.S., Oklahoma State University; M.S., Ph.D., University of Utah

Jean Adair Robertson (1982) Associate Professor of Mathematics – B.S. magna cum laude, Pembroke State University; M.S., North Carolina State University; Further study, North Carolina State University

MATHEMATICS AND STATISTICS COURSES

MAT 097: INTERMEDIATE ALGEBRA
Three hours each week; Credit: 3 hours institutional credit; Offered each semester; Does not count as credit toward meeting graduation requirements
This course is designed to prepare students for College Algebra and Trigonometry (MAT111-112). You will achieve a better understanding of the mathematics you will need for use in all disciplines, improve your understanding of the basic mathematical concepts of algebra and geometry, improve your mathematical skills, and explore familiar concepts using different techniques.

MAT 111: COLLEGE ALGEBRA
Three hours each week; Credit: 3 hours; Offered each semester. You will study real numbers, solving equations and inequalities, algebraic functions, graphing functions, and inverse functions. You will also learn to model using linear, quadratic, cubic, and quartic functions. You will have an introduction to probability and counting methods. Note: MAT 111 is also offered with workshop, which meets five hours per week with 3 hours credit

MAT 112: PRE-CALCULUS MATHEMATICS
Three hours each week; Credit: 3 hours; Offered spring semester; Prerequisite: MAT 111, placement by testing, or permission of the instructor
You will study exponential and logarithmic functions, trigonometric functions, trigonometric identities and equations, applications of trigonometry, and systems of equations. Note: MAT 112 is also offered with workshop, which meets five hours per week with 3 hours credit

MAT 202: FINITE MATH
Three hours each week; Credit: 3 hours; Prerequisites: MAT 11-112, the equivalent as evidenced by placement results, or permission of the instructor; Offered fall semester
You will study selected topics in finite mathematics, including set operations, Venn diagrams, elementary probability, counting techniques (including permutations and combinations), matrices, solving systems of equations, linear programming, and mathematics of finance.
MAT 241: CALCULUS WITH ANALYTIC GEOMETRY I
Five hours each week; Credit: 4 hours; Prerequisite: MAT 111-112, placement by testing, or permission of the instructor; Offered fall semester
You will study limits, derivatives, and antiderivatives of algebraic, trigonometric, exponential, and logarithmic functions. You will also study the application of calculus to graphing functions, the fundamental theorem of calculus, and definite integrals.

MAT 242: CALCULUS WITH ANALYTIC GEOMETRY II
Five hours each week; Credit: 4 hours; Prerequisite: MAT 241 or equivalent; Offered spring semester
You will study the applications of the definite integral in areas, volumes, and surface areas. You will also study inverse trigonometric functions, hyperbolic and inverse hyperbolic functions, including their derivatives and integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, tests of convergence, polar coordinates, and conic sections.

MAT 341: MULTIPLE VARIABLE CALCULUS
Five hours each week; Credit: 4 hours; Prerequisite: MAT 242 or equivalent; Offered fall semester
You will study parametric equations, vectors, solid analytic geometry, functions of several variables, vector-valued functions, partial derivatives and their applications, multiple integrals, elementary differential equations, and Green's and Stoke's theorems.

MAT 350: DIFFERENTIAL EQUATIONS
Three hours each week; Credit: 3 hours; Pre-requisites: MAT 241 and MAT 242
You will study first order linear and nonlinear differential equations, linear higher order differential equations, series solutions, and modeling real world applications using these types of differential equations.

MAT 490/491: MATHEMATICS INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible.

STA 201: INTRODUCTION TO STATISTICS
Three hours each week; Credit: 3 hours; Prerequisite: A grade of C or better in MAT 111 or MAT 112, placement by testing, or permission of the instructor; Offered each semester and each summer
You will be introduced to statistical concepts, including elementary probability, frequency distribution, random variables, binomial and normal distributions, confidence intervals, hypothesis testing and linear regression.
MUSIC PERFORMANCE  Division of Humanities

FACULTY

Milton Ruben Laufer 2001) Phoenix Professor of Fine Arts, Associate Professor of Music Performance – B.M., University of Michigan; M.M., with honors, Rice University; D.M.A., Rice University. Further study, Moscow Conservatory; Eastman School of Music; Fulbright Scholar in Madrid, Spain


Andrea Price (2007) Instructor in Music – B.M., Meredith College; M.M., Appalachian State University; D.M.A., University of South Carolina

James S. Smith (1978) Associate Professor of Music Performance, Director of Vocal & Choral Activities – B.M., St. Andrews Presbyterian College; M.M., West Virginia University; Further study, West Virginia University, University of Georgia, Westminster Choir College, Smith College, Oberlin College, Indiana University


Virginia L. Vance (1974) Associate Professor of Music Performance, Coordinator of Music Performance Program – B.M. cum laude, Salem College; M.M., Yale University; Special Study with Anton Heiller, Hochschule fur Musik, Vienna, Austria, as Fulbright Scholar; Further study, McGill University, DePaul University
MUSIC PERFORMANCE MAJOR
Liberal Education Curriculum 50 hours
For a full description see Peace Passport section of this catalog

Music Major Courses 62-65 hours
General Electives 10-13 hours

Total Hours for the B.A. in Music Performance 125 hours

The Bachelor of Arts in Music Performance degree is intended for students who desire to become professional musicians; it will prepare students for further study in graduate school or enable them to establish their own private studios.

Students who desire to major in music must audition for the music faculty for acceptance and placement in the music degree program. In the BA in Music Performance major, students take a significant number of music courses during their first two years. In addition to applied lessons in their chosen instruments, music majors are enrolled in courses that include music theory, music history, aural skills, and ensemble work. Each performance major must have a 2.0 average in music courses taken during the first two years at Peace College in order to remain a candidate for the BA in Music Performance degree. Exceptions require the approval of the music faculty.

MUSIC MAJOR COURSES
Music Theory 12
MUS 161, 162, 261, 262
Aural Skills 4
MUS 163, 164, 263, 264
Conducting 2
MUS 388
Music History 3
MUS 282 (MUS 281 must be selected as Fine Arts requirement)
Practicum Musicum 3
MUS 386**
Senior Seminar 3
MUS 486**
Applied 16
Students take a 2-hr. course each semester in their chosen instrument

Performance Class 8
MUA 190-491 All music majors enroll in a Performance Class each semester
Junior Recital 1
MUS 385** 35-minute recital
Senior Recital 1
MUS 485** 50-minute recital
Ensemble 4

A minimum of 4 semesters is required:
voice majors – MUS 206
keyboard majors – MUS 220 (2 semesters)
& MUS 106 (2 semesters)
instrumentalists – MUS 235 (2 semesters)
& MUS 106 (2 semesters)

Keyboard, Vocal, or Symphonic Literature 3
MUS 381, MUS 382, or MUS 383

Students choose one based on their primary instrument
Diction 3
MUA 387 required of voice majors only
Choir 2
MUS 106 required of non-voice majors for two semesters only
Piano 2
MUA 111 required of non-keyboard majors - minimum of 2 semesters to pass the piano proficiency requirement

** Combined courses satisfy Pre-Professional Requirement

MUSIC MINOR 18 HOURS

Required courses:
MUS 161 Music Theory I 3
MUS 162 Music Theory II 3
MUS 181 Music History I 3
or
MUS 161 Music Theory I 3
MUS 181 Music History I 3
MUS 182 Music History II 3

Plus additional applied courses, ensembles, or an additional semester of either Music History or Music Theory to total a minimum of 18 hours for a minor in Music.
MUSIC COURSES
The offerings of the Music Department are focused both on the professional training of musicians and on the important role that music can play in the lives of all our students. Courses marked with an asterisk (*) are provided at an additional charge.

MUA 100: VOICE CLASS *
Two hours each week; Credit: 1 hour
Introduction to vocal technique for students who have had no previous voice instruction. Examines breathing techniques and tone production in a class that meets twice weekly.

MUA 101: VOICE *
One half-hour lesson each week; Credit: 1 hour (for non-majors); Students may repeat this course for additional credit. A study of vocal principles. Material from standard vocal literature best suited to the student’s capabilities.

MUA 102: VOICE *
One-hour lesson each week; Credit: 2 hours (for non-majors); Students may repeat this course for additional credit. A study of vocal principles. Material from standard vocal literature best suited to the student’s capabilities.

MUA 103, 104, 203, 204, 303, 304, 403, 404: VOICE *
One hour lesson each week; Credit: 2 hours (for music majors); Prerequisites: courses must be taken in sequence. Simultaneous enrollment in Performance Class is required. A study of vocal principles, with emphasis on vocal technique. Repertoire selected from classical vocal literature, including art songs and arias in various languages from the Baroque to twentieth century.

MUA 110: CLASS PIANO *
Two hours each week; Credit: 1 hour
Beginning group piano for students with no piano experience. An introduction to the fundamentals of music and keyboard playing in an informal group setting. Required for music majors with no keyboard experience. Open to non-music majors.

MUA 111: PIANO *
One half-hour lesson each week; Credit: 1 hour (for non-majors, or majors needing to pass piano proficiency); Students may repeat this course for additional credit. Assigned repertoire and related activities are chosen according to the individual level of advancement. Students with no piano experience should enroll in Class Piano MUA 110.

MUA 112: PIANO *
Credit: 2 hours (for non-majors, or majors needing to pass piano proficiency); Students may repeat this course for additional credit. Assigned repertoire and related activities are chosen according to the individual level of advancement. Students with no pianistic experience should enroll in Class Piano MUA 110.

MUA 113, 114, 213, 214, 313, 314, 413, 414: PIANO *
One hour lesson each week; Credit: 2 hours (for music majors); Prerequisites: courses must be taken in sequence. Simultaneous enrollment in Performance Class is required. An intensive study addressing all aspects of pianistic development. Repertoire includes representative music spanning the Baroque period to present day.

MUA 122: ORGAN *
One-hour lesson each week; Credit: 2 hours (open to all students); Students may repeat this course for additional credit. Previous organ study is not essential. Assigned repertoire is chosen from level of advancement of individual. For beginning organ students, previous piano study is required. Consult the instructor for more information.

MUA 123, 124, 223, 224, 323, 324, 423, 424: ORGAN *
One hour lesson each week; Credit: 2 hours (for music majors); Prerequisites: courses must be taken in sequence. Simultaneous enrollment in Performance Class is required. Fundamental organ principles and techniques are taught in the study of organ music of all periods from Baroque to contemporary. Correct playing of church services and organ accompaniments is stressed. Adaptation is made to the musical ability and previous training of the individual student.
MUA 131: WOODWINDS *
One-half hour lesson each week; Credit: 1 hour
(for non-music majors); Students may repeat this course
for additional credit. Previous study is not essential.
Assigned repertoire is chosen according to the individual
level of advancement.

MUA 132: WOODWINDS *
One-hour lesson each week; Credit: 2 hours
(for non-music majors); Students may repeat this course
for additional credit.
Previous study is not essential. Assigned repertoire is
chosen according to the individual level of advancement.

MUA 133, 134, 233, 234, 333, 334, 433, 434: WOODWINDS *
One hour lesson each week; Credit: 2 hours (for music
majors); Prerequisites: courses must be taken in sequence.
Simultaneous enrollment in Performance Class is required.
An intensive study addressing all aspects of musical
and technical development. Repertoire includes
representative music, both solo and orchestral,
spanning the Baroque period to present day.

MUA 141: STRINGS *
One-half hour lesson each week; Credit: 1 hour
(for non-music majors); Students may repeat this course
for additional credit.
Previous study is not essential. Assigned repertoire is
chosen according to the individual level of advancement.

MUA 142: STRINGS *
One-hour lesson each week; Credit: 2 hours (for non-music
majors); Students may repeat this course
for additional credit.
Previous study is not essential. Assigned repertoire is
chosen according to the individual level of advancement.

MUA 143, 144, 243, 244, 343, 344, 443, 444: STRINGS *
One hour lesson each week; Credit: 2 hours (for music
majors); Prerequisites: courses must be taken in sequence.
Simultaneous enrollment in Performance Class is required.
An intensive study addressing all aspects of musical
and technical development. Repertoire includes
representative music, both solo and orchestral,
spanning the Baroque period to present day.

MUA 151: BRASS *
One-half hour lesson each week; Credit: 1 hour
(for non-music majors); Students may repeat this course
for additional credit.
Previous study is not essential. Assigned repertoire is
chosen according to the individual level of advancement.

MUA 152: BRASS *
One-hour lesson each week; Credit: 2 hours (for non-music
majors); Students may repeat this course for additional credit.
Previous study is not essential. Assigned repertoire is
chosen according to the individual level of advancement.

MUA 153, 154, 253, 254, 353, 354, 453, 454: BRASS *
One hour lesson each week; Credit: 2 hours (for music
majors); Prerequisites: Courses must be taken in sequence.
Simultaneous enrollment in Performance Class is required.
An intensive study addressing all aspects of musical
and technical development. Repertoire includes
representative music, both solo and orchestral,
spanning the Baroque period to present day.

MUA 171: PERCUSSION *
One-half hour lesson each week; Credit: 1 hour
(for non-music majors); Students may repeat this course
for additional credit.
Previous study is not essential. Assigned repertoire is
chosen according to the individual level of advancement.

MUA 172: PERCUSSION *
One-hour lesson each week; Credit: 2 hours (for non-music
majors); Students may repeat this course for additional credit.
Previous study is not essential. Assigned repertoire is
chosen according to the individual level of advancement.

MUA 173, 174, 273, 274, 373, 374, 473, 474: PERCUSSION *
One hour lesson each week; Credit: 2 hours (for music
majors); Prerequisites: courses must be taken in sequence.
Simultaneous enrollment in Performance Class is required.
An intensive study addressing all aspects of musical
and technical development. Repertoire includes
representative music, both solo and orchestral,
spanning the Baroque period to present day.
MUA 190, 191, 290, 291, 390, 391, 490, 491:
PERFORMANCE CLASS
1 hour each week; Credit: 1 hour (music majors must enroll in this course each semester)
A “trial bench” for performance activities in a master-class setting. All important aspects of performing (style, interpretation, stage presence, etc.) will be addressed and student participation is required.

MUS 106: PEACE COLLEGE CHOIR
One and a half hours each week; Credit: 1 hour; students may repeat this course for additional credit. Piano majors must complete two semesters of choir.
Open to all students. This group sings for Chapel services and special concerts.

MUS 161-162: MUSIC THEORY I - II
Three hours each week; Credit: 3 hours each
A study of the harmonic vocabulary of the Common Practice period (1600-1900), emphasizing the musical language of the seventeenth, eighteenth, and nineteenth centuries. Written work involves four-voice partwriting, with emphasis on triadic structure, non-harmonic tones, modulation, and harmonization of melodic lines.

MUS 163-164: AURAL SKILLS I - II
Two hours each week; Credit: 1 hour
A course that concentrates on ear-training through exercises in sightsinging, melodic dictation, and keyboard skills. This class must be taken in conjunction with Theory I-II.

MUS 180: MUSIC APPRECIATION
Three hours each week; Credit: 3 hours
An introductory course to acquaint the student with music as an important element of Western culture and to increase the student’s capacity for listening to music intelligently. Designed for non-music majors.

MUS 206: PEACE CHAMBER SINGERS
Three hours each week; Credit: 1 hour; Students may repeat this course for additional credit.
Open to all students by audition. A select group of fifteen to eighteen singers who represent the college both on and off campus. Performance of works from all style periods.

MUS 220: PIANO IN ENSEMBLE SETTINGS
Credit: 1 hour (for music majors); one hour class each week. Piano majors are required to enroll in Ensemble for two semesters. In addition, piano majors must complete at least two semesters of a vocal ensemble. Students may repeat this course for additional credit.
This course will focus on how pianists approach accompanying, chamber music, and the concerto literature. A wide range of repertoire will be studied in a primarily experiential manner. Includes piano duet, piano trio, vocal and instrumental accompaniment, orchestral and choral accompaniment, chamber music, and the solo concerto literature.

MUS 235: ORCHESTRA AND INSTRUMENTAL ENSEMBLE
One-hour class each week; Credit: 1 hour (for music majors). Instrumental majors are required to enroll in MUS 235 for two semesters. In addition, instrumental majors must complete at least two semesters of a vocal ensemble.
Students may repeat this course for additional credit.
This course will focus on the instrumentalist’s role in orchestral and chamber music settings. A wide range of literature and instrumental combinations will be studied in a primarily experiential manner. Includes participation in orchestra and chamber ensembles.

MUS 261-262: MUSIC THEORY III - IV
Three hours each week; Credit: 3 hours each
A continuation of MUS 161-162, including study of seventh chords, altered chords, and more complex harmonic structures of the nineteenth century. Also included is a study of eighteenth century counterpoint, including the composition of an original invention, and a study of form and analysis of larger works from the Common Practice period.

MUS 263-264: AURAL SKILLS III - IV
Two hours each week; Credit: 1 hour each
A continuation of MUS 163-164, with the addition of harmonic dictation and keyboard transposition. This course must be taken in conjunction with MUS 261-262.
MUS 281-282: MUSIC HISTORY AND LITERATURE SURVEY
Three hours each week; Credit: 3 hours each; Prerequisite: courses must be taken in sequence; Offered fall, even years; spring, odd years
Two courses which will examine musical developments from Ancient Greece to 1800, and then 1800 to present day respectively. Key stylistic developments will be viewed in context with changing social and political climates, and with regard to the various cultures in which they developed. Intensive activities will include both written papers and oral presentations, as well as score analysis (the application of skills learned in theory).

MUS 295: SPECIAL TOPICS IN MUSIC
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

MUS 381: KEYBOARD LITERATURE
Three hours each week; Credit: 3 hours; Prerequisite: MUS 281-282
An intensive study of literature written for the solo keyboard from its inception and development to the present day. Includes an exploration of lower level repertoire suitable for teaching.

MUS 382: VOCAL LITERATURE
Three hours each week; Credit: 3 hours; Prerequisite: MUS 281-282
An intensive study of literature written for voice from the beginning of Western civilization to the present day. Includes an exploration of lower level repertoire suitable for teaching.

MUS 383: SYMPHONIC LITERATURE
Three hours each week; Credit: 3 hours; Prerequisite: MUS 281-282 An intensive study of literature written for orchestra from the seventeenth century to the present day.

MUS 385: JUNIOR RECITAL
Credit: 1 hour; in conjunction with applied lessons and MUS 386 Practicum Musicum
A public recital in the spring semester of the junior year with a duration of at least 35 minutes. The selection and preparation of repertoire will be supervised by the applied instructor. The student will work on all other aspects of this recital (programs and extensive research for program notes, biography, publicity materials, advertising, recording, stage set-up and lighting) in conjunction with MUS 386 Practicum Musicum.

MUS 386: PRACTICUM MUSICUM
Three hours each week; Credit: 3 hours
Students will learn the principles and practice of digital audio recording in a practical setting. This will include basic acoustics, and physics of sound, microphone technology, basic signal processing, dynamics processing, digital editing, critical listening, live stereo recording, multi-track overdubbing, mastering, and the use of related hardware and software. Students will also learn basic music publishing and arranging techniques as well as the use of related software. These topics are merged into a final audio CD which will showcase the student’s engineering and musical abilities.

Students will use skills acquired as part of this course in orchestrating all aspects of recording their Junior and Senior Recitals and in creating a professional audio portfolio.

MUS 387: DICTION
Three hours each week; Credit: 3 hours
Students will learn diction as it is applied by vocalists. Required for vocal majors and recommended for pianists interested in vocal coaching. Emphasis is placed on Italian, French, and German diction.

MUS 388: CONDUCTING
Two hours each week; Credit: 2 hours
This course is an introduction to choral and instrumental conducting. It is designed to meet the National Association of Schools of Music requirement that all undergraduate music majors have at least one course in conducting.

The course content is appropriate for all music majors, including instrumental, vocal, and composition. The course will include posture and patterns, release, dynamic, and articulation gestures, use of the baton, functions of the left hand, subdivisions, tempo changes, and a variety of other pertinent topics.
MUS 389: EUROPEAN CONCERT TOUR FOR CHAMBER SINGERS
Credit: 3 hours
Every three years the Music Department offers a 16-18 day trip to Europe for the Chamber Singers, during which the students have the opportunity to perform concerts in historic sites. Typically, 7-8 concerts are scheduled throughout the tour. Planned group activities include professionally guided tours of cities, visits to art museums, and attendance at theatrical productions and concerts.

MUS 485: SENIOR RECITAL
Credit: 1 hour; in conjunction with applied lessons and MUS 486 Senior Seminar A public recital in the spring semester of the senior year with a duration of at least 50 minutes. The selection and preparation of repertoire will be supervised by the applied instructor. The student will work on all other aspects of this recital (programs and extensive research for program notes, biography, publicity materials, advertising, recording, stage set-up and lighting) in conjunction with MUS 486 Senior Seminar.

MUS 486: SENIOR SEMINAR
Three hours each week; Credit: 3 hours
This capstone course continues and builds upon foundations laid in MUS 386 Practicum Musicum. Basic skills learned in and applied in MUS 386 will be reinforced at a higher level of mastery, detail, and professionalism. Materials completed will include a professional resume, vita, biography, publicity photos, publicity materials, portfolio, and a professional level CD demo recording self-produced and digitally edited in house (in conjunction with MUS 485 Senior Recital). The student will emerge from this course with the skills and knowledge necessary for making a living through teaching, private studio, self-marketing, or furthering her education in graduate school.

MUS 492/493/494: INDEPENDENT STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student's educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

MUS 495: SPECIAL TOPICS IN MUSIC
Credit: 1-4 hours A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

* Denotes special fees
PHILOSOPHY COURSES

PHL 201: INTRODUCTION TO PHILOSOPHY
Credit: 3 hours
You will embark on an introductory survey of many of the main philosophical issues in contemporary Western thinking. You will discuss current and historical philosophers as you examine the following topics: logic, religion, knowledge, the mind, the self, free will, and ethics.

PHL 212: CRITICAL THINKING
Credit: 3 hours
Arguments are used both to persuade people and to establish the truth about a topic. You will consider these different uses of arguments and examine in detail the methods for distinguishing good arguments from those that are not good.

PHL 295: SPECIAL TOPICS IN PHILOSOPHY
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

PHL/REL 320: PHILOSOPHY OF RELIGION
Credit: 3 hours; No prerequisites
You will examine many of the traditional philosophical questions about religion. These include questions about God’s existence, the compatibility of science and religion, the relationship between religion and morality, miracles, life after death, and faith.

PHL 400: SENIOR INTERDISCIPLINARY ETHICS SEMINAR
Credit: 3 hours; No prerequisites; Offered each semester
You will study the relationship between religion, ethics, and the professional world. You will examine ethical theories and contemporary moral problems as you learn how to create your own good moral arguments on both personal and professional topics.

PHL 490/491: PHILOSOPHY INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

PHL 492/493/494: INDEPENDENT STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

PHL 495: SPECIAL TOPICS IN PHILOSOPHY
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.
**FACULTY**

Susan M. Fisher (1990) Associate Professor of Physical Education, Department Manager of Physical Education – B.S., State University of New York College at Cortland; M.A., University of North Carolina at Chapel Hill; Ed.D. University of North Carolina at Greensboro

Robert King (1998) Instructor in Physical Education — B.S., Barton College; M.A., East Tennessee State University, Further study, University of North Carolina at Greensboro, American College of Sports Medicine Health/Fitness Instructor certified, United States Track and Field Level II Track and Field Coach

Elizabeth K. Wright (2001) Instructor in Physical Education, Dance Company Director – B.A., North Carolina State University; M.F.A., University of North Carolina at Greensboro; C.M.A., Laban/ Bartenieff Institute of Movement Studies

**Off-campus locations:**
Gypsy Divers - SCUBA

**PHYSICAL EDUCATION CURRICULUM**

The objectives of the physical education curriculum are to encourage and develop lifelong interest in physical activity while promoting physical fitness, health and wellness.

The department offers activities that emphasize lifetime sports skills, dance, fitness/conditioning, and theory courses in health-related topics.

All students must enroll in PEH 100, Lifetime Fitness and Wellness, as two of the three required credit hours in Physical Education. A student enrolls in the course based on the aerobic activity she chooses. Non-traditional-age students (age 23+) may take the credit-by-examination option and challenge the PEH 100 graduation requirement. As described on page 43 of this catalog, a student may notify the Registrar’s Office within the first ten days of the semester in which the exam will be taken. The student will not receive credit or a grade for the course, but if the exam is passed, the student will be exempt from this general education requirement. The student then chooses from a variety of activity courses to complete the three hour requirement. A maximum of eight activity courses can be taken for credit toward graduation. Participation on an athletic team and in the Peace College Dance Company fulfills the activity course requirement.

*Courses marked with an asterisk (*) are provided at an additional charge.*

Students may enroll in physical education activity courses on a pass/fail basis after the three-hour general education requirement is completed. Students may re-take any one-hour activity course on a pass/fail basis with the permission of the instructor.
FITNESS LEADERSHIP MINOR
21 HOURS

Beginning in the Spring 2009 semester students will have the opportunity to obtain certification as either a personal trainer or a group exercise leader via completion of this Fitness Leadership Minor. Health and fitness clubs, YMCAs, and other health service providers require credible certification of their employees. The culminating experience is a one-hour practicum which the student is responsible for arranging, in consultation with a faculty member and/or the career center. Students interested in graduate study in Exercise and Sport Science may obtain some undergraduate core classes required in these programs. Students are urged to contact a PEH faculty member as soon as she knows she would like to pursue this minor so that she can plan her schedule appropriately.

Credit Hours 18 hours

PEH 205 Introduction to Exercise and Sport Science 3

PEH 200 Care & Prevention of Athletic Injuries 3

PEH 210 Methods of Group Exercise Instruction: Pre-Req: any 100 level PEH course plus PEH 205. Initially this course would be taken at NCSU where it is offered every semester. This course required for students seeking group exercise leader certification. 2

PEH 211 Strength Training and Conditioning: pre-req: any 100 level PEH course plus PEH 205. Initially this course would be taken at NCSU where it is offered every semester. This course required for students seeking Personal Trainer certification. 2

PEH 300 Nutrition for Health, Fitness, & Sport: Pre-req. BIO 101 or CHE 111 3

PEH 310 Principles of Exercise Science: Pre-req: PEH 100, BIO 101, and PEH 205 3

PEH 350 Exercise Assessment and Programming: Pre-req PEH 310 3

PEH 410 Practicum Experience: A 10 week practical experience with a fitness specialist within the Triangle area. 1

Three, one-hour Elective Activity Courses 3 hours
Students select three of the following one-hour courses beyond the PEH Liberal Education requirement (a minimum of four one-hour courses)

PEH 110, PEH 112, PEH 119, PEH 123, PEH 136, PEH 137, PEH 139, PEH 140, PEH 154

Students may count one season of athletic team participation or one year of PCDC participation as one of these elective hours

PHYSICAL EDUCATION, HEALTH, AND DANCE COURSES

CURRICULUM THEORY

DAN 201 Dance Appreciation
Three hours each week; Credit 3 hours
Dance Appreciation explores dance as an artistic, religious, cultural, and social form. You will examine dance in the context of its four main purposes: religious/ritual, world/folk, social, and theatrical (artistic & entertainment) as well as the over-riding influence of power in each realm. You will explore these different realms of dance by reading, discussing, actively experiencing, and watching them. You will attend one professional dance performance with the class and then will see another of your choice. Your choice can be anything from a free modern or belly dance performance to a full Broadway production. In addition, you have the opportunity to observe dance classes, rehearsals, and participate in other dance forms. A paper on a dance topic of your choice can integrate either your major or your personal interests. At the end of this course you will have developed your own definition of dance and should be able to answer questions such as What is Bharatanatyam? Why did folk dances develop? Why do pointe shoes fall apart so quickly? What is the significance of Soul Train? This course satisfies the Liberal Education Fine Art course requirement.

DAN 205: DANCE COMPOSITION
Three hours each week; Credit 2 hours
Interested in making your own dances? This course is designed for the beginning choreographer. Through short studies you will work on movement vocabulary and abstraction, leading into motif and development.
Major historical and contemporary choreographers from Petipa to Cunningham to Liz Lerman and Bill T. Jones are examined in terms of their compositional styles. Exploration of the elements of dance help to shape the final compositional project. Live performances and videos of significant choreographic merit will be discussed for their relevance to the course. At the conclusion of this course, you will have a host of tools including the use of time, space, energy, abstraction, motif and development, basic form, and design, to create your own artistically significant dance.

PEH 100: LIFETIME FITNESS AND WELLNESS
Three hours each week; Credit: 2 hours
Lecture material covers a variety of wellness topics including physical fitness, nutrition, weight management, stress management, and disease prevention. The interaction and interdependency of these aspects to total health and well-being is studied and discussed. The student registers for the course according to the aerobic activity in which she chooses to participate. Activity choices include water exercise, fitness walking, aerobic dance, jogging and fitness swimming.

PEH 200: CARE & PREVENTION OF ATHLETIC INJURIES
Three hours each week; Credit: 3 hours; Prerequisite: PEH 100 or permission of the instructor
This course is for any student interested in healthcare careers (nursing, sports medicine, and physical therapy) as well as others interested in injury prevention and rehabilitation. The course emphasizes procedures in emergency situations, injury evaluation, and basic treatment techniques. Students receive CPR and First Aid certification. Class sessions consist of lecture, demonstration, and hands-on practical application in class and in the training room.

PEH 295: SPECIAL TOPICS IN PHYSICAL EDUCATION
Credit: 1-4 hours
The content of this course may vary from term-to-term according to the needs of the academic department, student demand, or the interests of the instructor. In PEH 295, courses are often activity courses not regularly offered, or they may be courses that do not contain the rigor required of a 400-level course.

PEH 300: NUTRITION FOR HEALTH, FITNESS, AND SPORT
Three hours each week; Credit: 3 hours; Prerequisite: BIO 101 or CHE 111
This course is designed for students who have an interest in nutrition as it impacts general health, and physical performance for various levels and types of exercise and sport training. Course content includes the basic elements of nutrient digestion, absorption, and function. Topics discussed and studied include exercise metabolism, energy balance, temperature regulation, body composition, and weight management. Popular nutritional literature is critically evaluated.

PSY/PEH/IDS 362: WOMEN IN THEIR BODIES
Three hours each week; Credit: 3 hours; Prerequisite: Minimum sophomore standing or permission of instructor
Traditional feminine socialization impedes the development of physical skill and self-confidence in girls and women due to the dominant message that female bodies are valuable for their appearance as opposed to their function. As such, women are taught to objectify their bodies and to use them as a way to gain approval, status, and power—however tentative and fleeting those benefits may be. In this interdisciplinary seminar, we discuss theory and research on the psychological ramifications of women’s bodily objectification, such as chronic body shame and appearance anxiety. We also discuss cultural and structural barriers to women developing their physical potential (historically as well as in present times). We will explore the paradoxical relationships between femininity and strength by critically evaluating topics such as women’s competitive body building and the heterosexual objectification of women athletes in the popular media. The course will also address the psychological and physical benefits of women living in their bodies utilizing a combination of classroom discussion and experiential activities.

PEH 490/491: PHYSICAL EDUCATION INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit.
PEH 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student's educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair, and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

PEH 495: SPECIAL TOPICS IN PHYSICAL EDUCATION
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand or the interests of the faculty member.

ACTIVITY COURSES (PHYSICAL EDUCATION)
Students may re-take any one-hour activity course on a pass/fail basis with the permission of the instructor. Students may enroll in activity courses on a pass/fail basis after the one-hour minimum Liberal Education requirement has been fulfilled.

PEH 110: WATER EXERCISE
Credit: 1 hour A physical conditioning class in which students further apply the principles of health-related fitness training introduced in PEH 100. A variety of water activities will be used for the purpose of enhancing all aspects of physical fitness. Students do NOT need to be able to swim in deep water to participate in this class.

PEH 111: BEGINNING SWIMMING
Two hours each week; Credit: 1 hour; Offered fall semester
For non-swimmers and/or anyone not comfortable in deep water. Students learn water adjustment skills and how to maneuver the body in a buoyant environment and are introduced to basic stroke technique. The primary objective is that the student be able to survive and support herself in deep water for a minimum of five minutes.

PEH 112: INTERMEDIATE SWIMMING
Two hours each week; Credit: 1 hour, offered spring semester.
Must be comfortable and able to maintain flotation in deep water. Learn and/or improve stroke technique for front crawl, back crawl, breaststroke, sidestroke, and elementary backstroke. Swimming for fitness is included as individual ability allows.

PEH 118: CROSS TRAINING
Two hours each week; Credit: 1 hour; completion of PEH 100 recommended
A physical conditioning class in which students further apply the principles of health-related fitness training learned in PEH 100. Aerobic activities include fitness walking, jogging, use of aerobic exercise equipment. Strength training includes use of weight machines and free weights.

PEH 119: STRENGTH TRAINING
Two hours each week; Credit: 1 hour
A physical conditioning class focusing on the principles and practice of strength and resistance exercise. Technique and progression for use of different modalities of strength training is covered.

PEH 123: AEROBIC CONDITIONING
Credit: 1 hour; completion of PEH 100 recommended
A physical conditioning class in which students further apply the principles of health-related fitness training learned in PEH 100. Participants exercise to music for the purpose of developing cardiovascular endurance, strength, and flexibility.

PEH 131: BEGINNING GOLF *
Two hours each week; Credit: 1 hour
Learn the most important elements of the game of golf: basic rules, etiquette, swing fundamentals, and fun! Class travels to a driving range and par-3 facility for approximately half of the class sessions. Culminating experience is participation in a 9-hole faculty/staff/student “fun” tournament on a regulation-size golf course. Clubs are provided.

PEH 134: BEGINNING TENNIS
Two hours each week; Credit: 1 hour
Rules, scoring, history, and skill development of the forehand, backhand, volley and serve. For students with little or no previous tennis experience.
PEH 135: INTERMEDIATE TENNIS
Two hours each week; Credit: 1 hour;
Prerequisite: Physical Education 134 or comparable skill
Review of the forehand, backhand, volley, and serve.
Introduction to the lob, overhead, drop shot and approach shot. Emphasis on strategy and doubles play. Beginning tennis or prior tennis lessons/experience required.

PEH 136: YOGA I
Three hours each week for half a semester; Credit: 1 hour
An introduction to the basic principles of Yoga, an integrated system of education of the body, mind, and spirit. The student will focus on the physical aspects of the practice and deepening body awareness.

PEH 137: YOGA II
Three hours each week for half a semester; Credit: 1 hour, Prerequisite: Satisfactory completion of Yoga I ("B" grade or higher) AND permission of the instructor
A continuation of PEH 136, building on the concepts, strength, and flexibility gained in that course. The focus of this course is challenging the student to deepen her practice of asanas (steady poses) and pranayama (breathing) as she develops her personal yoga practice.

PEH 138: FENCING *
Two hours each week; Credit 1 hour
The sport has been described as “chess with muscles,” suggesting that complicated strategy lies behind the thrusts and parries that punctuate a duel. A sport that combines strength, agility, stamina, finesse, and mental strategy!! Fencers of today employ a strange combination of archaic and modern customs; combatants still salute before a match and wear the traditional white uniforms and masks.

PEH 139: CYCLING
Credit: 1 hour
Students will learn and put into practice cycling skills necessary to enjoy and participate safely in trail and some road cycling. Proper bike fit, styles of bikes, road-riding laws and skills, basic bike maintenance, and indoor training will be covered and practiced. The class will meet Friday afternoons at 2pm. There will be two Saturday rides.

PEH 140: JOGGING
Two hours each week; Credit: 1 hour; completion of PEH 100 recommended
A physical conditioning class in which students further apply the principles of health-related fitness training learned in PEH 100. Participant’s goal is to improve cardiovascular endurance sufficiently to jog continuously for a minimum of three miles. Strength and flexibility training are also included.

PEH 147: KARATE I *
Three hours each week; Credit: 1 hour (½ semester)
Introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, muscular coordination and cardiovascular fitness. Application of simple karate techniques and ability to defend oneself in an attack situation.

PEH 148: KARATE II *
Two hours each week; Credit: 1 hour (½ semester)
This course is an extension of Karate I. The student expands into the intermediate levels of the American Karate System for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardiovascular fitness.

PEH 149: CYCLING
Credit: 1 hour
An introduction to the Fundamentals and Exercises of Pilates Matwork. Based on the work of Joseph H. Pilates, students learn this integrated system of movement, breath, and experiential anatomical awareness to increase core body strength, flexibility, and range of motion.

PEH 154: PILATES
Two hours each week; Credit: 1 hour
A fast-paced racquet sport that is easier to learn than tennis. Learn techniques for serving, drop shots, smashes, overhead and underhand clears. This is an Olympic sport with broad international popularity. It’s also a fun way to get in shape!
ACTIVITY COURSES (DANCE)

PEH 121: BEGINNING MODERN DANCE
Three hours each week for half a semester; Credit: 1 hour
An introduction to beginning modern technique. Students gain an understanding of the elements of dance (body, space, time, movement, and energy) and how these elements relate to modern dance technique. The history of early modern dance to the 1950s and its cultural context are also covered.

PEH 122: BEGINNING JAZZ DANCE
Two hours each week; Credit: 1 hour
An introduction to beginning jazz technique. Students will learn basic theory, technique, alignment, grace, and musicality. Jazz history and its cultural context are covered.

PEH 124: BALLET I
Two hours each week; Credit: 1 hour
An introduction to classical ballet. Students will learn technique, alignment, coordination, grace, and musicality. Ballet history and its cultural context are also covered.

PEH 127: INTERMEDIATE MODERN TECHNIQUE
Three hours each week for half a semester; Credit: 1 hour; Prerequisite: PEH 121 or permission of the instructor
A continuation of PEH 121, focusing on intermediate technique. Basic composition/choreography and improvisation are introduced. The history of modern dance from the 1950s to the present day and its cultural context are also covered.

PEH 128: INTERMEDIATE JAZZ DANCE
Two hours each week; Credit: 1 hour
A continuation of PEH 122, focusing on intermediate technique. Current trends in jazz dance and theory are also covered.

PEH 225: SOCIAL DANCE
Two hours each week; Credit: 1 hour; This is a CCE course
This course covers some American ballroom and Latin dances, including specific dances, etiquette, and proper positioning. Students learn the basic steps of the dances, as well as the historical and cultural context of each dance. A final paper or project exploring another social or folk dance integrates the student’s cultural interest to this course.

PEH 226 African Dance *
Two hours each week; Credit 1 hour; This is a CCE course.
Become immersed in a new cultural form while getting a great workout. This course introduces students to the dances of West Africa. You will learn the movement vocabulary and technique of many of the cultural, social and ritual dances from several different countries in Africa. What better way to learn about a culture than to embody its stories and movement? The classes will be accompanied with traditional and contemporary African music. This class can help you fulfill a PEH activity requirement and carries one point of the cross-cultural requirement (a total of 5 points are required).
OFF-CAMPUS ACTIVITY CLASSES
Gypsy Divers – SCUBA

PEH 117: SCUBA DIVING *
Four hours each week; Credit: 1 hour; offered 1st half of fall semester, 2nd half of spring semester
Basic principles of scuba diving are introduced and discussed. Students practice these principles through a variety of pool activities designed to promote knowledge of diving safety while building familiarity and comfort with diving equipment and its use. Basic swimming skills and good health are required.

DANCE
PEH 220: PEACE COLLEGE DANCE COMPANY
Six hours each week plus other scheduled rehearsal times.
Credit: 2 credit hours per academic year. Credit hours earned are equivalent to activity course credit.
The PCDC is open to all students by audition. Students will improve technique and performance quality by studying dance in many forms with faculty and guest artists. On- and off-campus appearances may be required. Apprentice positions are available. Apprentices perform in a more limited role, have minimal time commitments, and do not receive credit.

TEAM SPORTS
PEH 230: TENNIS TEAM
Credit: 1 hour; Prerequisite: permission of the instructor; Students may repeat this course for additional credit. Credit is awarded in the spring semester.
Credit hours earned are equivalent to activity courses credit. Credit will be awarded on a Pass/Fail basis. A letter grade will be given if the credit is being applied as the third required hour in physical education. Students who do not finish out the season will receive a W (withdrawn). Practice and competition. Additional practice hours required.

PEH 240: SOCCER TEAM
Credit: 1 hour; Prerequisite: permission of the instructor; Students may repeat this course for additional credit. Credit hours earned are equivalent to activity courses credit. Credit will be awarded on a Pass/Fail basis. A letter grade will be given if the credit is being applied as the third required hour in physical education. Students who do not finish out the season will receive a W (withdrawn). Practice and competition. Additional practice hours required.

PEH 250: CROSS COUNTRY TEAM
Credit: 1 hour; Prerequisite: permission of the instructor; Students may repeat this course for additional credit. Credit hours earned are equivalent to activity courses credit. Credit will be awarded on a Pass/Fail basis. A letter grade will be given if the credit is being applied as the third required hour in physical education. Students who do not finish out the season will receive a W (withdrawn). Practice and competition. Additional practice hours required.

PEH 260: VOLLEYBALL TEAM
Credit: 1 hour; Prerequisite: permission of the instructor; Students may repeat this course for additional credit. Credit hours earned are equivalent to activity courses credit. Credit will be awarded on a Pass/Fail basis. A letter grade will be given if the credit is being applied as the third required hour in physical education. Students who do not finish out the season will receive a W (withdrawn). Practice and competition. Additional practice hours required.

PEH 270: BASKETBALL TEAM
Credit: 1 hour; Prerequisite: permission of the instructor; Students may repeat this course for additional credit. Credit is awarded in the spring semester. Credit hours earned are equivalent to activity courses credit. Credit will be awarded on a Pass/Fail basis. A letter grade will be given if the credit is being applied as the third required hour in physical education. Students who do not finish out the season will receive a W (withdrawn). Practice and competition. Additional practice hours required.

PEH 280: SOFTBALL TEAM
Credit: 1 hour; Prerequisite: permission of the instructor; Students may repeat this course for additional credit. Credit hours earned are equivalent to activity courses credit. Credit will be awarded on a Pass/Fail basis. A letter grade will be given if the credit is being applied as the third required hour in physical education. Students who do not finish out the season will receive a W (withdrawn). Practice and competition. Additional practice hours required.

*Denotes special fees
POLITICAL SCIENCE Division of Organizational Studies

FACULTY

Roger L. Ashby (2000) Assistant Professor of Political Science and of Business Administration – B.A., M.A., Virginia Polytechnic Institute and State University; J.D., Stetson University College of Law; Ph.D. candidate, Virginia Polytechnic Institute and State University

Marguerite Creel (2005) Assistant Professor of Political Science, Coordinator of Political Science Program – B.A., cum laude, Middlebury College; M.P.A., University of New Orleans; D.P.A., University of Southern California

David McLennan (1995) Professor of Communication and Political Science; – B.A., M.A., University of Virginia; Ph.D., University of Texas at Austin

POLITICAL SCIENCE MAJOR

Liberal Education Curriculum 50 hours
For a full description see Peace Passport section of this catalog

Political Science Major Courses 36 hours

General Electives 39 hours

Total Hours for the B.A. in Political Science 125 hours

If you’re interested in political science or how policy is made, the Political Science program at Peace College—located in the heart of North Carolina’s capital city—is for you. As a political science major, you will take courses in public policy, politics, economics, communication, history, and other academic disciplines. You can elect a concentration in Political Studies, Pre-Law, or Public Policy, depending upon your interests and goals.

Since you’ll be studying just blocks from local, state, and federal government offices, you will have the opportunity to learn from and intern with policy analysts, journalists, and political leaders in the judicial, legislative, and executive branches of state government.
I. POLITICAL SCIENCE CORE COURSES

15 HOURS

PSC 201 American Government 3
PSC 202 State & Local Government 3
ECO 211 Microeconomics 3
ECO 212 Macroeconomics 3
PSC 480 Political Science Capstone* 3

II. CONCENTRATION

A student may elect one of three options: (A) the Political Studies option, (B) the Pre-Law option, or (C) the Public Policy option:

A. Political Studies Concentration 21 hours

A student should take 7 of the following courses:

PSC 210 Public Administration 3
PSC 270 Law & the Legal System 3
PSC 301 Foreign Policy 3
PSC 302 Comparative Political Systems 3
PSC 320 Public Policy 3
PSC 321 Public Policy Analysis 3
PSC 370 Constitutional Law 3
PSC 320 Public Policy 3
PSC 321 Public Policy Analysis 3
PSC 370 Constitutional Law 3
PSC 425 Grant Writing 3
PSC 435 Political Campaign Communication 3
COM/PSC 455 Media & American Politics 3
HIS 331 Women in the Western World 3
HIS 399 The World Since 1945 3
LEA 311 Political Leadership 3

B. Pre-Law Concentration 21 hours

A student should take the following 5 courses (15 hours):

PSC 210 Public Administration 3
PSC 301 Foreign Policy 3
PSC 320 Public Policy 3
PSC 321 Public Policy Analysis 3
PSC 370 Constitutional Law 3
COM 440 Mass Media Law & Ethics 3
COM/PSC 455 Media & American Politics 3
HIS 331 Women in the Western World 3
HIS 399 The World Since 1945 3
LEA 311 Political Leadership 3

C. Public Policy Concentration 21 hours

A student should take the following 5 courses (15 hours):

PSC 210 Public Administration 3
PSC 301 Foreign Policy 3
PSC 320 Public Policy 3
PSC 321 Public Policy Analysis 3
PSC 370 Constitutional Law 3
PSC 260 Political Economy 3

A student should choose 2 of the following courses (6 hours):

PSC 270 Law & the Legal System 3
PSC 302 Comparative Political Systems 3
PSC 370 Constitutional Law 3
PSC 435 Political Campaign Communication 3
COM 440 Mass Media Law & Ethics 3
COM/PSC 455 Media & American Politics 3
HIS 331 Women in the Western World 3
HIS 399 The World Since 1945 3
LEA 311 Political Leadership 3

* designates new courses as of spring 2006
POLITICAL SCIENCE MINOR
18 HOURS
PSC 201 American Government 3
Plus 5 additional PSC courses 15

POLITICAL SCIENCE COURSES

PSC 201: AMERICAN GOVERNMENT
*Three hours each week; Credit: 3 hours*
All of us are affected every day by what the federal government does. As an American citizen, you need to know how it is organized and how it works. In this course, you will learn about the history, constitutional basis, structure, and processes of American government. You will learn about the effects that the media, interest groups, political parties, and public opinion have on the government. You will also begin to learn how to analyze particular types of policies (such as foreign policy, environmental policy, and economic policy) in a systematic way. If you decide to major in political science (PSC), this course is the pre-requisite for all other PSC courses. In any event, you will leave the course as a better-informed citizen, with a solid foundation for future studies in politics, policy, business, and law.

PSC 202: STATE AND LOCAL GOVERNMENT
*Three hours each week; Credit: 3 hours; Prerequisite: PSC 201 or permission of the instructor*
Americans tend to be more familiar with the federal government than with state and local governments, although these latter governments affect most of us more directly on a daily basis. As a companion course to PSC 201 (American Government), this course will help you understand the different types of local and state government institutions, how these institutions interact with the federal government, how laws that affect you on a daily basis are passed, and how you, as an average citizen, can influence local and state government through advocacy, interacting with local and state officials, and voting. At the end of this course, which is required of all PSC majors, you will have a more thorough understanding of municipal, county, and state government, including how the court system works at all of these levels. You may even be inspired to run for local or state office after taking the course!

PSC 210: INTRODUCTION TO PUBLIC ADMINISTRATION
*Three hours each week; Credit: 3 hours; Prerequisite: PSC 201 or permission of the instructor*
The way that most of us experience what government (federal or state) does on a daily basis is through some administrative agency, such as the IRS or the DMV. Such agencies implement the laws passed by legislatures and carry out the orders of executives, and the way they do this can have important effects on individuals and groups in our society. In this course, you will learn how administrative agencies fit into the American governmental system, how they are organized, and how and how well they function. As part of your learning experience, you will engage in in-class simulations and role-playing exercises that bring to life some administrative processes. If you decide to major in political science (PSC), you will leave this course better prepared for courses in all of the concentration areas. Even if you major in another area, this course will help prepare you for careers in government or business.

PSC 260: POLITICAL ECONOMY FOR PUBLIC POLICY
*Three hours each week; Credit: 3 hours; Prerequisite: PSC 201 or permission of the instructor*
Think of any area of public policy (such as crime, foreign policy, social security, or health care), and you will notice that both politics and economics would be involved in discussing what is being done (or what should be done) in that policy area. In this course, you will learn how economics applies to making decisions about public policy. You will also learn how to use basic economic analysis to evaluate policy choices, and you will see how politics may affect the choices you might make. You can take this course even if you have not previously had an economics course. If you decide to major in political science (PSC), this course is a required course for the public policy and the political communication concentrations. Even if you do not major in PSC, this course would be particularly valuable to persons working in government and business.
PSC 270: INTRODUCTION TO LAW AND THE LEGAL SYSTEM  
*Three hours each week; Credit: 3 hours; Prerequisite: PSC 201 or permission of the instructor*

The judiciary is one of the three branches of our constitutional system. How it and the underlying legal system operate is important to all of us. In this course, you will get an overview of American law and the American legal system. You will learn what the law is, what it does, where it is found, and how it impacts individuals and society. You will also learn about many specific legal topics, such as contracts, torts, and the criminal law. If you plan to major in political science (PSC), this course is required for the political science concentration. If your future plans include law school, this course is highly recommended. Even if you do not major in PSC or do not plan a career in law, you will find the course helpful in everyday life and as background for careers in business and government.

PSC 301: AMERICAN FOREIGN POLICY  
*Three hours each week; Credit: 3 hours; Prerequisite: PSC 201 or permission of the instructor*

Now, more than ever, our safety and prosperity depend upon our relationships with other nations, friendly and unfriendly, around the world. In this course, you will examine the policies of the past in light of the conditions of the present and our aspirations for the future. You will learn about and critically examine the various theories of foreign policy and international relations. You will also learn about the practical politics of foreign policy. In class, you will assume the role of a member of the President’s National Security Council, providing advice on specific foreign policy problems that are “in the news” at the time, an exercise that allows you to bring together theory and practical politics in a simulated real-world setting. If you plan to major in political science (PSC), this course is required for the public policy concentration and highly recommended for the other concentrations. The course is beneficial to you as an informed citizen, even if you do not plan to major in PSC.

PSC 302: COMPARATIVE POLITICAL SYSTEMS  
*This is a CCE course*

We live in a global environment. We speak of the “global economy” and refer to “geopolitics.” In such a world, we need to know as much as possible about other political systems. In this course, you will learn about governmental systems in Western Europe, Latin America, Asia, Africa, and other parts of the world. You will compare various forms of democracy with our government, and you will compare democracy with non-democratic forms of government. You will use social science techniques to assess the feasibility of democracy in places where it has never existed and in places where it is just beginning to take root. If you major in political science (PSC), this course is required for the political science and global studies concentrations and is recommended for the others. If you do not plan to major in PSC, the course is valuable in helping to expand your understanding of other cultures and governments.

PSC 320: INTRODUCTION TO PUBLIC POLICY  
*Three hours each week; Credit: 3 hours; Prerequisite: PSC 201 or permission of the instructor*

Public policy is what government decides to do or not to do about perceived public problems. Because we read newspapers, watch television, listen to radio, and surf the internet, we are all aware of some of the problems on the agenda from time to time. A partial list might include capital punishment, abortion, terrorism, taxes, and the economy. Who decides what policy is? How is policy made? In this course, you will examine the policy process and deal with selected areas of domestic policy. In doing so, your point of view will be that of the observer or the person having a stake in the policy decisions made, not of the policy analyst. You will engage in informal debates, as part of a task force, about specific policy issues. If you are a political science (PSC) major, this course is required for the public policy concentration. It is recommended for the political science and political communication concentrations. If you do not major in PSC, this course would benefit you if you plan a career in business or government.
PSC 321: INTRODUCTION TO POLICY ANALYSIS
Three hours each week; Credit: 3 hours;
Prerequisite: PSC 201 or permission of the instructor
Legislators, executives, judges, and administrators need policy advice on a routine basis. This advice comes from policy analysts, the “professionals” who analyze policy problems trying to find workable solutions. In this course, you not only get a glimpse inside the world of the policy analyst—you actually get to “do” some policy analysis. Your point of view in this course is that of the analyst. You will learn the techniques of policy analysis and do policy briefs and briefings under simulated real-world conditions of limited resources and time constraints. If you are a political science (PSC) major, this course is required for the public policy concentration. It is also a good elective for anyone who has previously taken PSC 320 and, even if you do not major in PSC, it is a good choice for you if you plan a career in government.

PSC 370: AMERICAN CONSTITUTIONAL LAW
Three hours each week; Credit: 3 hours;
Prerequisite: PSC 201 or permission of the instructor
The U.S. Constitution is the very foundation of our government. The way in which this document is interpreted determines, to a large degree, what the relationship between the government and the governed will be. In this course, you will learn about the Constitution and about the major cases the Supreme Court has decided in interpreting Constitutional provisions. You will learn about the various theories concerning how the Constitution should be interpreted. You will also learn about the powers of national and state governments; about the powers of the various branches of the federal government, and about how the Constitution protects the rights and liberties of individual citizens and organizations. In class, you will play the role of Constitutional lawyers representing one side of a case actually before the Supreme Court during the term. Then later, you will play the role of a Supreme Court Justice having to decide that same case. If you plan to major in political science (PSC), this course is required for the political science concentration and is recommended for the public policy concentration. This course will be very valuable to anyone who plans to attend law school.

PSC 425: GRANT WRITING
Three hours each week; Credit: 3 hours; Prerequisite: none
The grantsmanship process, from foundation research and donor cultivation to the writing of a proposal for submission, is dependent on the successful development of connections between the not-for-profit, private, and public sectors. In this class, students will apply the skills and knowledge needed to complete the important elements of a grant proposal, including the cover letter, summary statement, statement of problem or need, goals and objectives, methodology, evaluation, the budget, and future funding. Information for these sections will be gleaned from multiple sources, requiring students to research demographic, social, and economic data. Students will learn the typical questions that funders ask within professional and civic contexts. Emphasis will be placed on the development of an appreciation for persuasive argument and analysis.

PSC 455: MEDIA AND AMERICAN POLITICS
Three hours each week; Credit: 3 hours;
Prerequisite: PSC 201 or permission of the instructor
Often called the “Fourth Estate,” the modern mass media strongly influence our attitudes and beliefs about government and politics. In addition, the media—the
internet, newspapers, radio, and television—are also influenced by politicians and government officials. In this course, you will learn more about the complex interaction that defines the relationship between media and politics. If you are interested in topics like media bias, freedom of the press, embedded journalists, or many other topics that touch on media and politics, this course will help you whether you are an aspiring journalist, future elected official, or concerned citizen.

**PSC 490, 491: POLITICAL SCIENCE INTERNSHIP I and II**

*Credit: 1 to 6 hours; Prerequisite: junior or senior status*

An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

**PSC 492/493/494: DIRECTED STUDY**

*Credit: 2-4 hours; Prerequisite: junior or senior status*

A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience.

A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

**PSC 495: SPECIAL TOPICS IN POLITICAL SCIENCE**

*Credit: 1-4 hours*

A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.
Psychology — the study of human behavior and the mind — will help you develop a more meaningful personal life and professional life. Psychology majors develop skills in ethical decision-making, critical thinking, research methods, oral presentations, scientific writing, and socio-cultural awareness. These skills help prepare students for an exciting array of careers including those in business, education, law, mental health, public policy, basic and applied research, program development, training, advertising, marketing, consulting, community relations, and personnel.

The psychology faculty will help you design a course of study related to your specific interests and talents, whether you want to own a business, work as a counselor, or teach at the college level. Students majoring in psychology are required to complete a minor, a double-major, or a concentration. Concentrations give students specialized knowledge and skills in one of three main areas: 1) Experimental psychology, 2) Clinical/Counseling psychology, or 3) Developmental psychology. Psychology courses taken to complete a concentration also count toward the completion of the major.

Students majoring in psychology may “double-count” nine credit-hours toward the completion of a second major or six credit-hours toward the completion of a minor. Students who double-major must complete an internship in psychology unless their internship in the other discipline clearly includes psychology-related elements (e.g., research, data collection, consulting, counseling, etc.). Students must obtain approval from the Psychology internship coordinator prior to the completion of the other internship in order to receive an exemption from PSY 490.
## PSYCHOLOGY MAJOR COURSES
### 31 HOURS

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 300 Research Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Experimental Elective (choose 1): 3
- PSY 325 Primate Behavior
- PSY 380 Cognitive Psychology
- PSY 382 Learning and Motivation
- PSY 390 Neuropsychology

Developmental Elective (choose 1): 3
- PSY 220 Gender Roles
- PSY 310 Child Development
- PSY 312 Adolescent Development
- PSY 315 Life Span Development
- PSY 322 Psychology of Adulthood & Aging

Social/Applied Elective (choose 1): 3
- PSY 330 Social Psychology
- PSY 340 Personality Psychology
- PSY 362 Attitudes and Social Influences
- PSY 365 Health Psychology
- PSY 370 Industrial and Organizational Psychology

Clinical Elective (choose 1): 3
- PSY 350 Abnormal Behavior
- PSY 352 Counseling Theories and Techniques
- PSY 355 Psychology of Exceptional Individuals
- PSY 360 Family Psychology

PSY 470 Senior Seminar in Psychology 3

Psychology Electives 9-12

* If students use PSY 101 to meet one of their social science requirements in the liberal education program, an additional psychology elective is needed to complete the 31-credit hours within psychology.

## EXPERIMENTAL CONCENTRATION
### 15 hours

Students interested in teaching and researching psychology should consider the Experimental Concentration. This concentration helps prepare students for graduate study by helping them further develop skills in research, writing, data analysis and data interpretation. Students have the opportunity to focus this concentration on their content area of interest (i.e. Social Psychology, Adolescent Psychology, Cognitive Psychology, Industrial-Organizational Psychology, Psychology of Women, etc.).

Choose at least two Advanced Research Experiences
- PSY 395 Psychology Research I
- PSY 396 Psychology Research II
- STA 301 Statistics II
- PSY 480 Honors Thesis in Psychology

Choose at least one Professional Writing Course:
- ENG/COM 309 Article and Essay Writing
- ENG/COM 341 Professional Writing
- PSC 425 Grant Writing

Choose at least one additional Experimental Course:
- PSY 325 Primate Behavior
- PSY 380 Cognition
- PSY 382 Learning
- PSY 390 Neuropsychology

Choose one course relevant to proposed area of graduate study

## CLINICAL/COUNSELING CONCENTRATION
### 15 hours

Students interested in pursuing a career in the helping professions or a career in teaching and researching applied psychology should consider the Clinical/Counseling Concentration. This concentration helps students develop skills in assessment, diagnosis, and therapy and also furthers skill development in data collection and data analysis. Students who complete this concentration are often interested in pursuing graduate studies in Clinical Psychology, Counseling Psychology, Rehabilitation Counseling, Marriage & Family Therapy, Social Work, and School Counseling.
Choose at least one Advanced Research Experience
PSY 395 Psychology Research I
PSY 396 Psychology Research II
STA 301 Statistics II
PSY 480 Honors Thesis in Psychology
PSY 350 Abnormal Behavior
PSY 352 Counseling Theories & Techniques

Choose at least one special populations course
PSY 322 The Psychology of Adulthood & Aging
PSY 355 Exceptional Individuals
PSY 360 Family Psychology
CHD 410 Assessment & Intervention
PSY 491 Psychology Internship II

Developmental Concentration 15 hours
Students interested in teaching, researching or consulting in the area of child and adolescent psychology should consider the Developmental Concentration. This concentration helps prepare students for graduate study by helping them increase their knowledge of child and adolescent development and their skills in data collection and data analysis. Students who complete this concentration are often interested in pursuing graduate studies in Developmental Psychology, School Psychology, Social Work, and Education.

Choose at least one Advanced Research Experience
PSY 395 Psychology Research I
PSY 396 Psychology Research II
STA 301 Statistics II
PSY 480 Honors Thesis in Psychology
PSY 310 Child Development
PSY 355 Exceptional Individuals
Six hours of courses in Child Development

PSYCHOLOGY MINOR
18 HOURS
Students minoring in Psychology may “double-count” up to 6 credit hours from their major toward their minor in Psychology.

REQUIRED COURSES:
PSY 101 General Psychology 3
One course from three of the four major areas 9

EXPERIMENTAL AREA:
PSY 325 Primate Behavior
PSY 380 Cognitive Psychology
PSY 382 Learning and Motivation
PSY 390 Neuropsychology

DEVELOPMENTAL AREA:
PSY 220 Gender Roles
PSY 310 Child Development
PSY 312 Adolescent Development
PSY 315 Lifespan Development
PSY 322 Psychology of Adulthood & Aging

SOCIAL/APPLIED AREA:
PSY 330 Social Psychology
PSY 340 Personality Psychology
PSY 362 Attitudes and Social Influence
PSY 365 Health Psychology
PSY 370 Industrial and Organizational Psychology

CLINICAL AREA:
PSY 350 Abnormal Behavior
PSY 352 Counseling Theories
PSY 355 Psychology of Exceptional Individuals
PSY 360 Family Psychology

Psychology Electives (any other PSY courses) 6
PSYCHOLOGY COURSES

PSY 101: GENERAL PSYCHOLOGY (HONORS OPTION)
Three hours each week; Credit: 3 hours
Does what you eat impact your brain function? Is it damaging to spank your children? Are you really independently minded, or do others influence you more than you think? These are just a few of the many real-life questions addressed in General Psychology. Through readings, lectures, discussions, and in-class activities, you will study the many different ways psychologists study human behavior and the mind. General Psychology will help you better understand yourself and be prepared to live with, work with, and understand others.

PSY/SOC 220: GENDER ROLES
Three hours each week; Credit: 3 hours
Does being male or female affect your behavior in school or work or in relationships? Are you treated differently because you are a woman? This course will help you develop a framework for thinking about gender and the way it impacts your life. Topics such as gender and family relationships, the biology of gender, and discrimination and harassment will be discussed. To help you learn about gender, you will read recent research studies, contemporary legal cases, and historical documents, and you will view films. Throughout the course, you can expect to have lively debates and to be challenged to explore the impact of your own beliefs and the assumptions of your culture on gender role development.

PSY 300: RESEARCH METHODS
Three lecture hours each week; two laboratory hours each week; Credit 4 hours; Prerequisites: PSY 101, STA 201 & grammar competency exam check-off. This course has been approved as an advanced writing composition course. This course meets the advanced writing requirement and will help you understand the basic elements of behavioral research. Just what are independent and dependent variables? What is meant by correlational research? How do psychologists recruit participants? Not only will this course help you learn how to read and understand a professional journal article, it will also help you evaluate common research findings that are reported in the news. Students will have the opportunity to review an area of psychology in-depth and design a research proposal. Emphasis will be placed on learning scientific writing in the context of the behavioral sciences as well as the accurate use of American Psychological Association (APA) writing style.

PSY/CHD 310: CHILD DEVELOPMENT
Three hours each week; Credit: 3 hours; Prerequisite: PSY 101
Have you ever wondered how certain foods and drugs influence children’s development during the prenatal period? Or how infant personality and parenting style interact to create a certain kind of parent-child relationship? What makes certain children popular, while others are rejected? This course will introduce you to biological, cognitive, and social-emotional development during childhood. Through in- and out-of-class work, you’ll focus on a range of topics that will help you parent your own future children or work with children in a professional setting.

PSY/CHD 312: ADOLESCENT DEVELOPMENT
Three hours each week; Credit: 3 hours; Prerequisite: PSY 101
This course explores the physical, cognitive, and socio-emotional development of adolescents. Class readings, activities, and discussions are directed toward enhancing students’ understanding of current theory and research, as well as contemporary issues related to adolescents’ development. In the course, students are challenged to examine these perspectives for application to future theory and practice. Opportunities for observation and/or participation in community settings are a required component of this course.

PSY/CHD 315: LIFE-SPAN DEVELOPMENT
Three hours each week; Credit: 3 hours; Prerequisite: PSY 101
Whether your goal is to be a professional, a parent, a partner, or maybe all three, knowledge of what people experience at different ages will help you to be more effective in your professional and personal interactions. This course will explore a variety of topics throughout the lifespan, such as prenatal brain growth, infant attachment, adolescent sexuality, whether or not people really have a “mid-life crisis”, and fear of aging. You will be asked to apply what you’re learning in group work, projects, and papers. You will also be asked to make connections across the lifespan. For example, you might be asked to investigate how your childhood attachment patterns have impacted your ability to form effective relationships as an adult.
PSY 322: THE PSYCHOLOGY OF ADULTHOOD & AGING
*Three hours each week; Credit: 3 hours; Prerequisite: PSY 101*
Who is old? Which psychological processes change after an individual reaches her biological maturation, and which do not? This course focuses on changes and continuities in psychological development after adolescence. We will consider both theory and research concerning adult development and aging in the physical, cognitive, and socio-emotional domains. We will also evaluate what it means to age successfully versus unsuccessfully. Thus, we will consider outcomes ranging from optimal aging to average or usual aging, to diseased aging. The class will combine lectures and discussions with projects that students will present during course meetings.

PSY/ANT 325: PRIMATE BEHAVIOR
*Three hours each week; Credit: 3 hours; Prerequisite: ANT 216 or permission of the instructor*
Did you know that the study of nonhuman primates – prosimians, monkeys, and apes – can help you understand your own evolution as a species and provide insights into why you behave as you do? Selected primate species are studied in depth in order to understand how genetics, the environment, and troop traditions influence the kinds of behaviors exhibited. Students will also study key primatological studies (naturalistic and experimental), understand the way such studies are conducted, and, by the end of the course, be able to evaluate these studies and relate the results to their own lives. Through readings, lectures, videos, computerized labs, and discussion, students will learn why primatological studies are conducted and what scientists have learned as a result.

PSY 330: SOCIAL PSYCHOLOGY (Honors Option)
*Three hours each week; Credit: 3 hours; Prerequisite: PSY 101*
How do your stereotypes of other people change their behavior? What techniques are successful in influencing others’ behavior? Why are some relationships successful while others end in conflict? And what determines whether people will be helpful or aggressive? Social psychologists examine how behavior is affected by the presence of other people and by the specific situation. Classic problems throughout history (e.g., obedience in Nazi Germany) and modern issues (e.g., prejudice by teachers) will be studied in this course. You will have the opportunity to apply many of the topics to your life and the lives of others around you.

PSY 340: PERSONALITY PSYCHOLOGY
*Three hours each week; Credit: 3 hours; Prerequisite: PSY 101*
Who are you and how are you unique from others? Would you describe yourself as cautious or thrill-seeking? Introverted or extroverted? Flexible or rigid? Understanding your own personality can help you function more productively in work and romantic relationships. Understanding variations in personality allows you to predict other people’s behavior so that you know what to expect from them. This course examines the different ways that personality can be conceptualized (e.g., psychodynamic, motivational, biological, or cognitive). Through class discussions, readings, activities, and class projects, the parts of personality, how personality is organized, how personality develops, and the influence of personality on behaviors will be studied.

PSY 350: ABNORMAL BEHAVIOR
*Three hours each week; Credit: 3 hours; Prerequisite: PSY 101*
Did you know that almost one in two people will be directly affected by a psychological disorder such as anxiety, depression, alcohol dependence or schizophrenia? It’s very likely that you already know a friend or family member who is struggling with one of these disorders, or possibly you have struggled with one of these disorders yourself. Through readings, lectures, discussions, and in-class activities, this course will help you better understand the description, causes, and treatments of the most common psychological disorders. Even those students who have never had experiences with psychological disorders will gain useful strategies for stress management, coping with automatic negative thoughts, and maintaining good mental health over the course of their lifetime.

PSY 352: COUNSELING THEORIES AND TECHNIQUES
*Three hours each week; Credit: 3 hours; Prerequisite: PSY 101 and junior or senior status or permission of the instructor*
If you are interested in relationships, communication, helping techniques, and interpersonal self-evaluation, this course is for you! Counseling Theories is designed to help you improve problem-solving skills, “people skills,” and your ability to use feedback for self-reflection and growth. Through readings, in-class discussions, and written reflections, you will develop a working knowledge of the counseling process. Through the use of role-plays and simulated interviews, you will
develop the necessary skills to conduct an initial clinical interview, build a therapeutic relationship, and inspire change. Skills such as listening, assessing, empathizing, reflecting, questioning, reframing, challenging, summarizing, and goal-setting will be emphasized.

PSY 355: PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS
Three hours each week; Credit: 3 hours; Prerequisite: PSY 101
Maybe you know someone who is living with ADD, mental retardation, a hearing impairment or autism. This course provides an overview of human exceptionality and will help you understand the many types of exceptionality, what causes them, how they influence behavior, and what types of services are most helpful. You will examine research, legislation, controversial topics, and current trends related to the field. You will also examine common attitudes and stereotypes toward people with exceptionalities. In addition to assigned readings, you will learn about exceptionalities through site visits to organizations serving exceptional individuals.

PSY/CHD 360: FAMILY PSYCHOLOGY
Three hours each week; Credit: 3 hours; Prerequisite: PSY 101
How has growing up in your family affected the person that you have become? This course allows you to examine how families influence people’s development. Throughout the class, we will continually remind ourselves that families are highly diverse and develop in highly diverse settings. Some of the specific topics we will explore include characteristics of divorced and stepfamilies, gay and lesbian parenting, single parenting, and the influence of special circumstances, such as poverty, on family functioning. After you have completed this course, you will have more knowledge of children’s development in general and influences on family development in particular. In addition, you will understand the many factors that can influence family functioning.

PSY 362: ATTITUDES AND SOCIAL INFLUENCE
Three hours each week; Credit: 3 hours; Prerequisite: PSY 101
What do advertisers, friends and cult leaders have in common? Why do you buy things you don’t need? Why do you sometimes do things you don’t want to just because someone else asked you? Everyday you are confronted with attempts by others to change your behavior. In this course you will examine the process of influencing others. This process starts with understanding your attitudes, how those attitudes relate to behavior, and how attitudes can be changed. This course blends a study of past research regarding attitudes and social influence with practical applications for both persuading others and resisting the persuasion of others. Ethical issues are also discussed regarding the use of social influence both in terms of extreme examples (e.g., Jonestown) and the everyday use of persuasive techniques. Assignments focus on identifying and developing persuasive techniques.

PSY/PEH/IDS 362: WOMEN IN THEIR BODIES
Three hours each week; Credit: 3 hours; Prerequisite: Minimum sophomore standing or permission of instructor
Traditional feminine socialization impedes the development of physical skill and self-confidence in girls and women due to the dominant message that female bodies are valuable for their appearance as opposed to their function. As such, women are taught to objectify their bodies and to use them as a way to gain approval, status, and power—however tentative and fleeting those benefits may be. In this interdisciplinary seminar, we discuss theory and research on the psychological ramifications of women’s bodily objectification, such as chronic body shame and appearance anxiety. We also discuss cultural and structural barriers to women developing their physical potential (historically as well as in present times). We will explore the paradoxical relationships between femininity and strength by critically evaluating topics such as women’s competitive body building and the heterosexual objectification of women athletes in the popular media. The course will also address the psychological and physical benefits of women living in their bodies utilizing a combination of classroom discussion and experiential activities.

PSY 365: HEALTH PSYCHOLOGY
Three hours each week; Credit: 3 hours; Prerequisite: PSY 101
Who recovers most successfully following an injury? What are the factors that influence whether a person follows “doctor’s orders?” Health psychologists are concerned with understanding the link between psychological well-being and how people stay healthy, why they become ill, and how they respond when they do become ill. In this course, you will study specific behaviors that affect your health and why you may continue to engage in behaviors that are unhealthy (e.g., smoking), while avoiding behaviors that are healthy (e.g., exercise). Specific illnesses such as heart disease and cancer are discussed while in the context of psychological factors such as stress and social support.
PSY/HRE 370: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
Three hours each week; Credit: 3 hours; Prerequisite: PSY 101
How do psychologists apply their research findings to improve what happens in the workplace? How do organizations pick the best employees, motivate those employees to work harder, help them manage work stress, and reward them effectively when they perform well? This course will help you examine how your job performance relates to how satisfied you are with your job and what your future employers could do to increase your job satisfaction. You will review current research articles in the field and learn strategies that you can apply to current and future organizations where you work.

PSY 375: HUMAN SEXUALITY
Three hours each week; Credit: 3 hours; Prerequisite: PSY 101 and junior or senior status or permission of the instructor
If you think you already know everything there is to know about the “birds and the bees,” fasten your seatbelt for a wild ride through human sexuality! The more knowledge you have about your body, your sexual and reproductive functioning, and the factors that influence sexual development, such as gender roles, beauty expectations, and fertility, the more likely you will be able to maintain your own sexual health. This course will explore controversial topics such as sex education, abortion, sexual orientation, and sexual coercion. The course is recommended for upper-level students.

PSY 380: COGNITIVE PSYCHOLOGY
Three hours each week; Credit: 3 hours; Prerequisite: PSY 101
Can you rely on your memory to be accurate? Is it possible to have too much information to learn to be able to remember it? What information do you use when trying to solve a problem? Why are children able to learn language quickly, while adults struggle with the same task? Understanding how our mental processes work is the basic goal of cognitive psychology. Understanding how we think can be of special interest to those pursuing fields of education, business, and law.

PSY/CHD 382: LEARNING
Three hours each week; Credit: 3 hours; Prerequisite: PSY 101
People in education, mental health, and business need to understand how others learn new information and how to motivate them to work harder. You will learn various concepts and techniques that will help you understand how we learn everything from fears to new concepts in a class. You’ll also understand the many different types of motivation, what helps to keep us motivated once we’ve already accomplished something, and how to motivate someone who appears not to care. You will examine theories and research findings related to motivation and then apply that information by creating learning and motivation programs for yourself (e.g., how to exercise more) and to others (e.g., how to get kids to do their homework).

PSY 390: NEUROPSYCHOLOGY
Three hours each week; Credit: 3 hours; Prerequisite: PSY 101
Are you interested in understanding the brain and its impact on behavior? In this course, you will begin understanding this brain-behavior link by learning about the functions of different areas of the brain and the role of neurotransmitters in shaping behavior. You will also learn how the brain is an expert at guiding us through our lives, giving us information about experiences like thirst, hunger, emotion, addiction, sexual behavior, and memory. Neuropsychology will also lead you through the exciting world of head injury, stroke, learning disabilities, ADHD, and other brain-related disorders.

PSY 395: PSYCHOLOGY RESEARCH I
Three hours each week; Credit: 3 hours; Prerequisite: PSY 300 or BUS 300
Have you ever wondered why people shop? Do people use shopping as a way to define themselves? Are you interested in understanding what leads children to perform well in school? How much does a child’s emotional well-being affect performance? This course allows you to answer questions about human behavior by conducting research in our psychology lab. You will form hypotheses about human behavior, collect data to test your hypotheses, and then learn how to analyze the data. You will work closely with a psychology professor and a small group (usually 4-6 students) to conduct a study. In addition to gaining valuable research skills, you will also experience more independence and professionalism. Rather than taking notes and tests, we work as a team to design our study, collect data, analyze the results and disseminate our findings.
PSY 396: PSYCHOLOGY RESEARCH II
Three hours each week; Credit: 3 hours; Prerequisite: PSY 395
In Psychology Research II, you have the opportunity to continue working on a study that you started in Psychology Research I (see PSY 395 description). In addition, you may serve as a research assistant to the professor by helping to teach the other students about the research project, how to collect the data, how to code videos of human interaction, or how to analyze the data.

PSY 470: SENIOR SEMINAR IN PSYCHOLOGY
Three hours each week; Credit: 3 hours; Prerequisites: Psychology major, senior status
Senior Seminar is an opportunity for students to take what they have learned in their other psychology courses and integrate those concepts before graduating. The content in this course focuses on current topics in the field of psychology. In addition, students have the opportunity to practice or develop skills important to success in the workplace (e.g., developing and presenting a PowerPoint presentation). Finally students will have the opportunity to prepare for their job search – they will develop their resume, participate in mock interviews, and create a portfolio showcasing their college work.

PSY 480: HONORS THESIS IN PSYCHOLOGY
Three hours each week; Credit: 3 hours; Prerequisite: PSY 300 and permission of the instructor
Have you ever thought about going to graduate school? If so, this is the course for you! You will work one-on-one with a psychology faculty member to design a research study and carry it out, much the same as you will do in graduate school. You will be expected to submit your research to a student or professional conference and make a presentation at the conference if your work is accepted (which it will be – we’ve never had a Peace student paper rejected!). Seniors who can work independently and who want to be challenged should take this course. The research skills you will gain in this class will make you a very attractive applicant to a graduate program or make you competitive for entry-level research positions in the professional world.

PSY 490/491: PSYCHOLOGY INTERNSHIP I and II
Credit: 1-6 hours; Prerequisite: PSY 101; second semester of junior year or permission of instructor
Is psychology a practical major? Absolutely! And this course is your opportunity to see how you might use psychology in your future career. The psychology internship is designed to provide you with an opportunity to gain real-life work experience in a psychology-related field. This experience will help you evaluate future job opportunities and develop professional contacts in the community. After obtaining approval from the psychology internship coordinator, you will complete 40 “work hours” for every 1-hour of academic credit desired. You will also obtain whatever education and training is necessary to complement your work experience, including readings, workshops, seminars, and/or research. Reflection on your internship experiences will be aided by a bi-weekly internship class.

PSY 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status and permission of the instructor
This course is designed to allow students to pick a particular area of interest and to work collaboratively with a faculty member. This course typically results in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. Prior to registration, the advisor, the Division Chair, and the Registrar must approve a contract of expectations by the student and by the supervising faculty member(s). No more than 6 semester hours toward the baccalaureate degree can consist of independent study credit.

PSY 495: SPECIAL TOPICS IN PSYCHOLOGY
Credit: 1-4 hours
Psychology and the law, positive psychology, and cultural psychology are just a few of the possible topics that this course can cover. The content of this course usually changes as students and faculty develop interests in new and developing fields of psychology.
PHYSICS COURSES

PHY 211-212: COLLEGE PHYSICS I & II
Credit: 4 hours; Three hours of lecture and three hours of lab each week; Prerequisite: MAT 112 for PHY 211; PHY 211 with at least a “C” is required to advance to PHY 212
This sequence of courses will examine fundamental properties of energy, matter, and their interactions from both classical and modern perspectives. The first semester will focus on the classical physics of mechanics, heat, waves, and sound. The second semester will explore electricity and magnetism, light, and modern physics. Laboratory experiments will demonstrate key principles covered in lecture.
In a world where religion plays so central a role in social, political, and economic events, as well as in the lives of communities and individuals, there is a critical need for ongoing reflection upon and understanding of religious traditions, texts, practices, issues, questions, and values. The academic study of religion seeks an understanding of the variety of ways the religious dimension of life has been experienced and expressed in different historical eras and in different cultures. Courses in this area of study cover the beliefs, practices, sacred literature, and expressions of the great religious traditions of the world.

**RELIGION COURSES**

**REL 200: INTRODUCTION TO RELIGION**  
Three hours each week; Credit: 3 hours; Meets the General Education Requirement. This course is a basic study of the human condition. It is a course that pursues an understanding of our own humanness, its nature, needs, and capabilities, by analyzing and evaluating one of the most pervasive and influential aspects of human life—religion. Students will evaluate the ways that religion influences human history and defines the person (e.g., as free and responsible) in relation to the world, to others, and to the Ultimate.

**RELIGION MINOR**  
18 HOURS

**Required courses:**

- REL 200 Introduction to Biblical Literature  3
- REL 214 World Religions  3
- REL Electives  12

(6 hours of which must be 300 or 400 level)
REL 210: INTRODUCTION TO THE BIBLE
Three hours each week; Credit: 3 hours; Meets the General Education Requirement. This course will be a historical-critical introduction to the Bible as literature, as narrative, as philosophy, as history, as revelation, and as myth. In surveying the entire canon of the Bible, students will also be exposed to methods of interpretation and to the historical issues involved in Biblical studies.

REL 214: WORLD RELIGIONS
Three hours each week; Credit: 3 hours; Meets the General Education Requirement. This course is a survey of six of the world’s major faith traditions, with focus upon the belief systems and values inherent in each religion. Readings from sacred texts and research into the philosophical underpinnings of each tradition will be included. This course is meant to introduce students to the complex nature of religious studies and to raise appreciation for the multivalent character of religious life.

PHL/REL 320: PHILOSOPHY OF RELIGION
Credit: 3 hours; No prerequisites. You will examine many of the traditional philosophical questions about religion. These include questions about God’s existence, the compatibility of science and religion, the relationship between religion and morality, miracles, life after death, and faith.

REL 322: EARLY CHRISTIANITY
Three hours each week; Credit: 3 hours; Prerequisite: REL 210 or permission of the instructor. This course will cover the first 600 years of the development of Christianity, with special emphasis on the historical context of the Early Church and the issues that gave rise to New Testament literature. Close attention will be paid to the rituals, preaching, and role of women in the Early Church.

REL 324: WOMEN AND RELIGION
Three hours each week; Credit: 3 hours; Prerequisites: REL 200, 210, or 214. An introduction to the contemporary research, writings, and experience of Christian, Jewish, and, to a lesser extent, Buddhist and Islamic women. This course will cover critiques of women’s religious thought and practice and women’s creative alternatives to the traditions. The course will examine the historical uses of religion by American women to test our theoretical perspectives.

REL 325: RELIGION IN AMERICA
Three hours each week; Credit: 3 hours; Prerequisites: REL 200, 210, or 214. This course examines a variety of ways of being religious in the North American context. Rather than attempt to cover all religious groups, we will focus on diverse and creative forms of religious expressions and transformation in the American culture. Particular attention will be paid to the interaction of religion and culture in America.

REL 490/491: RELIGION INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

REL 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the division chair, and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

REL 495: SPECIAL TOPICS IN RELIGION
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.
FACULTY


SOCIOLOGY COURSES

SOC 101: INTRODUCTION TO SOCIOLOGY
Three hours each week; Credit: 3 hours
A general introduction to the study of society and the social causes and consequences of human behavior. The course will orient the student to the general principles and processes of human interaction and will provide her with a beginning understanding of the unique sociological perspective on social life. Constructed to serve as a foundation for further work in the discipline.

SOC 201: MARRIAGE AND FAMILY LIVING
Three hours each week; Credit: 3 hours
An analysis of the theoretical and cultural aspects of dating, mate selection, marriage, and family living. Special emphasis will be given to issues (e.g., postponing marriage, balancing roles, child care) that affect the contemporary American woman. A macro-sociological and cross-cultural perspective is employed and the family is examined as an institution which intersects with other societal institutions.

SOC/PSY 220: GENDER ROLES
Three hours each week; Credit: 3 hours
This course provides an in-depth examination of the evolving roles of men and women as they are located in a historical and cultural context. The impact of various institutions on males and females such as politics, economics, religion, education, and family will be explored. The course will focus on current research findings about male-female differences and why these differences exist. The role of gender stereotyping and socialization will be examined. Special topics relevant to college students—such as achievement motivation and violence in male-female relationships—will be addressed.

SOC 295: SPECIAL TOPICS IN SOCIOLOGY
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

SOC/ANT/IDS 368: AMERICAN ETHNIC RELATIONS
Credit: 3 hours; Prerequisite: SOC 101, ANT 214 or permission of the instructor
An upper-level social science course examining the dynamics of racial and ethnic relations as well as the social structures that give rise to racial and ethnic differentiation. Care will be given to depict the racial and ethnic landscape in the United States as well as the necessary historical and cross-cultural comparisons necessary for a fuller understanding of the often combative social groups which confront each other in North American society. Although the course content is important for social science majors, it also is meant to serve non-majors for whom this information will be professionally useful.

SOC 490,491: SOCIOLOGY INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

SOC 492/493/494: DIRECTED STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

SOC 495: SPECIAL TOPICS IN SOCIOLOGY
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand or the interests of the faculty member.
FACULTY


Ana Gray (1999) Instructor in Child Development, Instructor in Spanish – B.S., J.D., University of San Martin de Porres, Lima, Peru

Mercedes Guijarro-Crouch (1999) Associate Professor of Spanish – B.A., Universidad de Sevilla; M.A., University of Houston; Ph.D., University of North Carolina at Chapel Hill


SPANISH MAJOR

Liberal Education Curriculum 50 hours

For a full description see Peace Passport section of this catalog

Spanish Major Courses 30-32 hours

General Electives* 43-45 hours

Total Hours for the B.A. in Spanish 125 hours

Spanish speakers now form the largest minority group in the United States, and the growing Hispanic presence in North Carolina is affecting almost every aspect of life—from health and education to industry, banking, and human resources. There is a tremendous need in employment of all kinds for people with knowledge of Spanish and an understanding of the cultural concerns important to functioning effectively in a diverse workplace. In addition, a major in Spanish which entails extensive reading and writing, a serious engagement with literature, and many opportunities for critical thinking analysis offers many of the benefits generally ascribed to students in Liberal Studies. Extended study of Spanish can help provide an important link to the development of an awareness of and appreciation for cultural, ethnic, and linguistic diversity. Further, learning a foreign language helps one better understand and appreciate her/his native language, and knowledge of a romance language can be a powerful vocabulary aid for students’ mastery of reading in English. The Spanish major at Peace includes both practical and pre-professional components, and offers several courses which provide an intentional preparation for graduate study in Spanish.

The prospects for employment for students with a major in Spanish are excellent. Options include: teaching K-12 (foreign language licensure in North Carolina is K-12 rather than middle school, high school, etc.); teaching ESL (with some additional training); working in private sector agencies where a knowledge of Spanish is important; working for a state or federal agency (the F.B.I. recruits actively at conferences for Spanish teachers); working with business, banking, and industry; working with museums and cultural centers, the Peace Corps, teaching overseas, etc. In addition, a major in Spanish prepares students for graduate study, which can lead to employment at community colleges, four-year colleges and universities or, with very strong language preparation and specific training, for a career in translation services.

A modern language lab, the Greg and Mary Ann Poole Global Learning Center, offers multiple resources for language practice and makes available movies, music, satellite broadcasts, and computers which feature CD-ROM, DVD, and Internet access. In addition, the Peace Library has two special collections
in Spanish, and the Spanish department has a strong collection of tapes, CDs, and videos. The Spanish major allows students to emphasize courses in literature or to select courses with a more practical dimension. Strong reading, composition, and speaking skills will be required for the major, and students will be tested for proficiency according to the ACTFL rating scale.

Foreign study is an integral part of foreign language learning, and students who are not bilingual or from a strong Hispanic heritage background will be required to experience a minimum of one semester or two summers in a Spanish-speaking country. To acquire superior language proficiency, it is recommended that students majoring in Spanish spend a year abroad. Approved courses from overseas study may be applied toward the Spanish major. Opportunities for honors work, domestic travel, and attendance at foreign language professional meetings are available. Peace has chapters of two national Honor Societies for students of Spanish: Sigma Delta Mu and Sigma Delta Pi.

**SPANISH MAJOR CORE COURSES**

**18 HOURS**

- SPA 213 Intermediate Conversational Spanish 3
- SPA 215 Reading for Debate & Composition 3
- SPA 302 Hispanic Culture & Civilization I 3

**or**

- SPA 306 Hispanic Culture & Civilization II
- SPA 313 Advanced Conversational Spanish (may be taught in an immersion setting) 3
- SPA 314 Advanced Grammar & Composition 3
- SPA 470 Senior Seminar 3

**SPANISH ELECTIVES**

12-14 HOURS

Choose 4 or more additional courses from:

- SPA 302 or SPA 306 3
- SPA/LAS 305 Hispanic Voices in the U.S. 3
- SPA 312 Literature of Spain, 1700 to the Present 3
- SPA 316 Spanish for Business 3
- SPA/LAS/ANT 361 Mexican Culture & Civilization 3
- SPA 412 Problems in Spanish Translation 3

* SPA 214 or equivalent in Spanish is the Liberal Education Requirement for Spanish majors.

Additional courses may be selected for the study abroad experience.

**SPANISH MINOR**

**18 HOURS**

**Required courses:**

- SPA 213 3
- SPA 214 3
- SPA 215 3

Plus 9 additional hours in any other Spanish courses above 212. Students must maintain a “C” average or better in all minor courses.

**SPANISH COURSES**

Entering students are placed in Spanish courses according to the results of a placement test and in consultation with the full-time foreign language faculty. In addition, heritage-language speakers (in Spanish) should schedule an appointment with the head of Spanish/Latin American Studies to discuss placement considerations. Students who place in the Spanish 211 course (first semester intermediate level) fulfill the general college foreign language requirement by completing this course with a C or better. Students placing in Spanish 212 fulfill the requirement at this level and may receive 3 hours of credit for 211, if a C or better is earned in Spanish 212. Students placing beyond 212 may receive credit for both 211 and 212 by earning a C or better in an advanced course (Spanish courses above 212 which are not cross-listed). Many resources are offered to help students achieve proficiency in Spanish, and advanced level courses (with the exception of some cross-listed courses) are taught in Spanish. In exceptional cases, students may register for a Spanish or French course higher or lower than the level into which they placed on the language placement exam, but only with the written approval of a full-time Spanish or French faculty member at Peace. Such placement may require a re-taking of the appropriate foreign language placement test.

Peace College students may enroll in SPA 103 as a repeat enrollment of either SPA 101 or SPA 102 with the clear understanding that SPA 103 is an intensive and fast-paced course which covers more material than either SPA 101 or SPA 102 alone. Written permission of a full-time faculty member in Spanish is required.

A modern language lab, the Greg and Mary Ann Poole Global Learning Center, offers multiple resources for language practice and makes available movies, music, and satellite broadcasts, in addition to computers which
feature CD-ROM, and Internet access. Students are able to work with material in both digital and analog formats and can easily move back and forth between the two. The Global Learning Center provides a variety of venues for learning and allows direct instructor communication with each console.

International study and travel abroad programs are also available and Peace sponsors two foreign study programs in Mexico.

**SPA 101-102: BEGINNING SPANISH**
*Three hours each week; Credit: 3 hours*

A beginning course for college students: conversation, grammar, reading and introduction to aspects of Spanish culture.

**SPA 103: INTENSIVE BEGINNING SPANISH**
*Five hours each week; Credit: 4 hours*

An intensive review of first-year Spanish for students who are not ready for an intermediate course (Spanish 211) but do not need to begin in Spanish 101. The course builds on prior study of Spanish and helps students to reinforce and consolidate what they have previously learned. It covers productive language use, introduces vocabulary and grammar functions through authentic language, and integrates reading, writing and culture.

**SPA/LAS 105: HISPANIC DOCUMENTARY FILM SERIES**
*Credit: 1 hour*

This course will expose students to historical, environmental, and socio-political conflicts of Spain and Latin America through documentary films. Each documentary will be introduced by a reading assignment to put the films in context. Students will be responsible for attending at least one of the documentary films offered by the Duke/UNC Latin American Film Series (fall semester).

**SPA 211: INTERMEDIATE SPANISH I**
*Three hours each week; Credit: 3 hours; Prerequisite: SPA 102 or 103 or placement for SPA 211*

Grammar review and further development of listening, speaking and writing. Reading and an introduction to the cultural diversity of the Spanish-speaking world. A “C” or higher grade is required to pass this course.

**SPA 211W: INTERMEDIATE SPANISH I WITH WORKSHOP**
*Five hours each week; Credit: 3 hours; Prerequisite: SPA 102 or 103 or placement for SPA 211W; A student receiving a grade of “C” or less in SPA 102 or 103 is required to enroll in SPA 211W.*

Grammar review and further development of listening, speaking, and writing. Reading and an introduction to the cultural diversity of the Spanish-speaking world. In addition to regular class time, students meet for two 50-minute sessions each week to practice oral and listening and comprehension skills. A “C” or higher grade is required to pass this course.

**SPA 212: INTERMEDIATE SPANISH II**
*Three hours each week; Credit: 3 hours; Prerequisite: SPA 210 or placement for SPA 212*

Grammar review and further development of listening, speaking and writing. Reading and an introduction to the cultural diversity of the Spanish-speaking world.

**SPA 213: CONVERSATIONAL SPANISH**
*Three hours each week; Credit: 3 hours; Prerequisite: SPA 212 or placement test; Co-requisite: SPA 215 or permission of the instructor*

Spanish conversation at the intermediate level, which will provide intensive oral practice for a small group of students. Practice with both structured and spontaneous conversation plus listening practice and writing exercises.

**SPA 214: INTRODUCTION TO SPANISH AND SPANISH AMERICAN LITERATURE**
*Three hours each week; Credits: 3 hours; Prerequisite: SPA 215 or permission of the Coordinator of the Spanish Program*

An introduction to Spanish and Spanish American literature with literary analysis and a study of the various genres: short story, novel, poetry, drama and essay.

**SPA 215: READING FOR DEBATE AND COMPOSITION**
*Three hours each week; Credit: 3 hours; Prerequisite: SPA 212 or placement test; Co-requisite: SPA 213 or permission of the instructor*

A course to improve both reading and writing in Spanish through literary texts, this class will help to prepare students for advanced work in grammar and composition and for courses in literature.
SPA/LAS/ANT 260: INTRODUCTION TO MEXICAN CULTURE AND CIVILIZATION
One hour each week; Credit: 1 hour; This is a CCE course
This course is designed to prepare students for participation in the summer program in Mérida, Mexico; it is also open to any student interested in learning more about Mexican culture. Use of the special techniques of archaeology, ethnohistory, epigraphy, linguistics, and ethnology will be highlighted as students learn about the history and culture of Mexico, especially the Yucatán. Topics will include geography, politics and economics, religion, family, art, folklore and literature and special customs (past and present). Students will attend lecture/discussions, complete short weekly assignments, and take a written essay exam.

SPA 295: SPECIAL TOPICS IN SPANISH
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.

SPA 302: HISPANIC CULTURE AND CIVILIZATION I
Three hours each week; Credit: 3 hours; Prerequisites: SPA 213 and SPA 215 or permission of the instructor; This is a CCE course
Study of historical, social, political, economic, and cultural aspects of the Iberian Peninsula and Latin American countries previous to the 19th century. The course will move from the Iberian Peninsula to the Americas and vice versa.

SPA/LAS/IDS 305: HISPANIC VOICES IN THE UNITED STATES #
Three hours each week; Credit: 3 hours; Prerequisite: SPA 212, highly suggested SPA 214 or SPA 215; This is a CCE course
An introduction to the history and cultures of Hispanic communities in the United States from the first Spanish explorations and settlements to the present through the use of literary texts, films, and other art forms. Some reading knowledge of Spanish required. Does not satisfy General Education requirement for foreign languages.

SPA 306: HISPANIC CULTURE AND CIVILIZATION II
Three hours each week; Credit: 3 hours; Prerequisites: SPA 213 and SPA 215 or permission of the instructor; This is a CCE course
Emphasizes the connections, interchanges, continuities/discontinuities and relationships that form the Iberian and Latin American cultures from the 19th century to the present. The course will move from the Iberian Peninsula to the Americas and vice versa.

SPA 312: CURRENT ISSUES IN HISPANIC COUNTRIES
Three hours each week, Credit 3 hours, Prerequisite SPA 214 or equivalent.
A study of current issues that affect Latin American and Spain nowadays. The instructor will select topics from literature, the arts, current news, politics and economy of those countries; in order to understand the development of cultural and historical institutions in Latin America and Spain.

SPA 313: ADVANCED CONVERSATION
Three hours each week; Credit: 3 hours; Prerequisite: successful completion of SPA 213 or permission of the instructor
A course in conversational Spanish designed to foster a high degree of functional use of Spanish and a comfortable command of some of the more sophisticated forms of language. Offered either over the course of a semester or in an immersion setting.

SPA 314: ADVANCED GRAMMAR AND COMPOSITION
Three hours each week; Credit: 3 hours; Prerequisites SPA 213 and SPA 215 or permission of the instructor
A course to give students practice with grammatical structures and the opportunity to develop composition skills.

SPA 316: SPANISH FOR BUSINESS
Three hours each week; Credit: 3 hours; Prerequisite: SPA 213 or SPA 215 or permission of the instructor
A course designed to develop the cross-cultural awareness and language skills that are needed to maintain successful communication.

SPA/LAS/ANT 360: CROSS-CULTURAL SEMINAR IN MEXICO
An immersion experience in Mexico; Credit: 2 hours; Prerequisite: foreign language and/or anthropology background, permission of the instructor
A living experience in Yucatán, Mexico, which is designed to highlight cross-cultural differences and
to help participants learn how to adapt to a foreign culture. Through background readings, group discussions, written reaction, a journal, “debriefing” sessions and an essay exam, students will explore topics of cross-cultural training within a Mexican setting. There will be special emphasis on the cultural considerations that are part of U.S.-Mexican relations and on the many aspects of non-western culture which are a part of everyday life in Yucatán. Visits to homes, neighborhood walks, interviews with Mexicans, and meetings with Mexican students are a vital part of the course. This course emphasizes an immersion living experience rather than extensive travel and touring.

SPA/LAS/ANT/IDS 361: MEXICAN CULTURE AND CIVILIZATION
Three weeks in the summer; Credit: 3 hours
An introduction to the culture and civilization of Mexico with special emphasis on the Yucatán, the Mayan civilization, and the continuing Maya presence in Mexico. This course will cover history, archaeology, anthropology, and the arts, and will include field trips as well as lectures and discussion sessions. The assignments will involve hands-on experiences and in addition, reading and writing tasks. Students will keep a journal and take an essay exam. Students live in a stately Mexican residence (the Central College Center) in Mérida (Yucatán). Students are selected on the basis of academic achievement and citizenship.

SPA 412: PROBLEMS IN SPANISH TRANSLATION
Three hours each week; Credit: 3 hours; Prerequisite: SPA 214 and permission of the instructor
A course designed to provide students with a practical introduction to the fields of Spanish-to-English and English-to-Spanish translation. By extension, the course will present the broader themes of translating and interpreting. This course is not designed to produce translators, but rather to give students an appreciation for the language skills and discipline required for effective translation and for the dynamics of literature, culture, history, and politics which impact translation.

SPA 470: SENIOR SEMINAR IN SPANISH
Three hours each week; Credit: 3 hours; Prerequisite: “B” or better average in Spanish, senior status
A seminar with assigned readings and discussion in which each student researches a topic in Spanish, shares findings with the class in weekly meetings and writes a comprehensive paper which will be evaluated by the seminar instructor and another faculty member in Spanish. Readings by women writers. Emphasis on women’s issues. Taught in Spanish.

SPA 490/491: SPANISH INTERNSHIP I and II
Credit: 1 to 6 hours; Prerequisite: junior or senior status
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit.

SPA 492/493/494: INDEPENDENT STUDY
Credit: 2-4 hours; Prerequisite: junior or senior status
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience.

SPA 495: SPECIAL TOPICS IN SPANISH
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.
FACULTY


Kenny Gannon (1995) Associate Professor of Theatre – B.A., Samford University; M.M., Converse College; Ph.D., Louisiana State University

THEATRE MINOR 18 HOURS

Required courses:
THE 103 Introduction to Theatre 3
THE 210 Introduction to Acting 3
THE 101, THE 102, and THE 201 Theatre Participation 3
Plus 9 additional hours in any other THE courses 9

THEATRE COURSES

THE 101: THEATRE PARTICIPATION
Credit: 1-2 hours; Prerequisite: permission of the instructor; May be repeated for a total of eight credits
Theatre Participation allows the student to gain practical experience through work on a theatre production at Peace College. Work areas include sets, costumes, acting, sound, lighting, stage management and properties. Students work closely with the theatre director to ensure that tasks are completed on or ahead of schedule to guarantee the highest quality production. Theatre Participation requires a significant investment of time and energy.

THE 103: INTRODUCTION TO THE THEATRE
Three hours each week; Credit: 3 hours (2 hours lecture, one hour laboratory)
Introduction to Theatre covers the span from Greek Drama to contemporary Theatre. Over the semester, students should be able to prove substantial knowledge of selected plays, Theatre history, literature, practice, criticism and theory. Through active participation in Peace College Theatre production, students gain first-hand experience in the Theatre process. Students should acquire an understanding of the origins and development of Western Theatre (with attention given to women’s issues). Students should develop an understanding of the purpose and function of Theatre, a basic comprehension of Theatre practice, philosophy, and its role in society. Students gain knowledge of acting, directing, producing, design, Theatre spaces, scenery, costumes, lighting, sound and the role of the audience. Students should be able to differentiate varying types of drama, explain Aristotelian dramatic structure—as well as non-traditional dramatic forms. Students read a collection of plays from a variety of historical periods and learn to evaluate plays and performances.

THE 104: THEATRE PRACTICUM
Credit: 1 hour; Prerequisite: permission of the instructor
Students travel to New York where they see plays, musicals, attend seminars and take backstage tours. Extra fees and costs involved.

THE 201: THEATRE PARTICIPATION
Credit: 1-2 hours; Prerequisite: permission of the instructor; May be repeated for a total of eight credits
Theatre Participation allows the student to gain practical experience through work on a Theatre
production at Peace College. Work areas include sets, costumes, acting, sound, lighting, stage management and properties. Students work closely with the Theatre director to ensure that tasks are completed on or ahead of schedule to guarantee the highest quality production. Theatre Participation requires a significant investment of time and energy.

THE 204: INTERNATIONAL THEATRE PRACTICUM: THE LONDON THEATRE
Credit: 2-3 hours; Prerequisite: permission of the instructor
Students will travel to London and surrounds (Stratford, for example) for 8-12 days of intense theatre going, seminars, workshops and platforms. Students will attend plays and performances at a variety of venues including, but not limited to, the Royal National Theatre, the English National Opera, the Royal Shakespeare Company, the Royal Court Theatre, the Globe Theatre Company, the Old Vic, the Young Vic, West End productions, pub theatre, off West End and a variety of other venues depending upon scheduling and availability. Students will study plays and performances in advance of the trip. Students will receive informal instruction from the instructor before and after performances. Students will keep a travel journal that will include reviews of performances. Extra fees and costs involved.

THE 210: INTRODUCTION TO ACTING
Three hours each week; Credit: 3 hours
Employing an approach that integrates differing elements from the Russian, French and American schools, Introduction to Acting begins the process of actor training. Over the semester, the student actor practices techniques and exercises, like improvisation and scene work, in a laboratory setting designed to encourage the beginning actor to listen, respond, and make contact with other fellow actors. Student actors should begin to accumulate an initial inventory of the acting process and the skills necessary for effective on-stage performance. Students should be able to develop a detailed system for role preparation, learn skills of improvisation, illustrate knowledge of rehearsal protocol, confront the problem of stage fright, explain the essentials of staging a scene, liberate the speaking voice, improve physical expression of the body, acquire memorization skills, gain experience with phrasing and analyzing dialog, and independently prepare scenes and monologues for class performance. Beyond the acting arena, students should form group communication skills that enhance trust, discipline, freedom, and acceptance of differences among fellow students.

THE 212: ACTING II
Three hours each week; Credit: 3 hours; Prerequisite: THE 101
Acting II continues the training begun in Introduction to Acting. Acting techniques are developed through improvisation, scene work, and sometimes in Peace College Theatre Productions. There is also emphasis on character analysis and development, voice and body integration. Students read a large number of plays during the semester.

THE 220: INTRODUCTION TO STAGECRAFT
Three hours each week; Credit: 3 hours
Theory and practical experience in technical Theatre including scene design, set construction, scene painting, property construction, stage lighting, wardrobe and costumes. Students in stagecraft lead the production team for Theatre productions. The student should cultivate both leadership and technical skills. Students are responsible for heading, organizing, and managing production crews according to assignment. Students will work closely with the Theatre director to ensure that tasks are completed on or ahead of schedule to guarantee the highest quality production.

THE 295: SPECIAL TOPICS IN THEATRE
Credit: 1-4 hours
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.
THE 310/ENG 310: THE MODERN THEATRE  
Three hours each week; Credit: 3 hours  
The Modern Theatre acquaints the students with the diverse state of the theatrical enterprise in the Western world since World War II. The course surveys dramatic literature, theory, history, and practice from the United Kingdom and the United States beginning with the landmark production of John Osborne’s Look Back in Anger at the Royal Court Theatre in London, England and moves right up to the present day.

THE 312: ACTING III  
Three hours each week; Credit: 3 hours;  
Prerequisite: THE 101-102, 210, 212  
Acting III is an acting class which trains the students in specific and specialized areas of acting as well as scene study. Applying the general and groundwork techniques and skills developed in THE 101 and THE 202, students develop more specific skills in period acting styles, stage combat, makeup, voice and movement. Students experiment with a variety of styles and exercises including period scenes, fencing bouts, makeup projects, dialect and rhetorical demonstrations, and period movement.

THE 320: PERFORMANCE TECHNIQUES  
Three hours each week; Credit: 3 hours  
Performance Techniques offers students a compelling replacement for typical beginning directing classes. Students develop, write, cast, direct and create original performance events and projects for on campus performance. Students utilize and combine traditional and non-traditional theatrical and communication methodologies for the performance event (20-40 minutes for each project). Students are encouraged to step beyond the well-worn bounds of the “one-act” play to produce a unique and personal expression that utilizes the student’s theatrical (and Communication) training at Peace.

THE 377/ENG 377: DRAMATIC THEORY AND CRITICISM  
Three hours each week; Credit: 3 hours  
Students investigate the ways cultural, societal and political dynamics have informed and continue to inform dramatic theory, criticism, and practice. Students acquire a theoretical vocabulary and become conversant in the most prevalent and influential ideas of dramatic theory and forms.

THE 401: THEATRE PARTICIPATION  
Credit: 1-2 hours; Prerequisite: permission of the instructor;  
May be repeated for a total of eight credits  
Theatre Participation allows the student to gain practical experience through work on a Theatre production at Peace College. Work areas include sets, costumes, acting, sound, lighting, stage management and properties. Students work closely with the theatre director to ensure that tasks are completed on or ahead of schedule to guarantee the highest quality production. Theatre Participation requires a significant investment of time and energy.

THE 490/491: THEATRE INTERNSHIP I and II  
Credit: 1 to 6 hours; Prerequisite: junior or senior status  
An in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. The senior internship is designed to give the student work experience that is as close to actual employment as possible. No more than six (6) semester hours toward the baccalaureate degree can consist of internship/cooperative education credit. Note: Any student who has not completed her learning agreement for her internship by the last day to drop will be assigned a W for the internship experience for that semester.

THE 492/493/494: INDEPENDENT STUDY  
Credit: 2-4 hours; Prerequisite: junior or senior status  
A course of study addressing a specific topic or problem of interest to a student, designed collaboratively by the student and faculty member(s), and resulting in a paper, report, critiqued performance or production, or other assessable evidence of value added to the student’s educational experience. A contract of expectations by the student and by the supervising faculty member(s) must be approved by the advisor, the Division Chair and the Registrar prior to registration. No more than six (6) semester hours toward the baccalaureate degree can consist of independent study credit.

THE 495: SPECIAL TOPICS IN THEATRE  
Credit: 1-4 hours  
A course whose content may vary from term to term according to the needs of the academic department, student demand, or the interests of the faculty member.
OFFICE OF THE PRESIDENT

Laura Carpenter Bingham ’77 (1998) President – A.A., Peace College; B.A., University of North Carolina at Chapel Hill; M.A., Indiana University; Further study, Duke University

Sandy M. Briscar (2004) Vice President for Marketing and College Relations and Special Assistant to the President – B.A., North Carolina State University; Accredited, Public Relations Society of America

Gale Ashby (1999) Executive Secretary to the President

OFFICE OF THE PROVOST

Debbie Cottrell (2006) Provost – B.S., Baylor University; M.A., Ph.D., University of Texas at Austin

Betty Ivy (2006) Executive Assistant to the Provost – B.A., summa cum laude, Shaw University; M.B.A., University of Phoenix

ACADEMIC AFFAIRS

Korrel W. Kanoy (1981) Dean of Academic Affairs, Professor of Psychology – B.A., summa cum laude, University of Richmond; M.A., Ph.D., University of Tennessee at Knoxville

Kelley L. Mills (2007) Assistant to the Dean of Academic Affairs – B.A., University of North Carolina at Chapel Hill; M.P.A., University of North Carolina at Greensboro

Mary VanMatre (2003) Registrar – B.A., Tulane University; CCNA, MCSE, A+

Dawn Dillon ’86 (1999) Director of the First Year Adventure – A.A., Peace College; B.A., North Carolina State University; M.Ed., University of South Carolina at Columbia


Barbara Efird (1996) Director of Career Services – B.S., Canisius College; M.Ed., North Carolina State University; NCC, NCCC, LPC

Donna Hembrick (2004) Assistant Director of Career Services – B.S., Hampton University; M.A., North Carolina Central University, LPC


Paul F. King (1971) Director of Library Services – A.B., M.L.S., University of North Carolina at Chapel Hill; Further study, Western Carolina University


Jerry Neusell, Associate Dean for Advising and Retention

LaTonya Lee, Assistant to the Registrar

STUDENT DEVELOPMENT

Intercollegiate athletics, residence life, housing, student activities, clubs and organizations, community service, student life, chaplain’s office, spiritual life, counseling, health services, orientation, student handbook, judicial affairs, campus security.

Candice Johnston (2006) Dean of Students – B.A., M.A., Appalachian State University; Ed.D., Texas Tech University

Kyla Knox (1999) Administrative Assistant to the Dean of Students, Peace College

Heather Campbell (2006) Assistant Dean of Students for Success and Retention – B.A., Wingate University; M.A., Appalachian State University


Anne Gordon (2007) Director of Residence Life – B.A., University of North Carolina at Chapel Hill; M.S., East Carolina University
Cameron Hill (2008) Director of Student Engagement – B.A., University of North Carolina at Chapel Hill; M.Ed., University of South Carolina

Douglas I. Hammer (1999) Medical Director, Student Health Services – B.S., M.D., Tufts University; M.P.H., Dr.P.H., Harvard University

Lisa Allred Draper (2007) Director of Counseling Center -- BA Wake Forest University M.S.W. University of North Carolina Chapel Hill

Michele Fana Fountain (2007) Director of the Disability Resource Center – B.A., Florida State University; M.Ed., University of Mississippi


Kelly Johnson (2004) Director of Athletics, Head Coach Women’s Basketball • B.S., M.Ed., East Carolina University


Shana Patterson (2007) Assistant Soccer Coach – B.S., Barton College


Cy King (2003) Head Coach Women’s Tennis • B.A., North Carolina State University

Beverly Lineberger (2007) – Head Volleyball Coach -- B.S., North Carolina State University

Stephanie Sports (2008) – Assistant Volleyball Coach – B.A., Peace College (pending May 08)

Sarah Smoak (2007) – Athletic Recruiting Coordinator/Assistant Basketball Coach -- B.S., Lynchburg College

Wendy Jones (2007) Senior Woman Administrator/Sports Information Director • B.A., Agnes Scott College; M.A., East Carolina University

Athletic Trainer replacement TBD

John Wieland (2004) Director of Security – A.S., Johnston Technical College; B.S., St. John’s University; Certified Protection Professional; Certified Fraud Examiner

Victor Bumgardner (2001) Captain

Carmine Cenatiempo (2001) Lieutenant

Ebrima Jobe (2001) Security Officer

Mahmud Mansaray (2001) Security Officer

Imran Ramnarine (2001) Security Officer

Charles Williams (2001) Security Officer

Valerie Wiggins (2002) Security Officer


John Anspach (2005) Security Officer

Chris Kaleel (2006) Security Officer

Amy Nevariz (2006) Security Officer

Michael Brown (2005) Security Officer

David Kennedy (2008) Security Officer

Resident Directors (2) (2008)

Vacant, AmeriCorps Vista

Vacant, Chaplain

Vacant, Counselor
ADMİSSIONS AND FINANCIAL AİD

Matthew Green (2006) Dean of Enrollment – B.S., Mount Olive College

Lee Washington ’04 (2004) Associate Director of Admissions • B.A., Peace College


Lindsey Ward ’05 (2007) Admissions Counselor B.A., Peace College


Shawn Henderson (2001) Assistant Director of Financial Aid • B.A., Shaw University; MBA Strayer University


Hannah Hamer (2008) College Receptionist/ Communications Assistant – B.S., Methodist College

DEVелOPMENT AND ALUMNAE AFFAIRS

Michael Magoon (2007) Vice President for Alumnae and Development – B.A., Eisenhower College of the Rochester Institute of Technology; M.S.Ed., Alfred University

Tonita Few (2004) Director of Donor Relations A.A., Strayer University; B.S. candidate 2008, Strayer University

Lauren Gerber (2006) Director of Operations & Campaign Communications • A.A.S., State University of New York, College of Technology, at Alfred; B.S., State University of New York at Brockport

Karen Nolan (2001) Director of Gift Planning – B.S., Barton College

Meghan McCleery Odorizzi ’95 (2000) Director of Alumnae Affairs – A.A., Peace College; B.A., University of North Carolina at Wilmington

Courtney From Hirsch (2005) Development Officer/ Director of The Loyalty Fund • B.S., George Washington University

Josey Kasper (2007) Assistant Director of Alumnae Affairs • B.A., Wake Forest University

Maria Geddis (2005) Gift Records Manager (database) – South Florida Community College, Avon Park

Lara Lee King ‘07 (2007) The Loyalty Fund Coordinator • B.A., Peace College


Laurie McLain (2008) Assistant to the Office of Development

Vacant, Director of Development

MARKETING AND COLLEGE RELATIONS

Sandy M. Briscar (2004) Vice President for Marketing and College Relations – B.A., North Carolina State University; Accredited, Public Relations Society of America

Mike Hobbs (2003) Director of Communications – B.S., Appalachian State University

Rebecca Boney (2007) Communications Specialist – B.A., Emory & Henry College


Hannah Hamer (2008) College Receptionist/ Communications Assistant – B.S., Methodist College
FINANCE AND ADMINISTRATION

Bookstore, Buildings and Grounds, Dining Hall Services, Environmental Services, Information Technology and Telecommunications

Craig Barfield (2000) Vice President for Finance and Administration – B.A., University of North Carolina at Chapel Hill, Certified Public Accountant

Susan Childs (2002) Controller – B.S., University of North Carolina at Wilmington; M.S. University of North Carolina at Wilmington; Certified Public Accountant

Larry Griffin (1985) Assistant Controller – B.S., North Carolina State University; Certified Public Accountant


Sue Lambert (1992) Accountant, Accounts Payable – B.S., Meredith College

Lauren Holmes (2000) Accountant, Payroll

Kate Trimble (1999) Associate Vice President for Human Resources – B.A., Agnes Scott College; M.A., University of Illinois at Champaign-Urbana; Senior Professional in Human Resources

JoAnn Sauls (2007) Human Resources Coordinator

Rebecca Leggett (1984) Director of Visitor Services – B.A., cum laude, Gardner-Webb University; Graduate Study: University of North Carolina at Greensboro

Joel Faison (1999) Associate Vice President for Information Technology and Telecommunications – B.B.A., North Carolina Central University; CCNP, MCSE, Master CNE


Wanda Flowers (1995) Database Administrator


Cheryl Brown (2005) Director of Facilities • B.S.M.E., North Carolina State University


Randy Bass (2003) Facilities Supervisor

Millie Vick (1980) Supervisor of Housekeeping

Maggie Green (2000) Assistant Supervisor of Housekeeping

Phyllis Cooper (1980) Housekeeping Staff

Ida Mangum (1998) Housekeeping Staff

Samantha Yarborough (2002) Housekeeping Staff

Claudia Ardon (2006) Housekeeping Staff

James Griffin (2006) Maintenance Tech


Tony Cox (2006) Grounds

Melanie Bissinger (2006) ARAMARK Director of Campus Dining Services

Pat Smith (1989) Bookstore Manager

James Ballentine (2002) Office Services Assistant, Mailroom Coordinator

FACULTY OF PEACE COLLEGE


Corinne Andersen (2004) Assistant Professor of English – B.A., Indiana University; M.A., Ph.D., University of Illinois, Champaign-Urbana

Marnie Arkenberg (2007) Assistant Professor of Child Development – B.S., M.A., University of Nebraska at Omaha; Ph.D., Pennsylvania State University

Roger L. Ashby (2000) Assistant Professor of Business Administration and of Political Science – B.A., M.A., C.A.G.S. Virginia Polytechnic Institute and State University; J.D. Stetson University College of Law; Ph.D. candidate, Virginia Polytechnic Institute and State University

Catherine H. Banks (1994) Assistant Professor of Chemistry – B.A., Wittenberg University; Ph.D., Vanderbilt University; Postdoctoral work, Texas A & M University


Ann Bingham (2004) Assistant Professor of Mathematics – B.A., Arcadia University; M.S., Ph.D., Lehigh University


Lisa A. Bonner (1988) Professor of Biology; Chair, Division of Sciences – A.S., with honors, Motlow State Community College; B.S., M.S., magna cum laude, Middle Tennessee State University; Ph.D. magna cum laude, Mississippi State University

Whitney Jenkins Cain (1996) Assistant Professor in Child Development, Coordinator of the Child Development Program – B.A., University of the South; M.A., Boston University; Ph.D., North Carolina State University

Roger Christman (2000) Instructor in Communication, Coordinator of Communication Program – B.A., State University of New York at Stony Brook; M.Ed., University of Louisville

Kathy Corley ’02 (2002) Instructor in Business Administration and Human Resources, Coordinator of Human Resources Program – B.A., summa cum laude, Peace College; M.B.A., with honors, Meredith College; Senior Professional in Human Resources (SPHR) certification, Human Resources Certification Institute

Marguerite Creel (2005) Assistant Professor of Political Science, Coordinator of Political Science Program – B.A., cum laude, Middlebury College; M.P.A., University of New Orleans; D.P.A., University of Southern California

Earl Croasmun (2005) Lecturer in Communication – B.S., West Virginia University; M.A., Southwest Missouri State University; Ph.D., University of Texas at Austin

John L. Crossno (1969) Associate Professor of History – A.B., Duke University; M.A., University of North Carolina at Chapel Hill; Further study, Duke University, University of North Carolina at Chapel Hill, North Carolina State Archives Institute for Advanced Researchers

Mark Cushman (2004) Lecturer in Psychology – B.A., Eckerd College; M.A., Ph.D., Miami University, Ohio

Benjamin DeVan (2006) Instructor in Religion – A.A., Young Harris College; B.S., Berry College; M.A., Ashbury Theological Seminary; M.Div., Duke University

Karel DiFranco (2007) Special Education Coordinator; Instructor in Teacher Education – A.A., Niagara County Community College; B.S., M.S., State University College at Buffalo; M.S., Niagara University

Charles Duncan (1998) Professor of English; Faculty Moderator – B.A., M.A., University of South Florida; Ph.D., Florida State University

Susan M. Fisher (1990) Associate Professor of Physical Education, Manager of Physical Education – B.S., State University of New York at Cortland; M.A., University of North Carolina at Chapel Hill; Ed.D., University of North Carolina at Greensboro

Kenny C. Gannon (1995) Associate Professor of Theatre – B.A., Samford University; M.M., Converse College; Ph.D., Louisiana State University

Ana Gray (1999) Instructor in Child Development, Instructor in Spanish – B.S., J.D., University of San Martin de Porres, Lima, Peru

Mercedes Guijarro-Crouch (1999) Associate Professor of Spanish – B.A., Universidad de Sevilla; M.A., University of Houston; Ph.D., University of North Carolina at Chapel Hill
Valerie Gordon Hall (1989) Professor of History, Coordinator of History Program, Chair of Division of Humanities – B.A., M.A., Aberdeen University; M.A., University of North Carolina at Chapel Hill; Ph.D., University of London

Carol Hiscoe (1992) Associate Professor of English – B.A., M.A., North Carolina State University; Ph.D., Duke University

Teresa L. Holder (1998) Associate Professor of Communication, Chair of Division of Organizational Studies – B.A., Tennessee Temple University; M.A., Indiana State University; Ph.D., Ohio University

Chuck Johnson (2007) Lecturer in French – B.A., Ph.D., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro

Tyi-Sanna Jones (2008) Lecturer in Special Education – B.S., North Carolina A&T State University; M.S., University of Kansas; Ph.D., University of Nevada at Las Vegas

Korrel W. Kanoy (1981) Professor of Psychology; Dean of Academic Affairs – B.A., summa cum laude, University of Richmond; M.A., Ph.D., University of Tennessee at Knoxville


Robert King (1998) Instructor in Physical Education – B.S., Barton College; M.A., East Tennessee State University, Further study, University of North Carolina at Greensboro

Eiko Koizumi (2006) Assistant Professor of Mathematics – B.S., Oklahoma State University; M.S., Ph.D., University of Utah

Milton Ruben Laufer (2001) Phoenix Professor of Fine Arts, Associate Professor of Music Performance – B.M., University of Michigan; M.M., with honors, and D.M.A., Rice University. Further study, Moscow Conservatory; Eastman School of Music; Fulbright Scholar in Madrid, Spain


Heather A. Lee (1998) Associate Professor of Human Resources – B.S., Florida State University; M.S., Ph.D., North Carolina State University; Senior Professional in Human Resources (SPHR) certification, Human Resources Certification Institute

Denielle Lincoln (2004) Assistant Professor of Graphic Design – B.A., University of North Carolina at Chapel Hill; M.G.D., North Carolina State University


Felicia C. Mainella (2003) Assistant Professor of Leadership Studies, Coordinator of Leadership Studies Program – B.S., University of Evansville, M.A., Bowling Green State University, Ph.D., University of Maryland

Kelly Mehnert (2001) Assistant Professor of Mathematics

Renee McCoy (2003) Instructor in Communication – B.S., Florida A&M University

Scott McElreath (2001) Associate Professor of Philosophy – B.A., University of Maryland at College Park, M.A., University of Maryland at College Park, M.A., University of Rochester, Ph.D., University of Rochester

David McLennan (1995) Professor of Communication and Political Science– B.A., M.A., University of Virginia; Ph.D., University of Texas at Austin

Kayce Meginnis-Payne (2000) Associate Professor of Psychology, Coordinator of Psychology Program – B.A., University of North Carolina at Chapel Hill; Ph.D., University of Tennessee.


Vincent Melomo (2001) Assistant Professor of Anthropology – B.A., Honors, History, Adelphi University; M.A., Ph.D., Anthropology, Binghamton University (SUNY)

Jane Mooney (2000) Lecturer in Art History – B.A., Agnes Scott College; M.A., University of Louisville; Ph.D., University of North Carolina at Chapel Hill
Carolyn Morrison Director of Education, Coordinator for Lateral Entry Education, A.A. Peace College; B.A., University of North Carolina at Chapel Hill; M.Ed., Duke University; Ed.D. Duke University

Patrick Myer (1994) Lecturer in Biology – B.S. cum laude, University of North Carolina at Wilmington; M.S., Louisiana State University; Ph.D., University of Tennessee

Wade Newhouse (2006) Assistant Professor of English – B.A., University of North Carolina at Chapel Hill; M.A., North Carolina State University; Ph.D., Boston University


Carolyn J. Parker (1982) Associate Professor of Art and Design – B.S., University of North Carolina at Chapel Hill; B.F.A., magna cum laude, M.F.A., University of North Carolina at Greensboro; Further study, Parsons School of Design, Paris and Sireuil, France; Vermont Studio Center; Resident Artist at the Michael Karolyi Foundation, Vence, France

Meg Revelle (2004) Associate Professor of Design, Coordinator of Graphic Design Program – A.A., with honors, Peace College; B.S., University of North Carolina at Chapel Hill; M.P.D., North Carolina State University; Further study, Penland School of Crafts

Jean Adair Robertson (1982) Associate Professor of Mathematics – B.S., magna cum laude, Pembroke State University; M.S., North Carolina State University; Further study, North Carolina State University

David Simonton (1997) Instructor in Photography

James S. Smith (1978) Associate Professor of Music Performance, Director of Vocal & Choral Activities – B.M., St. Andrews Presbyterian College; M.M., West Virginia University; Further study, West Virginia University, University of Georgia, Westminster Choir College, Smith College, Oberlin College


Virginia L. Vance (1974) Associate Professor of Music Performance, Coordinator of Music Performance Program – B.M., cum laude, Salem College; M.M., Yale University; Study with Anton Heiller, Hochschule fur Musik, Vienna, Austria, as Fulbright Scholar


Laura G. Vick (1990) Professor of Anthropology; Ragland Professor of International Studies – B.A., M.A., Ph.D., University of North Carolina at Chapel Hill


Carolann Wade (2006) Wake County Public School System Liaison for Peace College Teacher Education – B.S., Barton College; M.Ed., East Carolina University; M.Ed., North Carolina State University

Patricia L. Weigant (1986) Associate Professor of Biology, Coordinator of Biology Program – B.S., M.S., Oklahoma State University; Ph.D., University of North Carolina at Chapel Hill

Betty S. Witcher (1999) Associate Professor of Psychology – B.A., magna cum laude, Texas A&M University; M.A., Ph.D., University of North Carolina at Chapel Hill

Joseph R. Wolf (1995) Professor of Biology – B.A., summa cum laude, University of Louisville; Ph.D., University of Kentucky; Post-Doctoral Fellow, University of Colorado Health Sciences Center

Beth Wright (2001) Instructor in Physical Education, Dance Company Director – B.A., North Carolina State University; M.F.A., University of North Carolina at Greensboro; C.M.A., Laban/ Bartenieff Institute of Movement Studies

FACULTY AND STAFF EMERITI

Sally B. Buckner (1970) Professor Emerita of English – A.B., magna cum laude, University of North Carolina at Greensboro; M.A., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill

Emilie Patton de Luca (1974) Professor Emerita of French – A.B., M.A.T., Ph.D., University of North Carolina at Chapel Hill; Further study, Sorbonne, Ecole du Louvre, Institute Britannique, Paris, France; Universita Italiana per Stranieri, Perugia, Italy

Archie L. Ritchie (1968) Professor Emeritus of Mathematics – B.S., M.A., Appalachian State University; Further study: University of Florida; North Carolina State University; Vanderbilt University


George Alexander Thomas (1965) Chaplain Emeritus – A.B., University of North Carolina at Chapel Hill; M.Div., Th.M., Princeton Theological Seminary; Further study, Duke University Divinity School; University of North Carolina at Chapel Hill; Mansfield College, Oxford University


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Ruth G. Williams, Raleigh

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Elizabeth “Libby” Mason Smith ’77 (Raleigh)
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Devon Umstead Brewer ’00 (Raleigh)
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Susan Herring ’72 (Kinston)
Sharon Jones Stone ’01 (Surf City)
Jean Gardner Huie ’49 (Raleigh)
Rae Marie Hall Czuhai ’85 (Raleigh)
Ginger Lancaster Shields ’77 (Raleigh)
Jane Ammons Gilchrist ’86 (Raleigh)
TITLE II NC INSTITUTION LEVEL SURVEY

Please complete the following questions about your institute of higher education. Your answers can be edited anytime up to the state deadline.

1.) Please complete the following demographic questions about yourself and institution (*).

Institution Name: Peace College
Respondent Name: Carolann Wade
Respondent Title: Interim Director of Teacher Education
Respondent Phone Number: (919) 508-2292
Respondent Fax Number: (919) 508-2326
Respondent E-mail Address: cwade@peace.edu
Respondent Address 1: 15 East Peace Street
Respondent City: Raleigh
Respondent State: NC
Respondent Zip Code: 27604-1194

2.) Please specify the cohort start and end years (e.g. 1999-2000).

Cohort Start Year: 2006
Cohort End Year: 2008

3.) Please complete the following questions as accurately as possible.

3a) Number of students enrolled in teacher preparation programs: 27
3b) Total # of regular and alternative students in programs of supervised student teaching: 12

4.) Supervising faculty includes all persons having faculty status, who were assigned to provide supervision/evaluation of student teaching. Complete the following questions as accurately as possible.

4a) Total # of full-time faculty in professional education that supervise student teachers: 2
4b) Total # of part-time faculty, employed full-time by IHE, that supervise student teachers: 2
4c) Total # of part-time faculty, not otherwise employed by IHE, that supervise student teachers: 0
4d) Total # of supervising faculty for the teacher preparation program: 4
4e) Student to faculty ratio (divide 3b by 4d; may use a decimal): 1:3

5.) Please complete the following questions as accurately as possible.

5a) Average # of hours per week required of student participation in supervised teaching: 30
5b) Total # of required weeks of supervised student teaching: 10
5c) Total # of hours required: 300

6.) Is the program approved/accredited by the state? YES
7.) Is your teacher preparation program currently under designation as low-performing by the state? YES