



**Academic Catalog
2005-2006**

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INQUIRIES SHOULD BE DIRECTED AS INDICATED BELOW. CALL THE CAMPUS RECEPTIONIST AT 919-508-2000 AND ASK TO BE CONNECTED TO THE APPROPRIATE INDIVIDUAL:

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Academic Matters, *Vice President for Academic Affairs*
Academic Support Programs, *Director of Advising and Academic Services*
Admissions and Applications, *Director of Admissions*
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Athletics, *Director of Athletics*
Bequests, Gifts or Grants, *Vice President of External Relations and Chief Development Officer*
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Public Relations, *Director of Marketing and Public Relations*
Religious & Spiritual Life, *Chaplain*
Scholarships and Financial Aid, *Director of Financial Aid*
Security, *Director of Security*
Student Activities, *Director of Student Life*
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.**

Peace College does not discriminate on the basis of race, color, religion, national or ethnic origin, or disabling condition in the administration of its educational and/or admissions policies, scholarship and loan programs, athletics and other college-administered programs. Peace College does not discriminate on the basis of race, color, religion, sex, age, marital status, national or ethnic origin, or disabling condition in the administration of its personnel policies. The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973, as amended, is the president of Peace College.

Records of progress are kept by this institution on veteran and non-veteran students alike. Progress records are furnished to the students, veteran and non-veteran alike, at the end of each scheduled school term.

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 number 404-679-4501) to award associate and baccalaureate degrees.

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Dear Peace Students,

A hearty Peace College welcome to each of you as you contemplate the start of the 2005-06 academic year!

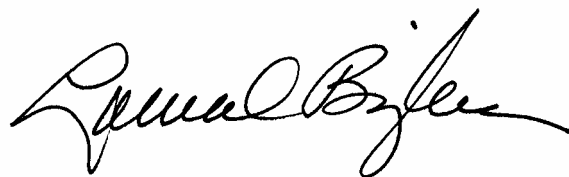
Whether you are a first-year student or a transfer, you are beginning a remarkable journey of academic and personal growth amid an exceptional community of students, faculty and staff who make a Peace special place. Here you will experience the campus' rich history and enjoy traditions unique to Peace. And you'll get to know and respect the Peace faculty and staff who will help ensure your success.

The latest results of the National Survey of Student Engagement speak to the satisfaction of our students. Peace College out-performed approximately 99 percent of all 474 four-year colleges included in the 2003-04 survey in the category "supportive campus environment" and approximately 94 percent of the colleges in the category "student-faculty interaction," as evaluated by seniors at the schools.

Our students give Peace high marks for providing the support needed to thrive socially and for the quality of academic advising. And they are pleased with the opportunities to discuss career plans with a faculty member or adviser and for receiving prompt feedback on their academic performance.

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 as you begin your journey as a Peace student and continue the legacy of leadership and academic excellence.

A handwritten signature in black ink, reading "Laura Bingham". The signature is fluid and cursive, with a large initial "L" and "B".

Laura Carpenter Bingham, President
Class of 1977

2005-2006 PEACE COLLEGE CALENDAR

SUMMER 2005 SESSION

May

23	Mon	Summer Session 1 begins
30	Mon	Memorial Day Holiday, no classes, offices closed

June

13	Mon	New Student Orientation, Registration (Group 1)
17	Fri	Summer Session 1 ends
17	Fri	New Student Orientation, Registration (Group 2)
20	Mon	Summer Session 2 begins

July

4	Mon	Independence Day Holiday, no classes, offices closed
15	Fri	Summer Session 2 ends

FALL 2005 SEMESTER

August

5	Fri	New Student Orientation, Registration (Group 3)
9	Tue	New Student Orientation, Registration (Group 4)
17-19	Wed-Fri	Faculty Orientation
20	Sat	Arrival of new students (first-year and transfer students)
21-23	Sun-Tue	Student Orientation
24	Wed	Classes begin
30	Tue	Academic Convocation, 4 p.m.
31	Wed	Last day to add a course

September

5	Mon	Labor Day Holiday, no classes, offices closed
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October

5	Wed	Last day to remove Spring Semester "I" grades and to declare a major for Fall 2005
7	Fri	Mid-term reports due
7	Fri	Residence halls close at 5 p.m.
8-11	Sat-Tue	Fall Break, no classes, offices open
11	Tue	Residence halls reopen at 2 p.m.
12	Wed	Classes resume at 8 a.m.
13	Thu	Fall advising period begins
19	Wed	Last day to drop a course

November

3	Thu	Pre-registration for Spring 2006 begins
10	Thu	Pre-registration for Spring 2006 ends
22	Tue	Residence halls close at 5 p.m.
23-27	Wed-Sun	Thanksgiving Holiday, no classes, offices closed Thursday and Friday
27	Sun	Residence halls reopen at 12 p.m.
28	Mon	Classes resume at 8 a.m.

December

7	Wed	Last day of classes
8	Thu	Reading Day

9-15	Fri-Thu	Final examinations
15	Thu	Christmas Holiday begins at 10:45 a.m.
15	Thu	Residence halls close at 5 p.m.
23/26-27	Fri-Tue	No classes, offices closed

SPRING 2006 SEMESTER

January

2	Mon	New Year's Day Holiday, no classes, offices closed
8	Sun	Residence halls open 12 p.m. for new students and transfers, 3 p.m. for all others
10	Tue	Advising and schedule change period begins
10	Tue	Spring Orientation
11	Wed	Classes begin at 8 a.m.
16	Mon	Martin Luther King, Jr. Holiday, no classes, offices closed
18	Wed	Last day to add a course

February

22	Wed	Last day to remove Fall Semester "I" grades
27	Mon	Declaration Day: Last day to declare a major for Spring 2006

March

3	Fri	Mid-term reports due
3	Fri	Residence halls close at 5 p.m.
4-12	Sat-Sun	Spring break, no classes, offices open
12	Sun	Residence halls reopen at 12 p.m.
13	Mon	Classes resume at 8 a.m.
15	Wed	Spring advising period begins
22	Wed	Last day to drop a course
30	Thu	Pre-registration for Fall 2006 begins

April

6	Thu	Registration for Fall 2006 ends
6	Thu	Student Showcase, no classes
13	Thu	Residence halls close at 5 p.m.
14	Fri	No classes, offices closed
14-17	Fri-Mon	Easter Holiday, no classes
17	Mon	No classes, offices open
17	Mon	Residence Halls reopen at 12 p.m.
18	Tue	Classes resume at 8 a.m.

May

3	Wed	Last day of classes
4	Thu	Reading Day
5-11	Fri-Thu	Final examinations
11	Thu	Final examinations end
12	Fri	Baccalaureate, 7 p.m., First Presbyterian Church
13	Sat	Commencement, College Green, 10 a.m.*
13	Sat	Residence halls close at 3 p.m.
29	Mon	Memorial Day Holiday, offices closed

*The College holds one official commencement ceremony per academic year.

General Information

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.

A VISION FOR 2007, OUR SESQUICENTENNIAL YEAR

Peace will position itself as a college of choice for women who want an intense arts and sciences experience leading to the knowledge and skills necessary for careers and lives in a global environment.

Peace will forge a lifetime partnership with its students and alumnae as they prepare for and lead ethical lives of purpose and service.

Peace will emphasize the primacy of teaching that is enhanced by faculty scholarship and a focus on student learning outcomes.

Peace will enhance the qualities of its educational experience while increasing the diversity and size of its student body.

Peace will strengthen its academic and administrative capacities guided by sound financial planning.

Peace will develop its campus to serve students while inviting broader constituencies to a compelling environment.

Peace will emphasize faith and philanthropy as founding and fundamental principles of our heritage and our future.

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.

BEGINNING YOUR COLLEGE EDUCATION

You are on an educational journey that lasts a lifetime. The next challenge will be college, where you will develop 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.

PEACE AT A GLANCE

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 is effective at the end of the 2004-05 academic year.

Degrees Offered

Peace offers the Bachelor of Arts degree in Biology, Business Administration, Child Development, Communication, English, Human Resources, Leadership Studies (Co-Major), Liberal Studies, Music Performance, Politics and Public Affairs, Psychology, Spanish and Visual Communication. Students who wish to earn these degrees should plan to complete all requirements by the May 2006 graduation date.

Student Body

The majority of the approximately 700 students at Peace are from North Carolina; however, there are students from across the nation, especially Virginia and 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 13:1. Our highly qualified faculty offers much individual attention to Peace students, serving as role models and mentors. Three-fourths of the full-time faculty members hold doctoral or terminal degrees in their disciplines, and all full-time faculty has 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 associate and 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
- The College Board
- Cooperating Raleigh Colleges
- Greater Raleigh Chamber of Commerce
- National Association of Independent Colleges and Universities
- National Academic Advising Association
- 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 and pre-professional internships are required for students in all baccalaureate majors and are available with emphasis on career exploration for other students. 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 also 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 36](#)).

Summer International Study programs are available on a continuing basis in England and in Mérida, Mexico, and opportunities are available annually in a variety of other locations for short-term work, internships, or for a semester abroad. Peace College also has an alliance with Explor^{is}, a global learning center in downtown Raleigh. A special program for Honors Scholars is supported, as is the opportunity for students to take Honors credit in selected courses. The College is developing extensive programs in Leadership for its students and for pre-college students. Students who wish to pursue a teaching

career may do so by utilizing two options: 1) an initial teaching license through an arrangement Peace has with Meredith College (see page 49), or 2) one of the M.A.T. (Master of Arts in Teaching) programs through arrangements Peace has with both the University of North Carolina at Chapel Hill and East Carolina University (see page 55).

The Arts

Peace has strong programs in theatre, visual arts, music and dance. Peace College Theatre produces theatrical productions every semester. Visual arts students present shows of their work and the Peace College Dance Company performs each year. Peace also brings to campus international performers and lecturers in all areas of the arts. The music program offers several performing groups and private lessons in voice, piano, organ, strings, woodwinds and brass, and a baccalaureate major in performance. The College has a partnership with The North Carolina Symphony that is sponsored by the Williamson Center for the Performing Arts. This partnership includes the Jewel Edgerton Williamson Chamber Music Series, which features Peace College music faculty and musicians from The Symphony, and campus visits by internationally known guest artists who perform with The North Carolina Symphony.

Student Activities

Peace College has more than 25 different 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 students and transfers with fewer than 60 hours; by an on-campus chaplain; and by the activities of the Peace Spiritual Life Association, a student-led organization.

HISTORY OF PEACE COLLEGE

Peace College was founded by prominent Presbyterians in the Synod of North Carolina who desired to establish at 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 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 all 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.

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. Such a location also offers unique opportunities for personal enrichment.

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 concert series, 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.

THE CAMPUS

Peace College maintains a serene, traditional campus in the center of the busy capital city. It is located in a 19-acre grove of native oaks.

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, reception rooms, parlors and resident rooms for students.

The third and fourth residential floors were completely remodeled in 2000. In addition to new furniture, new ceilings, new wallpaper and paint, and new flooring, student rooms have two internet ports, two telephone lines with voice mail and a cable television line.

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, human resources, languages, and psychology. All classrooms and labs have access to the Internet, PCNet, 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.

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 post office; and the Student Development Office.

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. This music building features the finest facilities for studying piano, organ and voice. 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 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.

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.

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. The second floor of the library contains group study rooms, a Microsoft Office applications mini-lab and audio-visual learning carrels for music and videocassette use.

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.

S. David Frazier Hall, a brick fireproof structure, contains the Office Services Center on the first floor and 25 resident rooms on the second and third floors. The resident rooms are grouped in two-room suites with a bathroom in each suite. 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.

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.

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.

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 system. The

theater is named in memory of Mary Howard Leggett, class of 1922.

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 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.

Ragland Tennis Courts, this complex of six, all-weather Laykold courts, three of which are lighted, was a gift of Mr. and Mrs. W. Trent Ragland, Jr., of Raleigh.

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 large recreation room 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 Residence Hall, opening July 2005, is located in the area of campus north of Franklin Street. This facility will house 66 juniors and seniors in apartment-style "cottages" of six or eight students, offering a more independent living experience on campus. Each cottage will have 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.

Admissions and Financial Information

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 17 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 or American College Test scores course selection
- course selection
- rank in class

Further consideration will be given to an applicant's personal qualifications, co-curricular

activities, community involvement, and overall potential for success.

Application deadlines:
For Fall semester: August 17, 2005
For Spring semester: January 4, 2006

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:

English: 4 units
Math (Algebra I, II & Geometry):*3 units
Science: 2-3 units
Social Science:..... 2-3 units
Foreign Language:..... 2 units

***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 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 page 45 for information on evaluation of transfer credits.

Admission Requirements

1. 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.
2. Applicants for transfer are required to submit official copies of transcripts 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.
3. Prospective transfer students who have completed fewer than 12 hours of college-level course work (not including remedial or developmental courses) are required to submit SAT or ACT scores and official transcripts from high school. All transfer students are required to have a minimum 2.0 cumulative grade point average.

The Degree Program is for women who wish to pursue a Peace College degree on either a part-time or full-time basis. Students should request an application from the Admissions

Office and follow all instructions in the information packet.

D. INTERNATIONAL STUDENTS

Peace College is authorized by the U.S. Immigration and Naturalization Services to enroll non-immigrant students in accordance with federal regulations. The following guidelines are used to evaluate the application of International students:

1. Peace College prefers 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. To be considered for merit-based scholarships, international students are required to take the Scholastic Aptitude Test I (SAT I).
2. 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.
3. Applicants must submit a fully-completed certificate of financial responsibility and the required medical form. Both forms must be notarized.
4. The Admissions Office must receive official copies of transcripts from all schools attended previously; all forms must be translated into English.
5. 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

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.*

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.

E. READMISSION OF FORMER PEACE COLLEGE STUDENTS

Any student who has withdrawn from Peace or who has graduated with an associate degree and wishes to return for further study should contact the Office of Admissions for an Application for Readmission. 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. 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.

Required Deposit: Upon acceptance, all students, (resident/commuter and/or full-time/part-time) are required to pay a non-refundable \$150 deposit to confirm their attendance.

Medical Examination Records: A student must submit a medical examination report prior to attending classes. This form must have been completed within four years prior to readmission. Forms may be obtained by contacting Student Health Services or the Admissions Office at Peace.

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 a Dual Enrollment Application packet from the Admissions Office at Peace College, 15 East Peace Street, Raleigh, NC, 27604. To request information by telephone, call 919-508-2214.

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

Note: *Students participating in the Dual Enrollment Program are eligible for a reduction in the standard tuition rate charges per semester hour.*

Students with Disabilities

Students with disabilities must meet regular admissions requirements. In addition, they must submit documentation from a licensed psychologist as to the nature and extent of the disability. All testing must be current, within four years from the date of application. To receive accommodations through Educational Services, a student must be “state-identified.” For additional information, contact the Director of Educational Services for a copy of the “Disability Services Handbook.”

Peace College admits qualified women without regard to race, religion, color, national or ethnic origin, age or disabling condition.

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)
www.peace.edu**

Market Segment	Application Required	College Transcript & SAT/ACT Scores Required	Interview	Preferred Deadlines	Notification
Traditional – First-Year Student	Yes	Yes	Recommended	No later than one week prior to the start of Fall and Spring semester classes	Rolling admissions - notification upon completion of application folder
Early Entrance - after Junior year of high school	Yes	Yes	Required	No later than one week prior to the start of Fall and Spring semester classes	Rolling admissions - notification upon completion of application folder
Transfer	Yes	Yes In some cases	Required	No later than one week prior to the start of Fall and Spring semester classes	Rolling admissions - notification upon completion of application folder
International	Yes	TOEFL	Recommended	May 1 - Fall October 1 - Spring	Rolling admissions - notification upon completion of application folder
Part-time Students	Yes Obtained from Registrar's Office	Yes In some cases.	No	May 1 - Fall October 1 - Spring	Rolling admissions - notification upon completion of application folder

INVEST IN QUALITY

A Peace College education is an affordable investment.

Many Peace students receive financial assistance through scholarships and need-based financial aid. Qualified 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 at the beginning of each semester 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.

TUITION AND FEES

Application Fee

All 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.

Tuition deposits of \$150 for new students are due May 1 or within fifteen days of acceptance if admitted later than May 1. All returning students are required to pay a \$150 tuition deposit by the date specified in the request-for-deposit letter.

ALL DEPOSITS ARE NONREFUNDABLE AFTER MAY 1, but 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 \$400 per semester-hour 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.

North Carolina Residents

Resident students:

Tuition	\$18,906
Room and board	<u>+6,918</u>
	\$25,824
Less: NCLTG*	<u>-1,750</u>
Total	\$24,074

Commuter students:

Tuition	\$18,906
Less: NCLTG*	<u>-1,750</u>
Total	\$15,131

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

Out-of-State Students

Tuition	\$18,906
Room and board	<u>+6,918</u>
Total	\$25,824

Payment Schedules

Payments for tuition/fees, room and board are due in full by August 10 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 10 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.**

***Note:** Class registration will be cancelled prior to the start of classes by the Registrar's Office if a student account balance is not fully satisfied by payment, financial aid and/or a payment plan.*

For students and parents desiring to pay charges over a period of months, two plans are available. These plans exclude the cost of books, supplies, special fees and insurance.

Peace College Deferred Payment Plan

As an alternative to making a single payment-in-full each semester, students and parents may choose to pay one-half (50%) of the fall semester's tuition/fees, room and board

charges on August 10 (December 15 for spring semester), one-fourth (25%) on September 10 (January 15 for spring semester), and one-fourth (25%) on October 10 (February 15 for spring semester). Those desiring this plan should contact Student Accounts in the Business Office or complete an agreement form prior to the first payment due date. Students electing this plan will be assessed an administrative processing charge of \$60.

Returning students must reapply if they wish to use the plan in the subsequent year.

A late fee of \$25 will be billed to the account monthly if payments are not made in accordance with the due dates above.

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 \$55, collected by Tuition Management Systems, Inc., for this plan.

Enrollment for the fall must be by June 18, with the first payment due by July 1. Enrollment for the spring must be by November 20, with the first payment 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., 127 John Clark Road., Newport, RI 02842; 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.

Applied Music (Voice, Piano, Organ)	
Full-time students (includes practice)	\$125
Part-time students, for credit/non-credit	
Weekly half-hour lessons (15 weeks)	\$315
Weekly one-hour lessons (15 weeks)	\$525
Class Piano (Music 110)	\$125
Voice Class (Music 100)	\$125
Audit charges	\$100*

*Per credit hour

Graduation Fee (including diploma)	\$100
Lab Fee	\$ 30
	(per course)
Physical Education	
Equitation	(to be announced)
Ice Skating	(to be announced)
Racquetball	(to be announced)
Skiing	(to be announced)
Photography	(to be announced)
Regular Students—Part-time	\$400*
	*Per credit hour
Credit in excess of 18 hours	\$400*
	*Per credit hour
Transcripts of Academic Records	\$ 5

Other Fees

Orientation Fee	\$ 75
Parking Fees	\$ 85
Stop Payment Request	\$ 30

Note: *Students from the Cooperating Raleigh Colleges pay the same additional course fees as Peace College students.*

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.

Refund Policies

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.**

Late Payments

It is imperative that all accounts be paid promptly. There will be a \$50 assessment for late payment of regular charges or special fees.

Class registration will be cancelled prior to the start of classes by the Registrar's Office if a student account balance is not fully satisfied by payment, financial aid, and/or a payment plan.

FINANCIAL AID AND SCHOLARSHIPS*

It is the goal of Peace College to meet as much of a student's financial need as possible. 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 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 obtained from a high school counselor or from the Peace College Office of Financial Aid, or it 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 campus jobs, 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.*

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 \$5,500 to \$9,000.

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 \$1,000 to \$7,000.

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 \$500 to \$7,000.

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.

Sloan Scholars Program for Presbyterians

Through the Sloan Scholars Program, Peace College will match scholarships funded by a local Presbyterian church or the National Presbyterian College Scholarship Program up to \$1,200 a year. The scholarships are for students who are members of Presbyterian churches and they must be qualified to attend Peace. The scholarship is renewable as a matching grant each semester for four years, provided the student maintains a “C” average (2.00) and maintains good social standing at Peace College. This scholarship is also available to students from states other than North Carolina on a limited basis.

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 \$6,000.

Outside Scholarships

The Office of Financial Aid maintains a listing of outside scholarships available from local businesses and organizations. Each award specifies the standards for the individual scholarships. Students should visit the Office of Financial Aid at least once a semester to view the outside scholarship listing.

The Office of Financial Aid reserves the right to adjust a student’s award if her academic status changes.

Tuition Deductions

Tuition deductions are allowed in the following situations:

1. Full-time students who are daughters of Presbyterian ministers or Presbyterian missionaries (home or foreign) are given tuition deductions of \$500 per semester. This amount is deducted from the August and December payments.
2. When sisters are simultaneously enrolled at Peace, a \$500-per-semester deduction is made for each enrolling sister after the first student.
3. 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.

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).

FEDERAL, STATE, AND PEACE GRANTS

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) 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) and have the results released to the State. 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. 27629-1966 (888-234-6400). To apply, the student must complete a Free Application for Federal Student Aid (FAFSA) and have the results released to the State. 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 as full-time undergraduates attending 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 \$1,800; however, 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.

Loan Programs

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 \$2,625 for her first year, \$3,500 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 federal government 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 is a variable rate, not to exceed 8.25%, 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 FPLUS loan. The interest rate is a variable rate (not to exceed 9%) 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 \$4,000. Please

contact the Office of Financial Aid for more information.

Peace College certifies all loans using the College Foundation of North Carolina (CFNC) as a default lender. If another lender is preferred, the Office of Financial Aid must be notified by the borrower or by the alternate lender for certification.

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.

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, or the Peace College Registrar.

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 package. The Office of Financial Aid will monitor grades 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.

Student Life

ENRICHMENT AND SPECIAL PROGRAMS

Spiritual Life

Peace College is affiliated with the Presbyterian Church (USA) through the First Presbyterian Church of Raleigh. The College is not sectarian, and students from all religions, faiths, and denominations attend Peace. Peace is committed to providing an environment where the development of the whole person can take place. This includes one's spiritual development. Weekly chapel services are conducted in Dinwiddie Chapel. Chapel is held on Tuesdays from 3:30-4:15 p.m., and all faculty, staff, and students are welcome to attend.

All first-year students and transfer students with less than 60 hours are *required* to complete two semesters of satisfactory chapel attendance during their first year of attendance at Peace. Transfer students with more than 60 hours are required to complete one full semester of chapel attendance during their first year at Peace. All new students and transfers required to complete the requirement will register for chapel during registration. Any student receiving a degree from Peace College must complete the chapel requirement. Attendance requirements and opportunities for make-ups are listed in the chapel class syllabus distributed to students each semester. A variety of chapel programs are offered during the year, and students are encouraged to continue their participation in weekly chapel following their first year at Peace.

Additional opportunities for spiritual enrichment are offered through the Chaplain's office and through the activities of the Peace Spiritual Life Association. Students interested in such opportunities are encouraged to contact the Chaplain in Main 220.

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 the summer advising and registration sessions (STAR) and the fall orientation program, Pathways. The STAR program is coordinated through the Office of

Academic Affairs in collaboration with various campus departments. Pathways is coordinated through the Office of Student Development by the Director of Student Life, 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.

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 during the fall semester, to demonstrate their commitment to upholding it.

STUDENT GOVERNMENT ASSOCIATION

Student Government

The governing body for Peace College students is the Student Government Association (SGA). Every student is an automatic member of the 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 on Tuesdays at 4:15 p.m.

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.

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.

STUDENT CLUBS AND ORGANIZATIONS

***(HONOR SOCIETIES BEGIN ON PAGE 29
AND AWARDS BEGIN ON PAGE 30)***

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 (e.g., speakers from various science careers, seminars, touring area laboratories and research facilities, and field trips). 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.

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.

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.

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.

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.

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. 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 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

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.

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.

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.

STUDENT SERVICES

Intercollegiate Athletics

The intercollegiate athletic program is administered by the Athletic Director, in the Department 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.

Counseling

As a part of its mission to prepare women for lifelong learning, meaningful careers, and ethical lives of purpose, Peace offers a variety of opportunities to receive counseling for personal, career, and academic issues.

The College's primary source of counseling assistance is the Counseling Center, located in the Wellness Center on the first floor of Ross Residence Hall. Professional counselors offer confidential individual sessions to assist students as they cope with the challenges of college life and strive to develop healthy relationships and productive lives. A variety of educational programs are also offered. On-campus counseling services are free of charge.

Additional counseling-related services are provided by faculty academic advisors (see Academic Programs for more detailed information on the Faculty Advisor-Advisee Program) and by the Career Services Office.

R.E.A.C.H. Office of Community Involvement

The mission of R.E.A.C.H. (*Realizing Every Action Changes Humanity*) is to build a strong community of humanitarians at Peace College, who through service and civic engagement REACH the local and global community to develop sustainable change in their lives and in the lives of others. Located on 1st Floor Ross, the R.E.A.C.H. 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.

Residence Life and Housing

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. A Resident Director 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, and in several townhouses at Capitol Park, adjacent to 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 the meal plan; however, juniors and seniors residing in the new residence hall may choose a modified 10-meal plan.

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. Private rooms cannot be guaranteed and are only available pending residence hall space; they are generally available only to upperclass students.

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.

Student Life

Peace College is committed to the holistic development of each individual student. To that end, 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 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, offered through Markel Insurance Company, is \$358 annually (\$208.81 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. 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.

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 on-line. 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*.

ADDITIONAL STUDENT SERVICES

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 College 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.

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.

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.

Mail

Student mailboxes are located in Belk Hall. Mail for students is delivered Monday through Friday. Stamps are available for purchase in the College Bookstore. Students should check their mailboxes regularly for important college information.

Laundry

Coin-operated 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.

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. Additional credit courses in skiing, equestrian studies, racquetball, and scuba are available.

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

ACADEMIC HONOR SOCIETIES AND AWARDS

Alpha Chi National Honor Scholarship Society

A general honor society for junior and senior baccalaureate students, Alpha Chi admits students to membership 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 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 thirty-five 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.

AWARDS

Academic Excellence Awards

These awards, initiated in 1985, recognize students who demonstrate academic excellence during their first semester at Peace but who were not awarded major academic scholarships before enrolling. The students must be on the fall semester Dean's List or Dean's List with Distinction in their first year. The awards are announced in the spring and stipends are awarded to the students for their sophomore year.

Artemisia Award

Established in 1999 by Peace Professors Woody Holliman and Carolyn Parker, this award recognizes outstanding Visual Communication majors.

Bios Award in Biological Science

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

Ida Withers Currie Award

The Ida Withers Currie Award is given to the outstanding senior business student chosen by the business administration 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.

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 unflinching 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.

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.

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.

Excellence in Leadership Studies Award

The Excellence in Leadership Studies Award is given to an outstanding senior who is double-majoring in Leadership Studies. This award was created to recognize a Leadership Studies major 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.

Nancy J. Frazier Student Service Award

This award was established in memory of former President S. David Frazier's mother by Dr.

Frazier. The award is presented to a student in Student Government who has demonstrated outstanding service to the College and to her classmates.

National Collegiate Minority Leadership Award

This award honors the performance of outstanding student leaders who meet high standards in the areas of academics, dependability, citizenship, leadership, support of Peace College, enthusiasm, example to the student body, responsibility, attitude and cooperative spirit. Recipients of this award are selected by Peace College faculty.

National Dean's List

Each semester the Vice President for Academic Affairs nominates students from the Peace College Dean's List with Distinction to be placed on the National Dean's List. These students have earned a 4.00 grade-point average or are in the top 5 percent 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.

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 who 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 will receive 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. This award 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.

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 visual communication major and who shows outstanding progress in the development of her art work in the areas of creativity and craftsmanship.

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.

Katharine Bryan Sloan Academic Achievement Award

The Academic Achievement Award, granted annually at graduation, was established in 1969 in memory of Katharine Bryan Sloan, the first student to matriculate at Peace in 1872. The award is presented to the graduating sophomore 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.

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.

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.

Who's Who Among Students in American Colleges and Universities

This honor is conferred each spring in the form of an award certificate and recognition at the Awards Convocation. Peace College nominees must meet standards set for students from all 50 states as they are honored for academic excellence, participation in academic and extracurricular activities, and commendable citizenship and

service to the community. The names of all recipients are listed in the annual biographical volume that pays tribute to some of our nation's brightest young scholars.

The 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.

Academic Programs

ACADEMIC ADVISING

Peace College maintains a strong advising program that promotes faculty advisor-student advisee interaction within a close, mentoring, academic relationship.

Faculty advisors assist students during semester registrations, monitor academic performance and progress in meeting graduation requirements, and aid in career planning. **However, the student is responsible for ensuring that she is meeting the requirements for graduation or for a pre-professional program.**

Entering students are assigned to a First-Year advisor who will assist during the student's first two semesters. At the end of her first year, if the student is not ready to declare a major, she is assigned a Pre-Major Advisor who will work with her in continuing the process of fulfilling General Education requirements and in exploring options in terms of a major. As soon as a student declares a major, she is assigned to a Major advisor in that particular department.

Adventures Program

The Adventures Program at Peace College is designed specifically for first-year students to welcome them to the college and to encourage their academic success through intellectual and personal discovery. The program will help you as a first-year student to negotiate the difficult transition from high school to college, both academically and personally. The central component of the Adventures Program 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 student in the Adventures Program, you will begin by taking part in a common summer reading program tied into the annual campus theme.

When you arrive on campus in the fall, you will take part in the orientation program, Pathways to Peace, in which you will be grouped with your ADV 100 classmates. You will begin your

intellectual and personal journey by learning about the college and local community and meeting to discuss your summer reading. Through the first-year seminar, the Adventures Program also provides you with a close connection with a member of the Peace College faculty or staff who will serve as your ADV 100 instructor and as your first-year advisor. Additionally, you will be assigned to an exceptional upper-class student, your peer educator, who will be your 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.

In service to first-year students, the goals of the Adventures Program include:

- *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 the local communities, their nation, and the world.*

Academic Resources and Enrichment

EDUCATIONAL SUPPORT

Within the general requirements for admission and graduation that apply to all degree candidates, Peace College recognizes that some students, though they have the aptitude to complete college-level courses, may need special assistance in college due to learning disabilities or difficulties in specific academic disciplines. In an effort to acknowledge the individuality of each student, and to foster growth and learning among all students, the College provides the following support and services, most at no additional cost to the student:

1. **The Learning and Writing Center**, located in Main 14, provides free tutorial and writing assistance for all Peace College students. Students may receive assistance on any writing assignments for any class. They may also receive tutoring in Spanish, French, math, and study skills. Supplemental instruction is available in biology and chemistry.
2. Special sections of English Composition (ENG 101-102), 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.
3. **Developmental courses** in English (097) and Mathematics (097) are offered in the fall for students whose SAT I and placement tests indicate a need for intensive writing and mathematics review. These courses do not count toward English and Mathematics requirements, nor do their credit hours count toward hours required for graduation.

4. **Academic and Life Skills for Success** (AV 099) is a course offered for students who seek to improve their study skills. Instruction focuses on strengthening academic skills, developing organizational skills, and creating positive work habits. One hour of institutional credit is awarded. (This credit does not count in the credit hours required for graduation.)
5. **Educational Services**, located in Main 14, is for ongoing assistance throughout the academic year. Peace operates a Writing and Learning Center during convenient hours. At the Center, students may receive tutorial help in managing writing tasks assigned in any course. They may also use Center materials to improve skills in grammar, usage, vocabulary, and punctuation. The Center is staffed by professional writing instructors and tutors.
6. **Study Skills Tutoring** is offered on an as-needed basis for students to improve reading skills, test-taking strategies, and course management.
7. **Program for Students with Disabilities**. Once admitted and enrolled, students with documented disabilities may qualify for a variety of testing and classroom accommodations as determined on a case-by-case basis. Students must identify themselves to the Director of Educational Services and provide a current evaluation, within four years. Contact the Director for a copy of the “Disability Services Handbook.”

The Registrar and Vice President for Academic Affairs, in consultation with the student’s academic advisor, may recommend a limited course load for some students with learning difficulties. In these cases, summer school or additional terms at Peace College may be required to complete graduation requirements. The goal is always the long-term best interest and success of the student.

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, for Teacher Licensure, 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 and the department. For students wishing to enroll in Teacher Licensure courses at Meredith College, additional approval must be obtained from the Peace College Coordinator of Teacher Licensure.

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 registrations and class size limitations on 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.

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. 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 160, 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.

An additional international program with spaces specifically reserved for Peace students is a month-long program offered in London by North Carolina State University. The program is called The London Experience and affords students a choice of two three-credit-hour courses, taught by NCSU professors, at the University of London. Please see the Coordinator of International Studies for more information.

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.

The following policy governing Peace

College's provision of international travel was adopted by the Board of Trustees on April 17, 2003:

Peace College International Studies Policy

Following are guidelines for Peace College's international study program.

- I. All students and faculty traveling abroad on Peace College international studies programs will obtain a valid International Student Identification Card through Council Travel or the faculty member who is sponsoring the trip.
- 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.

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. See [page 41](#).

Special Topics

Many disciplines carry Special Topics courses for 1-4 credit hours during the regular semester. Special Topics allow each department periodically to introduce new courses of special interest.

College Honors Program

Students of exceptional academic ability are encouraged to participate in the College 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, when they are selected from the top entering students and invited to enroll in Honors courses. After the first semester, Honors students are selected on the basis of their outstanding academic achievement while at Peace. Students who are on the Dean's List with Distinction can be invited into the Honors Program. Honors students will be given priority registration and other enrichment opportunities to ensure that they have the maximum experience in 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 21 to 24 semester hours of Honors work over a period of four years. Fifteen to 18 hours should be completed in the first two years, 6 to 9 hours in the last two years.

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

Honors Courses and Credit

Honors credit is awarded in two ways. To earn some Honors credits, they will enroll in

special sections of courses included within the General Education requirements of all graduates. For other Honors credits, 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.

CAREER SERVICES

The Career Services Office provides the student with a variety of services to assist in the determination and accomplishment of career goals. Specifically, the mission of the Career Services Office is to support the student in her:

- exploration of career options through counseling and interest, skill and personality testing;
- preparation for the attainment of internship opportunities;
- examination of post-graduate options, including help with graduate school and professional schools and/or employment in a chosen field;
- preparation for a competitive job search through participation in job fairs/resume writing, mock interviews, and/or interviewing with selected employers.

The Career Services Office is open 8-5, Monday-Friday, all year. B.A. graduates have the use of the Career Service office at no charge.

ACADEMIC INTERNSHIPS

Academic internships are open to second semester juniors and all seniors and are offered through each of the major programs. These internships offer three 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. 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 pass/fail. For information concerning academic internships, the student should contact the B.A. Program Coordinator in her major or Career Services.

SPECIAL FACILITIES

Academic Computing Facilities

General Computing Laboratories --- A laboratory for instruction in Information Systems and Services and general student use is available on the second floor of Finch Library. The lab is connected to PCNet and to the Internet and has IBM compatible workstations and laser 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

Visual Communication (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.

Library

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 56,000 books and provides access to another 21,000 electronic books and more than 5,000 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 a student computer lab, 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.

Music Building

The Browne-McPherson Music Building offers excellent facilities for the study of music. The Sarah Graham Kenan Recital Hall, noted for its fine acoustics, is frequently used for concerts by students, faculty, and guest artists. It features a Steinway concert grand piano and the mechanical action pipe organ designed and built by the Holtkamp Organ Company. Practice rooms are available for voice and piano students. In addition, a piano lab makes possible group instruction in piano. This lab also includes computer facilities for students to record, edit and master their own compact disc recordings.

Academic Services Center - Main Building

For ongoing assistance throughout the academic year, Peace operates a Writing Center and Tutoring Center during convenient hours. At the Center, students may receive tutorial help in managing writing tasks assigned in any course. They may also use Center materials to improve skills in grammar, usage, vocabulary, and punctuation. The Center sponsors grammar workshops in the fall. The Center is staffed by qualified writing instructors, professional tutors, and trained peer tutors. Tutoring services are offered in Spanish, French, mathematics, biology, and chemistry. Accommodations and assistance for students with disabilities are available through the Center, as well.

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 15.5 hours. This should be maintained by students who anticipate graduation in four years. In order to be eligible to take more than 18 semester-hours, the student must have the approval of the Vice President for 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 regular part-time rate.

Classification of Students

Students are classified as follows:

<u>Classification</u>	<u>Earned Semester hours</u>
First-year	0 - 29
Sophomore	30 - 59
Junior	60 - 89
Senior	90 and above

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)
E	Failing	(with privilege for re-examination)
F	Failing	(no quality points)
M	Medical Withdrawal	
W	Withdrawal	
I	Incomplete	
P/F	Pass/Fail	
AU	Audit	
UA	Unsatisfactory Audit	
NR	No Report, report from instructor delayed	

The grade “E” indicates that the student had been passing the course up to the final examination and that, in the instructor’s opinion, a re-examination is justified. In order to remove the conditional grade and to receive credit for the course, the student must take the re-examination within six weeks after the beginning of the next semester.

When incomplete work is finished, a student may receive any grade from “A” to “F.”

The grade of “E” or “I” automatically becomes “F” if the “E” or “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.

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 must be received in the Office of Academic Affairs no later than 60 days after the end of the examination period for the semester in question.

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.

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 through the first eight weeks of the semester.

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 fee of \$5 is charged for each transcript. No transcript will be issued for a student who has an outstanding financial obligation to the College.

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	<i>summa cum laude</i>
3.75	<i>magna cum laude</i>
3.60	<i>cum laude</i>

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.

SEMESTER HOURS ATTEMPTED	CUMULATIVE GPA REQUIREMENTS
0 - 29	1.70
30 - 59	1.80
60 - 89	1.90
90 +	2.00

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.

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. A student placed on probation meet 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.

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 13 semester hours of course work, unless a heavier load is approved by the faculty advisor and the Vice President for Academic Affairs. The student has the option to retake

courses in which grades of “F” or “D” have been received. She should consult her academic advisor frequently to monitor progress.

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

1. They are encouraged to report to their faculty advisor to review their course schedule and their study habits.
2. First-year students on probation are encouraged to register and earn a passing grade for ADV 099: The First-Year Advantage.
3. Faculty advisors, the students themselves, and appropriate administrative personnel receive notification of the probation.
4. The Vice President for Academic Affairs and the Registrar are available by appointment to assist students in planning a program to help them improve their academic records.

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 Vice President for 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 apply for readmission to the Office of Admissions. 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 a student has forfeited responsible academic citizenship by:

- a. persistent failure to complete classroom assignments; or
- b. habitual class absence; or
- c. disruption and disturbance of fellow students;
- d. 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.

Withdrawal

Medical withdrawals are not permitted within 14 days of the last day of class of the semester.

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 indicateds at least 12 hours of attempted coursework.

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.

Dropping, Adding, Auditing Courses

To drop or add a course, a student must have approval. Prior to the first day of class, the student may make schedule changes with the approval of her faculty advisor and the Registrar. After the beginning of classes, approval also must be obtained from the instructor of the class. Any student withdrawing without following this procedure will receive an “F” in the course.

A student withdrawing from a course (or courses) during the first week of class 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 (or courses) will receive a “W” for the course(s).

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 a Medical Withdrawal approved by the Registrar and Vice President for Academic Affairs in consultation with the Dean of Students. It should be noted that a medical withdrawal is from all courses at the College and no credit is received for the semester. Otherwise, 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.

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 a 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:

Class Attendance

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 the standards set by the instructor. Attendance-related problems will be brought to the attention of the Vice President for 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.

Test	Score	Credit	Semester Hours
American History	3,4,5	History 201, 202	6
Art (History)	3,4,5	Art 170	3
Art (Studio)		Department decision	
Biology	3,4,5	Biology 101	4
Chemistry	3,4,5	Chemistry 111	4
English Comp/Lit	3 4,5	English 101 English 101, 102	3 6
English Lang/Comp		English 101 English 101, 102	3 6
European History	3,4,5	History 101, 102	6
French Lang. & Lit.	3,4 5	French 211 French 211, 212	3 6
Math-Calculus AB	3,4,5	Math 241	3
Math-Calculus BC	3,4,5	Math 241, 242	6
Music	3,4,5	Music 180	3
Psychology	3,4,5	Psychology 201	3
Spanish Lang. & Lit.	3,4 5	Spanish 211 Spanish 211, 212	3 6

Baccalaureate Degree

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, as well as advanced knowledge and skills that prepare them for future study and careers. We expect 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 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 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 requirement for student enrichment as determined by the Dean of Students,

including satisfactorily completing two semesters of chapel attendance;

- 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 coursework 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.

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 Degrees***

- 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 coursework credit in the major must be taken at Peace College.
 - At least 30 hours of the coursework 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 4 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 coursework 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 Vice President for 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.

The Bachelor of Arts**DEGREE REQUIREMENTS**

Students planning to obtain a baccalaureate degree at Peace College must complete the “Declaration of Major” form during the second semester of the second year of academic studies.

Following are the general education requirements for the Bachelor of Arts degree:

I. ESSENTIAL SKILLS	19-21 hours
Writing Skills	6
ENG 101 & ENG 102	
Computer Skills	3
ISS 100, 250, 260, or 270*	
Quantitative Skills	3-4
MAT 112 or higher*	
Oral Communication Skills	3
COM 101	
Foreign Language Skills	3
211 or higher*	
Physical Education	1-2
Any PEH activity course	
II. ESSENTIAL KNOWLEDGE	25-28 hours
Fine Arts	3-6
ART 160, 170, 180, MUS 180, THE 103	
MUS 281-282 (Music Performance Majors)	
Literature	3
ENG, FRE, or SPA literature course	
Natural Sciences	4
ANT 216, BIO 101, or CHE 111**	
Social Sciences	6
One course from two different areas:	
ANT 214, ANT 218, ECO 211, PPA 201	
PSY 101, SOC 101, SOC 201, SOC/PSY 220	
Religion	3
REL 101, 102, 200, 210, 214, or 220	
History	3
HIS 101, 102, 201, 202	
Physical Fitness	2
PEH 100	
Adventures	1
ADV 100	

* Based on placement results and major requirements

** Check B.A. major for Quantitative Skills, Natural and Social Sciences requirements

III. ADVANCED SKILLS AND KNOWLEDGE **6-19 hours**

Writing Intensive Experience **3**

The Writing Intensive Experience (WIE) provides the student with writing instruction and practice that will foster her professional development. As such, WIE courses are intended for juniors and seniors who have already taken

courses in their major areas. WIE courses are not suggested for first-year students or sophomores who gain writing instruction and experience in courses in all disciplines. WIE courses incorporate current theory and research on writing and give students the opportunity to practice their skills in a variety of discipline-specific assignments. WIE courses are listed below and are identified in the course description section with a # following the course title.

Pre-professional Experience **3**

Prior to graduation, all students will intern with an organization related to their professional interests and academic training. The Professional Experience is an in-depth work experience designed to apply classroom knowledge and skills to real-world professional situations. Internships should be arranged with the Internship Coordinator within each major.

Senior Interdisciplinary Ethics Seminar
PHL 400 **3**

Students study and discuss the relationship among religion, ethics, and the professional world. The course integrates a student’s general and specialty knowledge with ethical theories. Students and faculty members discuss both general topics and those appropriate to their disciplines.

Additional Hours Defined by Major Area **0-12**

Students within each major are required to take additional general education courses, as defined by each student’s disciplinary area. The student should check the degree requirements of her chosen major for specifics on these additional hours.

TOTAL **50-68 hours**

In addition to the above General 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 begin on [page 60](#).

Writing Intensive Experience Courses

The Curricular Issues Committee has approved the following courses as meeting the requirements for a writing intensive experience. These courses are designated as writing intensive in the course description section of this Catalog.

ANT 370	Female of the Species
ANT 430	Observational Methods in Primatology
BIO 498	Biology Senior Seminar
COM 309	Article and Essay Writing
COM 335	Writing for the Media II
COM 341	Professional Writing
ENG 309	Article and Essay Writing
ENG 322	Shakespeare
ENG 341	Professional Writing
ENG 356	The American Novel
HIS 319	Europe in the Twentieth Century
HIS 321	Britain in the Nineteenth and Twentieth Centuries
HIS 324	Germany in the Twentieth Century
HIS 329	Russia/The Soviet Union in the Twentieth Century
HIS 331	Women in the Western World: 1700 to the Present
HIS 399	The World Since 1945
HRE 493	Independent Study
LAS 305	Hispanic Literature in the US
PSY 300	Behavioral Research and Statistics I
SPA 302	Culture and Civilization of Spanish America
SPA 305	Hispanic Literature in the US

TEACHING LICENSURE

Peace College offers two options for students interested in Teacher Licensure:

- Initial (Undergraduate) License
- Master's Degree License

Initial Licensure Option: Meredith College

Peace College students pursuing baccalaureate degrees may also incorporate into their plans of study coursework leading to licensure to teach at the Elementary, Middle Grades, Secondary School, and K-12 levels in several disciplines. Most disciplinary coursework is taken at Peace College, while most professional education coursework is provided by Meredith College. Students must meet the following requirements:

1. Meet with the Coordinator of Teacher Licensure to participate in the program.
2. Complete CRC forms and go through Meredith College pre-registration for all courses taken at Meredith.
3. Achieve acceptable scores on the PRAXIS pre-professional skills test.
4. Achieve an overall GPA of 2.5 or above.
5. Be approved for acceptance into the Licensure program.
6. A maximum number of seven credits of CRC courses may be taken prior to a student's formal acceptance. Once formally admitted, a student may take as many CRC courses as are required for licensure.
7. Achieve acceptable scores on the PRAXIS II Specialty Area Test(s).

Note: *Minimum scores for PRAXIS tests are established by the N.C. State Board of Education and are subject to change.*

Interested students should contact the Peace College Coordinator of Teacher Licensure as early as possible in their program of study so that the necessary coursework can be scheduled. Some courses should be taken as early as the sophomore year. Students must be advised and recommended by the Coordinator in order to participate in the Licensure program.

Below are the curricula for areas of licensure. Note that students must meet all requirements for Peace College graduation and incorporate into their programs professional courses, electives, and specific general education courses. These *must* be

completed before the Internship semester, which includes student teaching experience.

CURRICULA FOR TEACHING LICENSURE

Note: * = Required; taken at Meredith

ELEMENTARY EDUCATION LICENSURE

Students desiring Licensure in Elementary Education may choose any major offered at Peace College. Those which best accommodate Teacher Licensure requirements are Liberal Studies and Psychology. Each student must take courses fulfilling all requirements for graduation as specified in her chosen major:

I. General Education: 78 hours

A. Essential Skills: 22 hours

Writing Skills	6
ENG 101-102, Composition	
Computer Skills	3
ISS 100, 250, 260, or 270**	
Quantitative Skills	6
MAT 112 College Algebra & Trigonometry, or MAT 202 Finite Math, or any Calculus; MAT 101 Elements of Math, or STA 201 Introduction to Statistics**	
Oral Communication Skills	3
COM 101 Public Speaking	
Foreign Language Skills	3
211 or higher**	
Physical Education Activity	1
Any PEH activity course	

***based on placement results and major requirements*

B. Essential Knowledge: 41 hours

Fine Arts	3
MUS 180 Music Appreciation or ART 160 Art Appreciation, or ART 170 or 180 Art History	
Literature	6
ENG 211 or 212 British Literature ENG 215 or 216 American Literature	
Natural Sciences	8
BIO 101 Principles of Biology + lab *GEO 200 and 240 Physical Geography	
Social Sciences	12
PSY 101 General Psychology PSY 355 Psychology of Exceptional Individuals PSY 310 Child Development, or PSY 315 Lifespan Development SOC 368 American Ethnic Relations	
Religion	3
REL 101, 102, 200, 210, 214 or 220	
History	6
HIS 101 or 102; HIS 201	
Physical Education	2

PEH 100 Lifetime Fitness and Wellness Adventures	1
ADV 100	

C. Advanced Skills and Knowledge:

15 hours

Writing Intensive Experience	3
Senior Interdisciplinary Ethics Seminar	3
Additional Hours Defined by Major	9

II. Requirements for Licensure in

Elementary Education: 40 hours

A. Professional Courses, General: 6 hours

*EDU 232 Foundations of Education	3
*EDU 234 Educational Psychology	3

Note: EDU 232 and 234 cannot be taken during the same semester.

Note: Students should take EDU 232 before taking SOC 368.

B. Professional Courses, Methods:

23 hours

*ART 244	1
*MUS 244	1
*DAN 244	1
*THE 244	1
*EDU 241 Introduction to Instructional Media	1
*EDU 255 Literature in the Elementary School	2
*ESS 742 Healthful Living in the Elementary School	3
*EDU 300 Introduction to Language Arts	2
*EDU 359 Science in the Elementary School	2
*EDU 358 Social Studies in the Elementary School	2

Pre-Block co-requisites (must be taken together):

*EDU 401 Mathematics in the Elementary School	3
*EDU 402 Preservice Practicum	1
*EDU 400 Communication Skills in the Elementary School	3

C. Block Semester:

11 hours

*EDU 443 Teaching in the Elementary School	1
*EDU 440 Seminar in Education	1
*EDU 445 ESL in the Elementary School	1
*EDU 444 The Arts in the Elementary School	2
*EDU 490 Observation and Directed Teaching	6

Note: The block semester will be completed after graduation from Peace College.

III. Requirements for Majors: 30-38 hours

Note: Because majors often require certain courses already required for teacher licensure under General Education, the student may be able to complete major requirements with only 15-25 additional hours.

Note also that EDU 232 Foundations in American Education and EDU 234 Educational Psychology can satisfy requirements for “Additional Hours Defined by Major” under Advanced Skills and Knowledge, above.

MIDDLE GRADES LICENSURE

The Peace-Meredith program can prepare prospective middle school teachers to teach any of four specializations: communication skills, science, math, and social studies. Those wishing to teach in the middle grades should choose either Liberal Studies or a major which directly deals with their specialization: English for Communication Skills, Biology for Science. Students must meet all requirements of the major and must be sure to include the specific courses listed below for their specializations

I. General Education: 72 hours

A. Essential Skills: 19 hours

Writing Skills	6
ENG 101-102 Composition	
Computer Skills	3
ISS 100, 250, 260, or 270**	
Quantitative Skills	3
MAT 112 College Algebra & Trigonometry, or MAT 202 Finite Math, or any Calculus**	
Oral Communication Skills	3
COM 101 Public Speaking	
Foreign Language Skills	3
211 or higher**	
Physical Education Activity	1
Any PEH activity course	

***based on placement results and major requirements*

B. Essential Knowledge: 38 hours

Fine Arts	3
MUS 180 Music Appreciation <i>or</i>	
ART 160 Art Appreciation <i>or</i>	
ART 170 <i>or</i> 180 Art History	
Literature	6
ENG 211 <i>or</i> 212 British Literature	
ENG 215 <i>or</i> 216 American Literature	
Natural Sciences	8
BIO 101 Principles of Biology + lab	
*GEO 200/240 Physical Geography	
Social Sciences	9
PSY 101 General Psychology	
PSY 355 Psychology of Exceptional Individuals	
SOC 368 American Ethnic Relations	
Religion	3
REL 101, 102, 200, 210, 214 or 220	
History	6
HIS 101 <i>or</i> 102; HIS 202	

Physical Education	2
PEH 100 Lifetime Fitness and Wellness Adventures	
ADV 100	1

C. Advanced Skills and Knowledge:

15 hours

Writing Intensive Experience	3
Senior Interdisciplinary Ethics Seminar	3
Additional Hours Defined by Major	9

II. Requirements for Licensure in Middle School Teaching

A. Professional Courses, General: 17 hours

*EDU 232 Foundations of American Education	3
*EDU 234 Educational Psychology	3
*EDU 241 Introduction to Instructional Media	1
*EDU 255 Literature in the Elementary School	2
*EDU 300 Introduction to Language Arts	2
*EDU 345 Language Minorities in K-12 Classrooms	3
*EDU 350 Teaching in the Intermediate and Middle Grades	3

Note: Students should take EDU 232 before taking SOC 368. EDU 252 and 234 cannot be taken in the same semester.

B. Professional Courses, Methods:

3 hours

*Methods 764	3
(May be taught as appropriate to the required concentration prior to or during the internship semester)	

III. Requirements for Specializations

A. COMMUNICATION SKILLS (Liberal Studies or English major)

The following courses must be included:

ENG 211 <i>or</i> 212 British Literature
ENG 215 <i>or</i> 216 American Literature
ENG 309 Article and Essay Writing
ENG 282 Introduction to Film
ENG 372 The English Language
*ENG 175 Grammar (contact the Meredith English department about placing out of this course)
*EDU 471 Reading in the Content Areas
Any additional 300-level literature course
COM 101 Public Speaking

Subject area methods:

*ENG 764, The Teaching of English (2)
*ENG 765, Practicum in Teaching of English (1)

B. SOCIAL STUDIES**(Liberal Studies major)**

The following courses must be included:

- HIS 202 American History
- HIS 101 *or* 102 Western Civilization
- *HIS 224 Introduction to Non-Western Civilization
- *HIS 520 North Carolina History
- ECO 211 Principles of Microeconomics
- *GEO 205 World Regional Geography
- PPA 201 American Government

In addition, the following are strongly recommended:

- HIS 319 Europe in the Twentieth Century
- *GEO 368 Political Geography

Subject area methods:

- *HIS 764, The Teaching of Social Studies (3)

C. MATHEMATICS**(Liberal Studies major)**

The following courses must be included:

- MAT 112 College Algebra and Trigonometry
- MAT 241 and 242 Calculus with Analytic Geometry I and II
- *MAT 250 Mathematical Reasoning
- STA 201 Introduction to Statistics
- *MAT 334 Modern College Geometry
- ISS 200 Introduction to Computers *or* ISS 250 Computer Applications II
- *MAT 264 Topics in Mathematics for Middle School Licensure (1-2)
- *MAT 764 Methods of Teaching Middle/Secondary Mathematics (3)

Note: Students may meet requirements for dual licensure. Typically, specializations in communication skills and social studies are paired.

D. SCIENCE**(Liberal Studies or Biology major)**

The following courses must be included:

- BIO 101 Principles of Biology
- Additional Biology course with lab (4)
- CHE 111 General Chemistry (4)
- *PSY 100 Principles of Physical Science (3)
- *GEO 200 and 240 Earth Science and Lab (4)
- *SCI 764 The Teaching of Science (3)

Note: Students may meet requirements for dual licensure. Typically, specializations in math and science are paired.

INTERNSHIP SEMESTER: 11-13 hours**A. Professional Education: 5-7 hours**

- *EDU 440 Seminar in Education 1
- *EDU 450 Reading in the Content Area 1-3
- *EDU 466 Preadolescent and Adolescent Behavior 3

B. Professional Education, Internship:**6 hours**

- EDU 439 Observation and Directed Teaching 6

IV. Requirements for Majors 30-38 hours

Note: Because majors often require certain courses already required for teacher licensure under General Education and specialization areas, students may be able to complete major requirements with only 15-25 additional hours.

Note also that EDU 232 Foundations in American Education and EDU 234 Educational Psychology can satisfy requirements for "Additional Hours Defined by Major" under Advanced Skills and Knowledge, above.

SECONDARY EDUCATION LICENSURE

Peace students may prepare to teach English, biology, or social studies at the secondary level. Their curricula must include the following requirements:

I. General Education: 62 hours**A. Essential Skills: 19 hours**

- Writing Skills 6
 - ENG 101-102 Composition
- Computer Skills 3
 - ISS 100, 250, 260, or 270**
- Quantitative Skills 3
 - MAT 112 College Algebra & Trigonometry, *or* MAT 202 Finite Math, *or* any Calculus**
- Oral Communication Skills 3
 - COM 101 Public Speaking
- Foreign Language Skills 3
 - 211 or higher**
- Physical Education Activity 1
 - Any PEH activity course

**based on placement results and major requirements

B. Essential Knowledge: 28 hours

- Fine Arts 3
 - MUS 180 Music Appreciation, *or* ART 160 Art Appreciation, *or* ART 170 or 180 Art History, *or* THE 103 Introduction to Theatre
- Literature 3
 - For English majors, ENG 211 British Literature; for others, any literature course
- Natural Sciences 4
 - ANT 216 Physical Anthropology, *or* BIO 101 Principles of Biology, *or* CHE 111 General Chemistry
- Social Sciences 9
 - PSY 101 General Psychology
 - PSY 355 Psychology of Exceptional Individuals
 - SOC 368 American Ethnic Relations

Religion	3
REL 101, 102, 200, 210, 214 or 220	
History	3
HIS 101, 102, 201, or 202	
Physical Education	2
PEH 100 Lifetime Fitness & Wellness	
Adventures	1
ADV 100	

C. Advanced Skills and Knowledge:

	15 hours
Writing Intensive Experience	3
Senior Interdisciplinary Ethics Seminar	3
Additional Hours Defined by Major	9

II. Professional Education: 10 hours

*EDU 232 Foundations of American Education	3
*EDU 234 Educational Psychology	3
*EDU 241 Introduction to Instructional Media	1
*Methods 764	3

Note: Students should take EDU 232 before taking SOC 368.

Note: EDU 232 and 234 cannot be taken the same semester.

III. Requirements for Licensure in Disciplinary Areas

Students must meet all requirements for their chosen majors. Their curricula must include the following courses required for licensure.

A. BIOLOGY (Biology major)

BIO 101 Principles of Biology
BIO 210 Botany
BIO 321 Invertebrate Zoology
BIO 340 Evolutionary Biology
Biology electives (12 credit hours, 3 courses with labs)
*BIO 499 Senior Research
CHE 111-112 General Chemistry
CHE 211 Organic Chemistry
*GEO 200 and 240 Earth Science (4)
*PHY 100 Principles of Physical Science
MAT 241 Calculus w/Analytic Geometry I
STA 201 Introduction to Statistics
*SCI 764 The Teaching of Science (3)

Note: BIO 101 or CHE 111 may be used to fulfill a 4-hour General Education requirement.

B. ENGLISH (English major)

ENG 101-102 English Composition
*ENG 175 Grammar (see Meredith English department about placing out of this course)
ENG 211 British Literature before 1800
ENG 212 British Literature after 1800
ENG 215 American Literature before 1860
ENG 216 American Literature after 1860
ENG 220 World Literature

ENG 282 Introduction to Film
ENG 322 Shakespeare
ENG 309 Article and Essay Writing
ENG 336 British Novel in 19 th Century
ENG 338, 355, 358, or 361 Course in 20 th Century Literature
ENG 352 African-American Literature
ENG 372 The English Language
ENG 375 Literary Theory
ENG 470 Senior Seminar
*ENG 764 The Teaching of English (2)
*ENG 765 Practicum in Teaching of English (1)
Recommended: One course in communication or theatre

C. SOCIAL STUDIES (Liberal Studies major)

History Knowledge:

Required:

HIS 101 or 102 Western Civilization
HIS 201 or 202 History of the U.S.

Choose 6 hours of non-Western history from the following:

HIS 363 Intro to Latin American Studies
*HIS 200 Introduction to Latin America
*HIS 224 Introduction to Asian History
*HIS 310 Modern China
*HIS 325 Asian Civilizations

Or you may choose from Special Studies courses that may be offered in the history of Africa, the Middle East, or other non-Western areas

History electives: Select from the following twentieth-century history courses:

HIS 319 Europe in the Twentieth Century
HIS 399 The World Since 1945

Social Science Knowledge:

ECO 211 Principles of Microeconomics
PPA 201 American Government

Select one:

*GEO 205 World Regional Geography
*GEO 322 Economic Geography
*GEO 326 Environmental Resources
*GEO 368 Political Geography

Social Science Electives: Choose 12 hours from the following courses or the geography courses listed above:

ECO 212 Principle of Macroeconomics
PPA 301 American Foreign Policy
PPA 302 Comparative Political Systems
SOC 101 Introduction to Sociology
SOC 220 Gender Roles
SOC 368 American Ethnic Relations

Note: Electives can be chosen from anthropology, economics, politics, or sociology to complete the 12-hour elective requirement.

BLOCK SEMESTER: 15-17 hours

*EDU 440 Seminar in Education	1
*EDU 450 Reading in the Content Area	1-3
*EDU 466 Preadolescent and Adolescent Behavior	3
*EDU 467 The Secondary School	3

*EDU 490 Observation and Directed Teaching (9-12) 6

LICENSURE IN SECOND LANGUAGES, K-12 (Liberal Studies Major)

Students may choose licensure in French K-12 or Spanish K-12.

I. General Education: 65 hours

A. Essential Skills: 19 hours

Writing Skills 6
ENG 101-102 Composition
Computer Skills 3
ISS 100, 250, 260, or 270**
Quantitative Skills 3
MAT 112 College Algebra & Trigonometry,
or MAT 202 Finite Math, or any Calculus**
Oral Communication Skills 3
COM 101 Public Speaking
Foreign Language Skills 3
211 or higher**
Physical Education Activity 1
Any PEH activity course

**based on placement results and major requirements

B. Essential Knowledge: 31 hours

Fine Arts 3
MUS 180 Music Appreciation, or
ART 160 Art Appreciation, or
ART 170 or 180 Art History, or
THE 103 Introduction to Theatre
Literature 3
Any literature course
Natural Sciences 4
ANT 216 Physical Anthropology, or
BIO 101 Principles of Biology or
CHE 111 General Chemistry
Social Sciences 12
PSY 201 General Psychology
PSY 315 Lifespan Development
PSY 355 Psychology of Exceptional
Individuals
SOC 368 American Ethnic Relations
Religion 3
REL 101, 102, 200, 210, 214 or 220
History 3
HIS 101, 102, 201, or 202
Physical Education 2
PEH 100 Lifetime Fitness and Wellness
Adventures 1
ADV 100

C. Advanced Skills and Knowledge: 15 hours

Writing Intensive Experience 3
Senior Interdisciplinary Ethics Seminar 3
Additional Hours Defined by Major 9

II. Professional Education: 13 hours

*EDU 232 Foundations of American Education 3

*EDU 234 Educational Psychology 3
*EDU 241 Introduction to Instructional Media 1
*EDU 466 Preadolescent & Adolescent Behavior 3
*EDU 467 The Secondary School 3

Note: Students should take EDU 232 before SOC 368. EDU 232 and 254 cannot be taken in the same semester.

III. Requirements for Licensure in the Disciplinary Area

For either discipline, the curriculum must include the following courses:

A. FRENCH

Required:

FRE 210 Intermediate French
FRE 212 Intermediate French
FRE 311-312 Survey of French Literature
*FRE 305 Phonetics & Phonology
*FRE 306, Advanced Grammar, Composition,
and Linguistics
FRE 213 French Conversation
FRE 301-302 French Civilization I and II
*FRE 350 French Seminar
(2 semesters, 1 hour each)
French Electives 6
FRE 330 French Literature in Film, or
*Approved CRC French course

B. SPANISH

Required:

SPA 210 Intermediate Spanish
SPA 302 Culture and Civilization of Spanish
America
SPA 305 Hispanic Literature in the U.S.
*SPA 305 Phonetics & Phonology
*SPA 306 Advanced Grammar, Composition, and
Linguistics
SPA 313 Advanced Conversation
*SPA 350 Spanish Seminar (2 semesters)
6 hours of electives may be chosen from:
SPA 312 Literature of Spain, 1700 to the
Present
SPA 360 Cross-Cultural Seminar

INTERNSHIP SEMESTER: 14 hours

A. Professional Education, Methods

*EDU 440 Seminar in Education 1
*EDU 450 Reading in Content Areas 1
*FL 764 The Teaching of a Foreign
Language in the Elementary,
Middle & Secondary Schools 4

B. Professional Education, Practicum

EDU 490 Observation & Directed Teaching (K-12) 6

Note: Additional requirement: oral qualifying examination, second semester junior year, through Foreign Language department.

Master of Arts in Teaching Licensure
Options: University of North Carolina at Chapel Hill and East Carolina University

For students interested in an MAT (Master of Arts in Teaching) degree leading to full certification, Peace College has agreements with the University of North Carolina at Chapel Hill and East Carolina University in which **priority consideration for admission** is granted to Peace graduates. Students complete a baccalaureate degree at Peace College in an area related to the preferred teaching field. Interested students must first notify the Peace College Coordinator of Teacher Licensure of this intention and then apply directly to the university of choice, adhering to the latter's application procedures. Both university programs begin in the second summer session following spring graduation.

The following MAT programs are offered at the University of North Carolina at Chapel Hill: English, Latin, mathematics, science, and social studies subject areas (grades 9-12); Foreign Language: French, German, Japanese, Spanish (grades K-12); English as a Second Language (grades K-12); and Music (grades K-12). For additional information, view the UNC website (www.unc.edu/depts/ed/mat).

East Carolina University features the following MAT programs: Elementary Education (grades K-6); Middle Grades Education (grades 6-9): language arts, mathematics, science, and social studies; Secondary Education (grades 9-12): English and science; Special subject area education (grades K-12): art, health, music, Hispanic studies, and physical education; Vocational Education (grades 9-12): Business Education and Marketing Education; and Family and Consumer Sciences Education (grades 7-12). For more information view the ECU website (www.coe.ecu.edu).

BIOLOGY MAJOR

I. ESSENTIAL SKILLS	19-21 hours
Writing Skills	6
ENG 101 & ENG 102	
Computer Skills	3
ISS 100, 250, 260, or 270*	
Quantitative Skills	3- 4
MAT 112 or higher*	
Oral Communication Skills	3
COM 101	
Foreign Language Skills	3
211 or higher*	
Physical Education	1- 2
Any PEH activity course	
II. ESSENTIAL KNOWLEDGE	25 hours
Fine Arts	3
ART 160, 170, 180, MUS 180, THE 103	
Literature	3
ENG, FRE, or SPA literature course	
Natural Sciences	4
BIO 101	
Social Sciences	6
One course from two different areas:	
ANT 214, ANT 218, ECO 211, PPA 201	
PSY 101, SOC 101, SOC 201, SOC/PSY 220	
Religion	3
REL 101, 102, 200, 210, 214 or 220	
History	3
HIS 101, 102, 201, 202	
Physical Education	2
PEH 100	
Adventures	1
ADV 100	
III. ADVANCED SKILLS AND KNOWLEDGE	17 hours
Writing Intensive Experience	
See Biology Major	
Pre-professional Experience	3
BIO 480, 490, 491 or 499	
Senior Interdisciplinary Ethics Seminar	3
PHL 400	
Additional General Education requirements for a Biology Major	
CHE111-112	8
STA 201	3
IV. BIOLOGY MAJOR	34-38 hours
V. ELECTIVES	24-30 hours
Elective hours may be applied toward a minor or teacher licensure. Recommended: additional biology courses, CHE 211-212, Physics I-II, and approved CRC science courses.	

NOTE: All Bachelor of Arts students must have a minimum of 30 hours of 300 and 400 level courses.

**TOTAL HOURS FOR THE
B.A. IN BIOLOGY: 125 hours**

** based on placement results and major requirements*

BIOLOGY MAJOR

Students in the Biology major take requirements and choose electives from content areas: Cell Biology and Genetics, Organismal Biology, Evolutionary Biology, and Interrelationships. They also become proficient in scientific writing style and critical evaluation of scientific literature. Students are required to take the Principles of Biology course as their Natural Sciences requirement in addition to four courses from the Biology Core, five Biology Electives (2 with lab), and Biology Senior Seminar. Chemistry 111-112, Mathematics 112 or Calculus, and Statistics 201 are related requirements. CHE 211-212 and Physics I & II are strongly recommended as electives for students interested in graduate or professional school.

A. BIOLOGY CORE COURSES 14-15 hours

- Cell Biology and Genetics
 - BIO 450 Cell Biology (4 hrs) or
 - BIO 460 Genetics (4 hrs)
- Organismal Biology
 - BIO 210 Botany (4 hrs.) or
 - BIO 320 Vertebrate Zoology (4 hrs.) or
 - BIO 321 Invertebrate Zoology (4 hrs)
- Evolutionary Biology
 - BIO 340 Evolutionary Biology (3 hrs)
- Interrelationships
 - BIO 330 Ecology (4 hrs.) or
 - BIO 430 Ethology: Animal Behavior (3 hrs.)

B. BIOLOGY ELECTIVES 17-20 hours

Five additional courses, of which at least two must be with a lab. May include any courses listed under Biology core courses not already taken in addition to other approved CRC Biology courses.

**C. WRITING INTENSIVE
EXPERIENCE 3 hours**

- BIO 498 Biology Senior Seminar (3 hrs.)

**SUGGESTED SCHEDULE FOR B.A. IN
BIOLOGY**

(Note: General Education requirements that do not impact other courses may be taken at any time.)

FIRST YEAR			
<i>Fall</i>	14	<i>Spring</i>	16
ENG 101	3	ENG 102	3
Math	3	Elective	3
BIO 101	4	ISS	3
Foreign Language	3	BIO Course	4
ADV 100	1	COM 101	3
SOPHOMORE YEAR			
<i>Fall</i>	16	<i>Spring</i>	15
BIO Course	4	BIO Course	4
CHE 111	4	CHE 112	4
PEH 100	2	BIO Course	4
Literature	3	STA 201	3
History	3		
JUNIOR YEAR			
<i>Fall</i>	17	<i>Spring</i>	15
Elective	3-4	Elective	3-4
BIO Course	4	BIO Course	4
BIO Course	3	Elective	3
Fine Arts	3	Social Science	3
Elective	3	PEH Activity	1
SENIOR YEAR			
<i>Fall</i>	16	<i>Spring</i>	16
BIO Course	4	Ethics Seminar	3
BIO 498	3	Elective	2
BIO 480, 490 or 499	3	BIO Course	4
Elective	3	Elective	3
Religion	3	Social Science	3

Business Administration Major**I. ESSENTIAL SKILLS 19 hours**

Writing Skills	6
ENG 101 & ENG 102	
Computer Skills	3
ISS 100, 250, 260, or 270*	
Quantitative Skills	3
MAT 112 or higher*	
Oral Communication Skills	3
COM 101	
Foreign Language Skills	3
211 or higher*	
Physical Education	1
Any PEH activity course	

II. ESSENTIAL KNOWLEDGE 25 hours

Fine Arts	3
ART 160, 170, 180, MUS 180, THE 103	
Literature	3
ENG, FRE, or SPA literature course	
Natural Sciences	4
ANT 216, BIO 101, CHE 111	
Social Sciences	6
ECO 211 and one of the following:	
ANT 214, ANT 218, PPA 201	
PSY 101, SOC 101, SOC 201, SOC/PSY 220	
Religion	3
REL 101, 102, 200, 210, 214 or 220	
History	3
HIS 101, 102, 201, 202	
Physical Education	2
PEH 100	
Adventures	1
ADV 100	

III. ADVANCED SKILLS AND KNOWLEDGE 15 hours

Writing Intensive Experience	3
Any approved WIE course	
Pre-professional Experience	3
BUS 490,491	
Senior Interdisciplinary Ethics Seminar	3
PHL 400	
Additional General Education requirements for a Business Administration Major	
STA 201	3
History 301 or higher	3

IV. BUSINESS MAJOR 48 hours**V. ELECTIVES 18 hours**

NOTE: All Bachelor of Arts students must have a minimum of 30 hours of 300 and 400 level courses.

TOTAL HOURS FOR THE B.A. IN BUSINESS ADMINISTRATION 125 hours

**based on placement results and major requirements*

BUSINESS ADMINISTRATION MAJOR**A. BUSINESS ADMINISTRATION CORE COURSES 30 hours**

BUS 210	Introduction to Business	3
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3
BUS 215	Marketing	3
BUS 221	Principles of Accounting I**	3
BUS 222	Principles of Accounting II	3
HRE 370	Industrial and Organizational Psychology	3
BUS 390	Production and Operations Management	3
BUS 415	Corporate Finance	3
BUS 480	Business Policy	3

A student should choose any one course from the following list:

		3 hours
LEA 301	Group Process and Group Dynamics	3
SPA 301	Research Training in Spanish and Latin American Studies	2
PSY 300	Behavioral Research and Statistics I	4
BIO 430	Ethology: Animal Behavior	3
BUS 435	Marketing Research	3
HRE 470	Research in Human Resources	3
PHL 212	Critical Thinking	3
ANT/PSY 325	Primate Behavior	3
ANT 430	Observational Methods in Primatology	4

B. CONCENTRATION 15 hours

Any 15 hours from one of the following concentrations OR a declared double major.

1. Advanced Business Studies

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 250	Personal Investing
BUS 280	Personal Finance
BUS 425	Marketing Strategy
COM 332	Organizational Communication
COM 445	Gender Issues
HRE 200	Human Resource Management
HRE 380	Organizational Development
HRE 399	International Perspectives on Work
HRE 400	Performance Management
LEA 301/302	Group Process and Group Dynamics
LEA 316	Leadership and Business Ethics
PPA 270	The Legal System
SPA 216	Spanish for Business

2. Consumer Behavior

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.

(Required courses in bold)

ANT 368 American Ethnic Relations

BUS 322 Advertising

BUS 327 Consumer Behavior

BUS 420 International Marketing

BUS 425 Marketing Strategy

COM 435 Political Campaign Communication

COM 440 Mass Media Law and Ethics

COM 370 Principles of Persuasion

PSY 330 Social Psychology

PSY 362 Attitudes and Social Influence

PSY 380 Cognitive Psychology

PSY 382 Learning and Motivation

PSY 395 Psychology Research

THE 210 Introduction to Acting

3. Global Studies

This concentration examines the challenge of entering and operating effectively in foreign markets. The focus will be on the interdisciplinary nature of international business. Student choosing this concentration will explore the complexities of leading a company in today's global business environment.

ANT 214 Cultural Anthropology

ANT 365 Aboriginal Cultures of Mesoamerica

BUS 420 Global Marketing

BUS 430 International Business Enterprise

COM 4** International Communications

ENG 220 World Literature

ENG 390 Literary Tour of British Isles

ENG 392 Studies in the British Isles

FRE 311 Survey of French Literature

HIS 301 Ancient Egyptian Civilization

HIS 319 Europe in the 20th Century

HIS 329 Russia/The Soviet Union in the 20th Century

HIS 331 Women in the Western World

HIS 363 Latin American Studies

HRE 399 International Perspectives on Work

PPA 260 Political Economy

PPA 301 American Foreign Policy

PPA 302 Comparative Political Systems

REL 214 World Religions

SPA 216 Spanish for Business

Any LAS Latin American Studies

4. Public Policy

Policies implemented at the federal, state, and local levels have direct impact on the business environment. This is particularly so in the area of commercial law. The reverse is also true, in that public policies often reflect business concerns. Students choosing this concentration will be able to examine public policy from the perspective of both the business analyst and the policy maker.

COM 415 Conflict Resolution

COM 435 Political Campaign Communication

COM 440 Mass Media Law and Ethics

COM 4** International Communications

HIS 329 Russia/The Soviet Union in the 20th Century

HIS 363 Introduction to Latin American Studies

LEA 316 Leadership and Business Ethics

PPA 202 State and Local Government

PPA 210 Public Administration

PPA 260 Political Economy

PPA 270 The Legal System

PPA 301 American Foreign Policy

PPA 302 Comparative Political Systems

PPA 321 Introduction to Policy Analysis

PPA 370 Constitutional Law

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

All students majoring in Business will now be required to earn a 2.0 overall in a core set of courses before qualifying to take upper level courses in Business. This core set of courses consists of BUS 221, BUS 210, and ECO 211. These courses are identical to those required for a minor in Business.

CHILD DEVELOPMENT MAJOR**I. ESSENTIAL SKILLS 19-21 hours**

Writing Skills	6
ENG 101 & ENG 102	
Computer Skills	3
ISS 100, 250, 260, or 270*	
Quantitative Skills	3-4
MAT 112 or above*	
Oral Communication Skills	3
COM 101	
Foreign Language Skills	3
SPA 211 or higher*	
Physical Education	1-2
Any PEH activity course	

II. ESSENTIAL KNOWLEDGE 25 hours

Fine Arts	3
ART 160, 170, 180, MUS 180, THE 103	
Literature	3
ENG, FRE, or SPA literature course	
Natural Sciences	4
BIO 101	
Social Sciences	6
PSY 101 and ANT 214 or SOC 101	
Religion	3
REL 101, 102, 200, 210, 214 or 220	
History	3
HIS 101, 102, 201, 202	
Physical Education	2
PEH 100	
Adventures	1
ADV 100	

III. ADVANCED SKILLS AND KNOWLEDGE 18-19 hours

Writing Intensive Experience	3
Any approved WIE course	
Pre-professional Experience	3
CHD 490 Child Development Internship I	
Senior Interdisciplinary Ethics Seminar	3
PHL 400	
Additional Liberal Education requirements for CHD majors:	
ANT/SOC 368 Am Ethnic Relations	3
LEA 310 Leadership & Social Change <i>or</i>	3
LEA 315 Leadership Development: Theory and Practice <i>or</i>	
LEA 316 Ethical Leadership: Theory and Practice	3
SPA/LAS/ANT 160 Introduction to Mexican Culture & Civilization with 360 <i>or</i>	3-4
SPA 212 Intermediate Spanish II <i>or</i>	
SPA 304 Hispanic Communities in the United States	

IV. CHILD DEVELOPMENT MAJOR 36-38 hours**V. ELECTIVES 22-27 hours**

Elective hours may be applied toward a minor, teacher licensure, second major, or to enhance one's knowledge and skills in a variety of areas.

* based on placement results and major requirements

TOTAL HOURS FOR THE B.A. IN CHILD DEVELOPMENT 125 hours**CHILD DEVELOPMENT MAJOR****A. CHILD DEVELOPMENT****CORE COURSES 20 hours**

CHD/PSY 360	3
CHD Spanish Course	3
CHD 410 Assessment and Intervention	3
LEA 101 Foundations of Leadership	3
LEA 101-L Foundations of Leadership Lab	1
LEA 200 Self in Community	1
CHD Spotlight Courses (three 1-hour courses)	3
Development Course:	3
CHD/PSY 310 Child Development <i>or</i>	
CHD/PSY 312 Adolescent Development <i>or</i>	
CHD/PSY 315 Lifespan Development	

B. CHILD DEVELOPMENT**SPECIALIZATION 16-18hours**

Students majoring in Child Development are required to choose one of three Child Development specializations: Education, Human Services, or Health Professions.

1. EDUCATION: 16 hours

Students completing this specialization may choose to pursue licensure at the B-K, elementary, middle, or secondary level. This licensure can occur through cooperative programs, articulation agreements, or well-designed lateral entry programs (e.g., Wake County). In addition, students working with special needs children at organizations such as Tammy Lynn would likely be interested in the Education specialization.

PSY 355 Psychology of Exceptional Individuals	3
CHD/PSY 382 Learning and Motivation	3
CHD 382-L Learning and Motivation Lab	1
ENG 378 Children's Literature	3
COM/HRE 212 Interpersonal Communication	3
Development Course:	3
CHD/PSY 310 Child Development <i>or</i>	
CHD/PSY 312 Adolescent Development <i>or</i>	
CHD/PSY 315 Lifespan Development	

2. HUMAN SERVICES 18 hours

Students pursuing this specialization may work in the court system, at a developmental evaluation center, as a social worker, or in state and government agencies such as Wake County Human Services department. In addition, there are numerous administrative positions within the State Department of Human Resources.

PSY 300 Research Methods	3
STA 201 Introduction to Statistics	3
CHD 354 Child and Youth Services	3
PSY 350 Abnormal Psychology	3
PSY 352 Counseling Theories and Techniques	3
PSC 210 Introduction to Public Administration	3

3. HEALTH PROFESSIONS 18 hours

Students interested in working in health professions need a solid grounding in children's development. Opportunities in this area include being a Child Life Specialist in a hospital, an audiologist or speech pathologist, a rehabilitation counselor, or an occupational therapist. Since most of these areas require graduate training, students should take whatever Natural Science classes are required.

PSY 300 Research Methods	3
STA 201 Introduction to Statistics	3
PSY 390 Neuropsychology	3
CHD 356 Children's Health and Illness	3
PSY 365 Health Psychology	3
Development Course:	3
CHD/PSY 310 Child Development <i>or</i>	
CHD/PSY 312 Adolescent Development <i>or</i>	
CHD/PSY 315 Lifespan Development	

NOTE: Many graduate programs will be looking for 12 additional hours of Science courses under Electives.

Communication Major**I. ESSENTIAL SKILLS 19-21 hours**

Writing Skills	6
ENG 101 & ENG 102	
Computer Skills	3
ISS 100, 250, 260, or 270*	
Quantitative Skills	3-4
MAT 112 or higher*	
Oral Communication Skills	3
COM 101	
Foreign Language Skills	3
211 or higher*	
Physical Education	1-2
Any PEH activity course	

II. ESSENTIAL KNOWLEDGE 25 hours

Fine Arts	3
ART 160, 170, 180, MUS 180, THE 103	
Literature	3
ENG, FRE, or SPA literature course	
Natural Sciences	4
ANT 216, BIO 101, CHE 111	
Social Sciences	6
PSY 101 and one course from the following:	
ANT 214, ANT 218, PPA 201, ECO 211	
SOC 101, SOC 201, SOC 220	
Religion	3
REL 101, 102, 200, 210, 214 or 220	
History	3
HIS 101, 102, 201, 202	
Physical Education	2
PEH 100	
Adventures	1
ADV 100	

III. ADVANCED SKILLS AND KNOWLEDGE 15-19 hours

Writing Intensive Experience	0-4
Any approved WIE course***	
Pre-professional Experience	3
COM 490,491	
Senior Interdisciplinary Ethics Seminar	3
PHL 400	
Additional General Education requirements for a Communication Major	
Understanding Society	3
HIS 202, HIS 301 or higher****	
Understanding Work	3
BUS 210, or BUS 250	
Understanding Technology	3
ISS 250 or 270***	

IV. COMMUNICATION MAJOR 34-36 hours

V. ELECTIVES 24-32 hours

Elective hours may be applied toward a minor or second major. **Recommended:** courses in economics, history, foreign languages, political science, and sociology, STA 201 (for graduate school).

NOTE: All Bachelor of Arts students must have a minimum of 30 hours of 300 and 400 level courses.

TOTAL HOURS FOR THE B.A. IN COMMUNICATION 125 hours

* based on placement results and major requirements

** For Theatre Studies Concentration: THE 103

*** For Comm. Studies Concentration: COM 309

**** if not taken as Essential Skills requirement

COMMUNICATION MAJOR**A. COMMUNICATION CORE COURSES:****12 hours**

COM 210 Business Communication	3
COM 212 Interpersonal Communication	3
COM 240 Introduction to Media Studies	3
COM 470 Communication Senior Seminar	3

B. COMMUNICATION CONCENTRATION

With advisor guidance, each major may design her own individualized program of study or pursue one of the following areas, choosing from the following lists of courses.

1. PUBLIC RELATIONS: 26 hours

This concentration prepares a student for careers in advertising, business, fund raising, non-profit administration, public relations, and sales. With the addition of business administration courses, the communication student is prepared with technical and people skills.

A student should take the following courses:

COM 330 Introduction to Public Relations	3
COM 430 Public Relations Cases and Campaigns	3
COM 235 Writing for the Media I	3
COM 335 Writing for the Media II	3
COM 350 Media Production I	3
COM 260 Desktop Publishing and Editing	3
COM 105,106 Student Newspaper I	2

A student should choose two courses from the following list:

ART 240 Computer-aided Graphic Design	3
COM 301 Intercultural Communication	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 450 Media Production II	3

2. MASS COMMUNICATION: 26 hours

This concentration is designed for students interested in electronic or print journalism, media production, media sales and other occupations involving multi-media. It gives students practical skills and a theoretical understanding of the media.

A student should take the following courses:

COM 235 Writing for the Media I	3
COM 335 Writing for the Media II	3
COM 260 Desktop Publishing and Editing	3
COM 460 Media and Society	3
COM 350 Media Production I	3
COM 450 Media Production II	3
COM 105,106 Student Newspaper I	2

A student should choose two courses from the following list:

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 450 Media Production II	3
COM 455 Media and Politics	3

3. COMMUNICATION STUDIES:**24 hours**

This concentration is designed for students interested in communication studies and skill building from a liberal arts perspective. The Communication Studies Concentration serves to prepare students for future graduate work in Communication or careers where a general communication management background is helpful.

A student should take the following courses:

COM 493 Independent Study	3
COM 309 Article and Essay Writing	3

A student should choose six courses from the following list::

COM 301 Intercultural Communication	3
COM 332 Organizational Communication	3
COM 350 Media Production I	3
COM 370 Principles of Persuasion	3
COM 392 Studies in the British Isles	3
COM 415 Conflict Resolution	3
COM 435 Political Campaign Communication	3
COM 440 Mass Media Law and Ethics	3
COM 445 Gender Issues in the Workplace	3
COM 450 Media Production II	3
COM 455 Media and Politics	3
COM 460 Media and Society	3
COM 495 Special Topics	3

4. THEATRE STUDIES: 24 hours

Focusing primarily on Theatre, the Theatre Studies concentration offers 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.

A student should take eight of the following courses.

Any two Communication Courses	6
THE 201 Theatre Practicum	3
THE 210 Introduction to Acting	3
THE 212 Acting II	3
THE 312 Acting III	3
THE 310 The Modern Theatre	3
THE 320 Performance Techniques	3
THE 335 Dramatic Theory and Criticism	3

Students concentrating in Theatre Studies should choose THE 103 (Introduction to Theatre) to fulfill their Fine Arts requirement in the General Education Core. COM 309 (Article and Essay Writing) is recommended to fulfill the writing intensive requirement.

SUGGESTED SCHEDULE FOR B.A. IN COMMUNICATION

FIRST-YEAR, FALL	17	FIRST-YEAR, SPRING	15
ENG 101		ENG 102	3
Composition	3	History	3
History	3	Social Science	3
Foreign Language 211	3	COM 101 Public Speaking	3
Mathematics	3	COM 212 Interpersonal Comm.	3
ISS 100	3		
PEH	1		
ADV 100	1		
SOPHOMORE, FALL	16	SOPHOMORE, SPRING	16
COM 210 Business Comm.	3	Social Science	3
Religion	3	BUS 210 Management	3
Literature	3	Fine Arts Course	3
PSY 201 General Psychology	3	Elective	2
Science	4	COM 240 Intro to Media	3
		PEH 100	2
JUNIOR, FALL	15	JUNIOR, SPRING	16
Concentration courses	7	Concentration courses	6
GER	6	Writing Intensive	
Elective	3	Experience	3
		Electives	6
SENIOR, FALL	15	SENIOR, SPRING	16
Concentration course	3	Concentration courses	6
Concentration course	3	Pre-professional	
Electives	9	Experience	3
		PHL 400 Senior	
		Interdisciplinary	3
		COM 470 Senior Seminar	1
		Elective	3

ENGLISH MAJOR

(See page 52 for specific requirements for English teachers.)

I. ESSENTIAL SKILLS 19-21 hours

Writing Skills	6
ENG 101 & ENG 102	
Computer Skills	3
ISS 100, 250, 260, or 270*	
Quantitative Skills	3-4
MAT 112 or higher*	
Oral Communication Skills	3
COM 101	
Foreign Language Skills	3
211 or higher*	
Physical Education	1-2
Any PEH activity course	

II. ESSENTIAL KNOWLEDGE 25 hours

Fine Arts	3
ART 160, 170, 180, MUS 180, THE 103	
Literature	3
ENG, FRE, or SPA literature course	
Natural Science	4
ANT 216, BIO 101, CHE 111	
Social Sciences	6
One course from two different areas:	
ECO211, ANT 214, ANT 218, PPA 201	
PSY 101, SOC 101, SOC 201, SOC/PSY 220	
Religion	3
REL 101, 102, 200, 210, 214 or 220	
History	3
HIS 101, 102, 201, 202	
Physical Education	2
PEH 100	
Adventures	1
ADV 100	

III. ADVANCED SKILLS AND KNOWLEDGE 18 hours

Writing Intensive Experience	3
Any approved WIE course	
Pre-professional Experience	3
ENG 490, 491	
Senior Interdisciplinary Ethics Seminar	3
PHL 400	
Additional General Education requirement for English Major	9
three courses selected from:	
Foreign Language 212	
Any foreign language upper-level literature course	
Any upper-level history course	
Any upper-level philosophy or religion course (ART 370, ART 380, LAS 304, SOC 386, THE 301)	

IV. ENGLISH MAJOR 33 hours**V. ELECTIVES 27-33 hours**

Elective hours may be applied toward a minor, teacher licensure, or second major.

TOTAL HOURS FOR THE B.A. IN ENGLISH 125 hours

* based on placement results and major requirements

ENGLISH MAJOR ENGLISH MAJOR COURSES

Sophomore-level courses

ENG 211 British Literature Before 1800	3
ENG 212 British Literature After 1800	3
Additional course:	3
ENG 215 American Literature Before 1860 or	
ENG 216 American Literature After 1860	

Upper-level literature courses:

British literature course	3
American literature course	3
Additional literature course	3
(ENG 378 Children's Literature does not satisfy the requirement for additional literature course)	
Writing course (choose one)	3
ENG 205 Introduction to Creative Writing	
ENG 305 Creative Writing	
ENG 309 Article and Essay Writing	
ENG 341 Professional Writing	
ENG 372 Advanced Grammar	3

English Electives:

Upper-level courses (choose two)	6
Additional English course	3
Senior: seminar capstone research course	3
ENG 470	
ENG 490/491 English Internship	3

The English Department strongly endorses additional writing and literature courses, especially a full year of American literature, and electives in foreign languages and literatures, fine arts, history, religion and philosophy, psychology, and/or cultural anthropology.

SUGGESTED SCHEDULE FOR B.A. IN ENGLISH

FIRST YEAR, FALL	17	FIRST YEAR, SPRING	17
ENG 101 Composition Religion	3	ENG 102 Composition	3
	3	MAT 112	3
		COM 101 Public Speaking	3
ISS 100	3	Foreign Language 212	3
Foreign Language 211 Elective	3	Elective	3
PEH Activity course	1	PEH 100	1
ADV 100	1		
SOPHOMORE, FALL			
ENG 211	3	ENG 212	3
THE 103	3	Natural Science	4
Social Science	3	Social Science	3
History	3	English Elective	3
Elective	3	Elective	3
JUNIOR, FALL			
ENG 215 or 216	3	Upper-level English literature	3
Upper-level English literature	3	Writing Course	3
Upper-level English elective	3	Cultural component	3
Upper-level History course	3	Elective	3
Elective	3	Elective	3
English Practicum	1		
SENIOR, FALL			
Upper-level English literature	3	Upper-level English elective	3
Cultural Experience or elective	3	Pre-Professional Experience	3
PHL 400 Sr.	3	Senior Seminar	3
Interdisciplinary	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3

HUMAN RESOURCES MAJOR

I. ESSENTIAL SKILLS	19 hours
Writing Skills	6
ENG 101 & ENG 102	
Computer Skills	3
ISS 100, 250, 260, or 270*	
Quantitative Skills	3
MAT 112 or higher*	
Oral Communication Skills	3
COM 101	
Foreign Language Skills	3
211 or higher*	
Physical Education	1
Any PEH activity course	
II. ESSENTIAL KNOWLEDGE 24 hours	
Fine Arts	3
ART 160, 170, 180, or MUS 180, THE 103	
Literature	3
ENG, FRE, or SPA literature course	
Natural Sciences	4
ANT 216, BIO 101, CHE 111	
Social Sciences	6
PSY 101 and one course from ANT (not 216), PSC 201, or SOC 101	
Religion	3
REL 101, 102, 200, 210, 214 or 220	
History	3
HIS 101, 102, 201, 202	
Physical Fitness	2
PEH 100	
Adventures	1
ADV 100	
<i>*Choose Computer Skills, Mathematics, and Foreign Language courses based on placement results and major requirements.</i>	
III. ADVANCED SKILLS AND KNOWLEDGE 16 hours	
Writing Intensive Experience	
(met by PSY 300)	
Pre-professional Experience	3
(met by HRE 490, HRE 491)	
Senior Interdisciplinary Ethics Seminar	3
(PHL 400)	
Additional hours defined by major area	
<u>Behavioral Research and Statistics – Part 1</u>	4
PSY 300 plus PSY 301. Part 2 recommended for graduate school admission.	
<u>Understanding Communication*</u>	3
Choose 1: Any COM class 300 level and higher; SPA 216/Spanish for Business	
<u>Understanding Diversity*</u>	3
Choose 1: ENG 274/Women in Fiction, ENG 352/African American Literature, HIS 331/Women in the Western World, SOC/ANT 368/American Ethnic Relations, ANT 370/Female of the Species, ANT 214/Cultural Anthropology, ART 380/Women in Visual Arts	

**Substitutions may be made with permission of the program coordinator. Double-counting of classes will not be allowed in the AGER section.*

IV. HUMAN RESOURCES MAJOR 36 hours

V. ELECTIVES 24 hours

Elective hours may be applied toward a minor or a second major.

TOTAL HOURS FOR THE B.A. IN HUMAN RESOURCES 125 hours

HUMAN RESOURCES MAJOR 36 hours

A. CORE COURSES 21 hours

HRE 100 People and Organizations	3
HRE 200 Human Resource Management	3
HRE 250 Interviewing in Organizations	3
BUS 210 Introduction to Business	3
Spotlights (at least 3 required), one from each area	
Compensation and Benefits	1
Employee Relations and Legal Issues	1
Contemporary Issues in Human Resources	1

HRE 341 Foundations of Training and Development	3
HRE 480 HRE Seminar	3

B. ELECTIVE COURSES 15 hours

Business Foundation Electives (at least 6 hours)	
BUS 215 Marketing	
BUS 221 Accounting I	
COM 210 Business Communication	
HRE/COM 212 Interpersonal Communication	
ISS 200 level course or COM 260 Desktop Publishing	
PPA 201 American Government	
ECO 211 Micro Economics	
ECO 212 Macro Economics	
THE 201 Introduction to Acting	
HR Concentration Electives (at least 9 hours across three areas)*	
Human Resources Generalist Area 1	
HRE/LEA 301-302 Group Process	
HRE 300 Employee Selection	
HRE 350 Human Resources and Technology	
HRE 399 International Perspectives on Work	
HRE/COM 335 Organizational Communication	
HRE 420 Compensation and Benefits	
COM 445 Gender and Work	
PSY 330 Social Psychology	
Training and Development Area 2	
HRE 342 Training Methods	
HRE 346 Distance Learning	
HRE 380 Organizational Development	
PSY 315 Lifespan Development	
PSY 382 Learning and Motivation	
Employee Relations Area 3	
HRE 351 Organizational Socialization	
HRE 400 Performance Management	
LEA 344 Emotional Intelligence Spotlight	

PSY 340 Personality Psychology
PSY 352 Counseling Theories
COM 415 Conflict

**Substitutions may be made with permission of the program coordinator*

SUGGESTED SCHEDULE FOR B.A. IN HUMAN RESOURCES

FIRST YEAR, FALL

ENG 101
ISS
MAT Prerequisite or 112 & higher
Foreign Language Prerequisite or 211
Fine Arts course
PE course
ADV 100

FIRST YEAR, SPRING

ENG 102
COM 101
Foreign Language if needed
PSY 101
HRE 101
PEH 100

SOPHOMORE, FALL

HRE 200
Social Science course
Literature (ENG, FRE, SPA)
BUS 210
Natural Science
Foreign Language if needed

SOPHOMORE, SPRING

BUS Foundation
Elective
Religion course
HRE 250
History
Elective

JUNIOR, FALL

PSY 300
PSY 301
HRE 300
HRE 341
HR Spotlight
Elective

JUNIOR, SPRING

Advanced GER
Diversity or Comm
HRE Spotlight
HRE Concentration
Elective
BUS Foundation
Elective
Elective
Elective

SENIOR, FALL

Advanced GER Diversity or Comm
HRE 490-491
HRE Spotlight
HRE Concentration
Elective
Elective

SENIOR, SPRING

Senior Ethics Seminar
HRE Concentration
Elective
HRE Senior Seminar
Elective
Elective

LEADERSHIP STUDIES CO-MAJOR**I. ESSENTIAL SKILLS 19-21 hours**

Writing Skills ENG 101 & ENG 102	6
Computer Skills ISS 100, 250, 260, or 270*	3
Quantitative Skills MAT 112 or Calculus*	3-4
Oral Communication Skills COM 101	3
Foreign Language Skills 211 or higher*	3
Physical Education Any PEH activity course	1-2

II. ESSENTIAL KNOWLEDGE 25 hours

Fine Arts ART 160, 170, 180, MUS 180, THE 103	3
Literature ENG, FRE, or SPA literature course	3
Natural Sciences ANT 216, BIO 101, CHE 111	4
Social Sciences PSY 101 and one course from the following: ANT 214, ANT 218, PPA 201, ECO 211 SOC 101, SOC 201, SOC 220	6
Religion REL 101, 102, 200, 210, 214, or 220	3
History HIS 101, 102, 201, 202	3
Physical Education PEH 100	2
Adventures ADV 100	1

III. ADVANCED SKILLS AND KNOWLEDGE 9-10 hours

Writing Intensive Experience Any approved WIE course	3-4
Pre-professional Experience LEA 490, 491	3
Senior Interdisciplinary Ethics Seminar PHL 400	3

IV. LEADERSHIP STUDIES CO-MAJOR 30 hours**V. ELECTIVES 39-42 hours**

Students should use elective hours to complete the requirements for their required double major in any other major offered at Peace College.

NOTE: All Bachelor of Arts students must have a minimum of 30 hours of 300 and 400 level courses

TOTAL HOURS FOR THE B.A. DEGREE with CO-MAJOR in LEADERSHIP STUDIES**125 hours**

**based on placement results and major requirements*

LEADERSHIP STUDIES CO-MAJOR

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**13 hours**

LEA 101 Introduction to Leadership	3
LEA 102 Introduction to Leadership Laboratory	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

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 World Literature	3
LAS 363 Introductions to Latin American Studies	3
HIS 331 Women in the Western World	3
ART 370 Art and Culture	3
COM 301 Intercultural Communication	3
COM 445 Gender in the Workplace	3
PSY/SOC 220 Gender Roles	3

Area II: Management Competencies (3 hours)

BUS 210 Management	3
BUS/COM/HRE 335 Organizational Communication	3
PSY 370 Industrial and Organizational Psychology	3
BUS 450 Students in Free Enterprise	3

Area III: Leadership: Theory and Practice (6 hours)

LEA 311 Political Leadership: Theory and Practice	3
BUS/LEA 312 Leadership in Organizations: Theory and Practice	3
LEA 315 Leadership Development: Theory and Practice	3
LEA/CHD 319 Leadership and Child Advocacy: Theory and Practice	3
BUS/LEA 316 Ethical Leadership: Theory and Practice	3

C. SPOTLIGHT COURSES **5 hours**

Knowledge area spotlight course	1
Skills area spotlight course	1
Attitude area spotlight course	1
Spotlight electives (choose two courses)	2

D. EXPERIENTIAL REQUIREMENTS

1) LEA 200 Self in Community

2) *Coaching program*: Each leadership major will have an on-going coaching relationship with the leadership program coordinator and/or other leadership faculty as designated. Students and leadership faculty will meet at least twice per semester for a leadership coaching session for at least 3 semesters.

The coaching relationship is designed to help students develop an effective plan for personal development as a leader. In these meetings, the faculty mentor and student will:

- review experiential learning activities and develop strategies to enhance each student's leadership skills
- discuss the leadership lessons derived from elective courses
- plan future leadership involvement
- conduct an assessment of each student's leadership development and articulate a plan for further development
- review the students' log

Students will be responsible for keeping a log that documents these activities. The faculty mentor will review this log each semester.

3) Campus Participation will be active participants in the Peace College Community. As part of the mentoring program, Leadership students, in congruence with the goals of the program, students *will seek input and agreement from the leadership mentor about whether the proposed activity meets the guidelines for campus participation*. 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.

SUGGESTED CURRICULUM FOR B.A. IN LEADERSHIP STUDIES

FIRST YEAR, FALL	17	FIRST YEAR, SPRING	17
ENG 101 English Composition	3	ENG 102 English Composition	3
Foreign Language 211	3	Fine Arts	3
ISS	3	Religion	3
History	3	Math 112 or above	3
Social Science	3	Communication 101	3
Physical Education	1	PEH 100	2
ADV 100	1		

SOPHOMORE, FALL	16	SOPHOMORE, SPRING	17
Literature	3	Natural Science	4
Social Science	3	LEA 201-202	4
LEA 101-102	3	LEA Elective	3
LEA/ADV 200	1	Elective	3
Elective	3	Elective	3
Elective	3		

JUNIOR, FALL	3	JUNIOR, SPRING	16
LEA Elective	3	LEA Elective	3
LEA 301-302	3	Writing Intensive	3
Elective	3	Elective	3
Elective	3	Elective	3
Advanced GER	3	Advanced GER	3
		LEA Spotlight Course	3

SENIOR, FALL	12	SENIOR, SPRING	14
LEA 402	1	LEA Internship	3
LEA Spotlight Course	1	LEA Spotlight Course	1
LEA Spotlight Course	1	LEA Spotlight Course	1
PHL 400 Ethics Seminar	3	Advanced GER	3
LEA Elective	3	Elective	3
Elective	3	Elective	3

LIBERAL STUDIES MAJOR**I. ESSENTIAL SKILLS 19-21 hours**

Writing Skills ENG 101 & ENG 102	6
Computer Skills ISS 100, 250, 260, or 270*	3
Quantitative Skills MAT 112 or higher*	3-4
Oral Communication Skills COM 101	3
Foreign Language Skills 211 or higher*	3
Physical Education Any PEH activity course	1-2

II. ESSENTIAL KNOWLEDGE 25 hours

Fine Arts ART 160, 170, 180, MUS 180, THE 103	3
Literature ENG, FRE, or SPA literature course	3
Natural Sciences ANT 216, BIO 101, CHE 111	4
Social Sciences One course from two different areas: PSY 101, ANT 214, ANT 218, PPA 201, ECO 211 SOC 101, SOC 201, SOC/PSY 220	6
Religion REL 101, 102, 200, 210, 214, or 220	3
History HIS 101, 102, 201, 202	3
Physical Education PEH 100	2
Adventures ADV 100	1

III. ADVANCED SKILLS AND KNOWLEDGE: 9-10 hours

Writing Intensive Experience Any approved WIE course	3-4
Pre-professional Experience LST 490,491	3
Senior Interdisciplinary Ethics Seminar PHL 400	3

IV. LEADERSHIP STUDIES MAJOR 30-33 hours**V. ELECTIVES 32-38 hours**

NOTE: All Bachelor of Arts students must have a minimum of 30 hours of 300 and 400 level courses.

TOTAL HOURS FOR THE B.A. IN LIBERAL STUDIES 125 hours

**based on placement results and major requirements*

LIBERAL STUDIES MAJOR**A. LIBERAL STUDIES CORE COURSES**

Two courses from three Liberal Studies Areas	18-20
One course from four other Liberal Studies Areas	12-13
Junior Seminar LST 380	1
Senior Seminar LST 470 Capstone Course	3

LIBERAL STUDIES**AREAS:**

ENGLISH	MATHEMATICS
FINE ARTS	NATURAL SCIENCES
FOREIGN LANGUAGES	PHILOSOPHY/RELIGION
HISTORY	SOCIAL SCIENCES

While completing their core courses and electives, students must create a Minor, Concentration, or a Specialization in one area or in a combination of areas. A Minor consists of 18 hours, a Concentration of 24 hours, and a Specialization of 18 hours.

The requirements for a Minor are listed on [page 77](#) of this catalog.

B. LIBERAL STUDIES CONCENTRATION

Concentrations are more flexible than Minors. They may be composed of courses from one discipline. This is a best option for Liberal Studies students wishing to go to graduate school in a particular field. Examples of such concentrations are:

ANTHROPOLOGY	MUSIC
BIOLOGY	PHILOSOPHY
BUSINESS	POLITICS & PUBLIC AFFAIRS
COMMUNICATION	PSYCHOLOGY
ENGLISH	RELIGION
FRENCH	SPANISH
HISTORY	THEATER
HUMAN RESOURCES	VISUAL ARTS
MATHEMATICS	

Concentrations may also be composed of courses from two or more disciplines centered around a common theme. Some examples are listed below, but please note that the list is not an exhaustive one.

ENVIRONMENTAL STUDIES
EVOLUTIONARY STUDIES
LATIN AMERICAN STUDIES
INTERNATIONAL STUDIES
WOMENS STUDIES

MUSIC PERFORMANCE MAJOR**I. ESSENTIAL SKILLS 19-21 hours**

Writing Skills ENG 101 & ENG 102	6
Computer Skills ISS 100, 250, 260, or 270*	3
Quantitative Skills MAT 112 or Calculus*	3-4
Oral Communication Skills COM 101	3
Foreign Language Skills* 211 or higher	3
Physical Education Any PEH activity course	1-2

II. ESSENTIAL KNOWLEDGE 28 hours

Fine Arts MUS 281 & 282	6
Literature ENG, FRE, or SPA Literature Course	3
Natural Sciences ANT 216, BIO 101, CHE 111	4
Social Sciences One course from two different areas: PSY 101, ANT 214, ANT 218, PPA 201, ECO 211 SOC 101, SOC 201, SOC/PSY 220	6
Religion REL 101, 102, 200, 210, 214, or 220	3
History HIS 101, 102, 201, 202	3
Physical Education PEH 100	2
Adventures ADV 100	1

III. ADVANCED SKILLS AND KNOWLEDGE 6-7 hours

Writing Intensive Experience Any approved WIE course	3-4
Pre-professional Experience See Music Performance Major	
Senior Interdisciplinary Ethics Seminar PHL 400	3

IV. MUSIC PERFORMANCE MAJOR 59-62 hours**V. ELECTIVES 7-13 hours**

NOTE: All Bachelor of Arts students must have a minimum of 30 hours of 300 and 400 level courses.

TOTAL HOURS FOR B.A. IN MUSIC PERFORMANCE 125 hours

**based on placement results and major requirements*

MUSIC PERFORMANCE MAJOR

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 PERFORMANCE COURSES

Music Theory MUS 161, 162, 261, 262	12
Aural Skills MUS 163, 164, 263, 264	4
Conducting MUS 388	2
Practicum Musicum MUS 386**	3
Senior Seminar MUS 486* *	3
Applied Students take a 2-hr. course each semester in their chosen instrument.	16
Performance Class MUA 190-491 All music majors enroll in a Performance Class each semester.	8
Junior Recital MUS 385** 35-minute recital	1
Senior Recital MUS 485** 50-minute recital	1
Ensemble A minimum of 4 semesters is required; voice majors – MUS 206 keyboard majors – MUS 220 instrumentalists –MUS 235	4
Keyboard, Vocal, or Symphonic Literature MUS 381, MUS 382, or MUS 383 Students choose one based on their primary instrument	3
Diction MUA 387 Required of voice majors only	3
Choir MUS 106 Required of non-voice majors for two semesters only	2

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

SUGGESTED SCHEDULES FOR B.A. IN MUSIC PERFORMANCE

B.A. IN MUSIC PERFORMANCE – VOCAL SPECIALIZATION

SENIOR, FALL	16	SENIOR, FALL	15
Applied (Voice)	2	Applied (Voice)	2
MUA 490		MUA 491	
Performance Class	1	Performance Class	1
PHL 400 Sr. Interdisciplinary	3	Social Science	3
		MUS 486 Senior	
Natural Science	4	Seminar	3
Social Science	3	Religion	3
		MUS 485 Senior	
Elective	3	Recital	1
		Elective	2

FIRST-YEAR, FALL	16	FIRST-YEAR, SPRING	16
Applied (Voice)	2	Applied (Voice)	2
MUA 190 Performance Class	1	MUA 191 Performance Class	1
MUS 161 Theory	3	MUS 162 Theory	3
MUS 163 Aural Skills	1	MUS 164 Aural Skills	1
MUS 206 Chamber Singers	1	MUS 206 Chamber Singers	1
		ENG 102 Composition	3
ENG 101 Composition	3	ISS 100 Computer Applications	3
Foreign Language	3	Piano	1
Piano	1	PEH	1
ADV 100	1		

SOPHOMORE, FALL	16	SOPHOMORE, SPRING	17
Applied (Voice)	2	Applied (Voice)	2
MUA 290 Performance Class	1	MUA 291 Performance Class	1
MUS 281 Music History	3	MUS 282 Music History	3
MUS 261 Theory	3	MUS 262 Theory	3
MUS 263 Aural Skills	1	MUS 264 Aural Skills	1
MUS 206 Chamber Singers	1	MUS 206 Chamber Singers	1
		COM 101 Public Speaking	3
Mathematics	3	MUS 387 Diction	3
PEH 100	2		

JUNIOR, FALL	15	JUNIOR, SPRING	15
Applied (Voice)	2	Applied (Voice)	2
MUA 390 Performance Class	1	MUA 391 Performance Class	1
		MUS 386 Practicum	
English Literature	3	MUS 385 Junior Musicum	3
MUS 382 Vocal Literature	3	Recital	1
HIS 101 or 102 (suggested)	3	MUS 388	
Writing Intensive	3	Conducting	2
		Elective	3

Politics and Public Affairs Major**I. ESSENTIAL SKILLS 19-21 hours**

Writing Skills	6
ENG 101 & ENG 102	
Computer Skills	3
ISS 100, 250, 260, or 270*	
Quantitative Skills	3-4
MAT 112 or higher*	
Oral Communication Skills	3
COM 101	
Foreign Language Skills	3
211 or higher*	
Physical Education	1-2
Any PEH activity course	

II. ESSENTIAL KNOWLEDGE 25 hours

Fine Arts	3
ART 160, 170, 180, MUS 180, THE 103	
Literature	3
ENG, FRE, or SPA literature course	
Natural Sciences	4
ANT 216, BIO 101, CHE 111	
Social Sciences One course two areas:	6
ANT 214, ANT 218, PPA 201, PSY 101, ECO 211, SOC 101, SOC 201, SOC 220	
Religion	3
REL 101, 102, 200, 210, 214, or 220	
History	3
HIS 101	
Physical Education	2
PEH 100	
Adventures	1
ADV 100	

III. ADVANCED SKILLS AND KNOWLEDGE: 18-19 hours

Writing Intensive Experience	3-4
Any approved WIE course	
Pre-professional Experience	3
PPA 490,491	
Senior Interdisciplinary Ethics Seminar	3
PHL 400	
Additional General Education requirements for Politics and Public Affairs	9
HIS 102, HIS 201, HIS 202	

IV. POLITICS AND PUBLIC AFFAIRS MAJOR REQUIREMENTS 36 hours**V. ELECTIVES 24-27 hours**

NOTE: All Bachelor of Arts students must have a minimum of 30 hours of 300 and 400 level courses.

**TOTAL HOURS FOR B.A. 125 hours
IN POLITICS AND PUBLIC AFFAIRS**

**based on placement results and major requirements*

POLITICS AND PUBLIC AFFAIRS MAJOR**A. POLITICS AND PUBLIC AFFAIRS****CORE COURSES 12 hours**

PPA 201 American Government	3
PPA 202 State and Local Government	3
PPA 210 Public Administration	3
ECO 212 Macroeconomics	3

B. POLITICS AND PUBLIC AFFAIRS**CONCENTRATION 24 hours****1. POLITICAL SCIENCE**

A student should take the following courses:

PPA 270 Law and Legal System	3
PPA 302 Comparative Political Systems	3
PPA 370 Constitutional Law	3
LEA 311 Political Leadership	3

A student should choose four of the following courses:

PPA 301 Foreign Policy	3
PPA 320 Public Policy	3
HIS 399 The World Since 1945	3
PHL 201 Intro to Philosophy	3
PPA/COM 435 Political Campaign Communication	3
COM 440 Mass Media Law	3
PHL 212 Critical Thinking	3

2. PUBLIC POLICY

A student should take the following courses:

PPA 260 Political Economy	3
PPA 301 Foreign Policy	3
PPA 320 Public Policy	3
PPA 321 Introduction to Policy Analysis	3

A student should choose four of the following courses:

PPA 302 Comparative Political Systems	3
PPA 370 Constitutional Law	3
PHL 212 Critical Thinking	3
PHL 201 Intro to Philosophy	3
MAT 202 Finite Math	3
MAT 241 Calculus with Analytical Geometry	4

3. POLITICAL COMMUNICATION

A student should take the following courses:

PPA/COM 435 Political Campaign Communication	3
COM 440 Mass Media Law & Ethics	3
COM 465 Media and Politics	3
LEA 311 Political Leadership	3
PPA 260 Political Economy	3
COM 455 International Communication	3
COM 460 Media and Society	3

A student should choose one of the following courses:

PPA 301 Foreign Policy	3
PPA 302 Comparative Political Systems	3

4. GLOBAL STUDIES*A student should take the following courses:*

PPA 302 Comparative Political Systems	3
FRE 213 Conversational French <i>or</i>	
SPA 213 Conversational Spanish	3
HIS 399 The World Since 1945	3
Global Studies Course	3

A student should choose four of the following courses:

HIS 331 Women in the Western World	3
COM 301 Intercultural Communication	3
BUS 430 International Business Enterprise	3
PPA 320 Public Policy	3
PPA 301 Foreign Policy	3
ANT 214 Cultural Anthropology	3
LEA 311 Political Leadership	3
REL 214 World Religions	3

PSYCHOLOGY MAJOR

I. ESSENTIAL SKILLS	19-21 hours
Writing Skills	6
ENG 101 & ENG 102	
Computer Skills	3
ISS 100, 250, 260, or 270*	
Quantitative Skills	3-4
MAT 112 or Calculus*	
Oral Communication Skills	3
COM 101	
Foreign Language Skills	3
211 or higher*	
Physical Education	1-2
Any PEH activity course	
II. ESSENTIAL KNOWLEDGE	25 hours
Fine Arts	3
ART 160, 170, 180, MUS 180, THE 103	
Literature	3
ENG, FRE, or SPA literature course	
Natural Sciences	4
ANT 216, BIO 101, CHE 111	
Social Sciences	6
PSY 101 and one course from the following:	
ANT 214, ANT 218, PPA 201, ECO 211,	
SOC 101, SOC 201, SOC 220	
Religion	3
REL 101, 102, 200, 210, 214, or 220	
History	3
HIS 101, 102, 201, 202	
Physical Education	2
PEH 100	
Adventures	1
ADV 100	
III. ADVANCED SKILLS AND KNOWLEDGE	15 hours
Writing Intensive Experience	
See Psychology Major	
Pre-professional Experience	
PSY 480, 490, 491	3
Senior Interdisciplinary Ethics Seminar	3
PHL 400	
Additional General Education requirements for a Psychology Major	
<u>Understanding Technology:**</u>	3
STA 201	
<u>Understanding Human Behavior/Diversity**</u>	3
ANT 214***, ANT 325, ART 380,	
COM 212, COM 301, LAS/SPA 304	
ENG 352, HIS 331, HIS/LAS 363 or	
SOC 368	
<u>Professional Knowledge and Skills**</u>	3
BUS 210, BUS 215, COM 210, COM 341,	
COM 415, HRE 200, HRE 340, HRE 390	
or EDU 234****	
IV. PSYCHOLOGY MAJOR	31 hours

V. ELECTIVES 33-35 hours

Elective hours may be applied toward a minor, teacher licensure or second major or to enhance one's knowledge and skills in a variety of areas.

NOTE: All Bachelor of Arts students must have a minimum of 30 hours of 300 and 400 level courses.

TOTAL HOURS FOR THE B.A. IN PSYCHOLOGY 125 hours

Students majoring in psychology may allow up to nine hours to double-count toward the completion of a second major or a minor in another discipline.

* based on placement results and major requirements

** Substitutions may be made with the permission of the program coordinator

*** if not taken as Essential Skills requirement

****Open only to students enrolled in the teaching licensure program.

PSYCHOLOGY MAJOR

The psychology major is designed to prepare students to work in a variety of careers or to pursue graduate study in a variety of fields including psychology, law, medicine (with appropriate natural science courses), social work and anthropology. The psychology major emphasizes four key issues:

- giving students knowledge and skills (research, writing, computer, critical thinking, teamwork, and statistical skills);
- helping students explore career goals through an active internship program;
- offering students the opportunity to conduct their own research and travel with professors to conferences; and focusing on career outcomes for each student through high expectations, quality teaching and active mentoring.

PSYCHOLOGY MAJOR COURSES

Research Methods (PSY 300)	4
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 310 Child Development	
PSY 312 Adolescent Development	
PSY 315 Life Span Development	
Social/Applied Psychology Elective: (choose 1)	3
PSY 200 Applied Psychology	
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	
Professional Development:	3
PSY 470 Senior Seminar in Psychology	
Psychology Electives:	
Any four (4) additional psychology courses	12

Students majoring in Psychology are required to complete either a concentration (below), a minor in another field, or a major in another discipline. Psychology courses taken to complete a concentration may also count toward the completion of the major.

RESEARCH/GRADUATE SCHOOL CONCENTRATION 15 hours

Students interested in pursuing graduate school (both within the field of Psychology as well as within other fields, such as law) should consider this specialization. It is designed to develop the research, writing, and analytic skills that graduate schools consider vital. In addition, students have the opportunity to focus this specialization on a content area of specific interest.

PSY 395 Psychology Research
 PSY 480 Independent Research
 Choose one above Experimental requirement:
 PSY 325 Primate Behavior
 PSY 380 Cognitive Psychology
 PSY 390 Neuropsychology
 PSY 382 Learning and Motivation

Choose one:
 ENG/COM 309 Article and Essay Writing
 ENG/COM 341 Professional Writing

Choose one content course relevant to your proposed area of graduate study (e.g., counseling theories to attend a clinical program).

CONSUMER BEHAVIOR CONCENTRATION 15 hours

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 specialization will develop an in-depth knowledge of both marketing and psychology and will be able to apply this knowledge to various marketing situations. Students completing this specialization 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.

- BUS 327 Consumer Behavior
- PSY 362 Attitudes and Social Influence
- PSY 395 Psychology Research
- Choose two:
 - BUS 322 Advertising
 - BUS 420 International Marketing
 - BUS 425 Marketing Strategy
 - COM 440 Mass Media Law and Ethics
 - COM 370 Principles of Persuasion
 - COM 435 Political Campaign Communication
 - PSY 380 Cognitive Psychology
 - PSY 382 Learning and Motivation
 - PSY 330 Social Psychology
 - THE 210 Introduction to Acting
 - ANT 368 American Ethnic Relations

**CLINICAL PSYCHOLOGY
CONCENTRATION 15 hours**

The Clinical specialization offers students the opportunity to learn about the assessment, diagnosis, and treatment of psychological disorders, as well as strategies for promoting healthy relationships, healthy families, and healthy communities. The Clinical specialization will help prepare students to work within the human services field after completing a B.A. degree. The Clinical specialization can also be used to prepare one for graduate study in clinical, counseling, or educational psychology, as well as graduate study in social work.

- PSY 352 Counseling Theories
- PSY 360 Family Psychology
- Choose one:
 - PSY 220 Gender Roles
 - PSY 375 Human Sexuality
- Choose one:
 - COM 415 Conflict Resolution
 - CHD 354 Child, Family and Youth Services
 - PSY 355 Exceptional Individuals
- PSY 490 and 491 (two different internships required to equal a total of 6 hours)

**DEVELOPMENTAL PSYCHOLOGY
CONCENTRATION 15 hours**

Knowledge of human development and family dynamics are essential to effective communication and interaction with people of all ages. In addition to careers open to all psychology majors, those specializing in the developmental area might particularly expect to work in human service agencies, nonprofit organizations serving children and families, residential counseling, research, and educational settings after completing a B.A. degree.

The Developmental specialization can also be used to prepare one for graduate study in the following areas of psychology: developmental, clinical, community, cross-cultural or counseling, as well as to pursue graduate study in divinity, social work, or criminal justice.

- PSY 315 Life-Span Development
- PSY 360 Family Psychology
- Choose one:
 - PSY 220 Gender Roles
 - PSY 375 Human Sexuality
- Choose one:
 - ANT/SOC 368 American Ethnic Relations
 - ANT 370 Female of the Species
- Any one CHD course, with permission of the instructor

**SUGGESTED CURRICULUM FOR
B.A. IN PSYCHOLOGY**

FIRST YEAR, FALL		FIRST YEAR, SPRING	
ENG 101 Composition	3	ENG 102 Composition	3
Foreign Language 211	3	Fine Arts	3
ISS 100	3	Religion	3
History	3	Math 112 or 202	3
PSY 101 General Psychology	3	Elective	3
Physical Education	1	PEH 100	2
ADV 100	1		

SOPHOMORE, FALL		SOPHOMORE, SPRING	
Literature (ENG, FRE, or SPA)	3	Communication 101	3
Natural Science	4	PSY Social/Applied	3
Social Science	3	Elective	3
PSY Developmental	3	Psychology Elective	3
Elective	3	Elective	3
Elective	3	Elective	3

JUNIOR, FALL		JUNIOR, SPRING	
PSY 300	4	PSY Experimental	3
PSY Clinical Elective	3	Elective	3
Advanced GER	3	Psychology Elective	3
Elective	3	Advanced GER	3
Elective	3	Elective	3
		Elective	3

SENIOR, FALL		SENIOR, SPRING	
PSY 480 or PSY 490	3	PHL 400 Sr.	3
Psychology Elective	3	Interdisciplinary	3
Advanced GER	3	PSY Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
		Elective	3

SPANISH MAJOR

I. ESSENTIAL SKILLS	19-21 hours
Writing Skills ENG 101 & ENG 102	6
Computer Skills ISS 100, 250, 260, or 270*	3
Quantitative Skills MAT 112 or higher*	3-4
Oral Communication Skills COM 101	3
Foreign Language Skills SPA 211 or higher*, **	3
Physical Education Any PE activity course	1-2
II. ESSENTIAL KNOWLEDGE	25 hours
Fine Arts ART 160, 170, 180, MUS 180, THE 103	3
Literature SPA 214***	3
Natural Sciences ANT 216, BIO 101, CHE 111	4
Social Sciences ANT 214 and one course from the following: PPA 201, PSY 101, ECO 211, SOC 101, SOC 201, SOC/PSY 220	6
Religion REL 101, 102, 200, 210, 214, or 220	3
History HIS 101	3
Physical Education PEH 100	2
Adventures ADV 100	1
III. ADVANCED SKILLS AND KNOWLEDGE	18 hours
Writing Intensive Experience See Spanish Major	0
Pre-professional Experience SPA 490,491	3
Senior Interdisciplinary Ethics Seminar PHL 400	3
Additional General Ed. requirements for a Spanish Major HIS 102 or HIS 331	3
Three (3) additional courses from History, Anthropology, Art, Latin American Studies or Literature	9
IV. SPANISH MAJOR	30-32 hours
V. ELECTIVES	29-33 hours
Elective hours may be applied toward a minor, teacher licensure or second major. (See specific requirements for K-12 licensure in foreign languages.)	

NOTE: All Bachelor of Arts students must have a minimum of 30 hours of 300 and 400 level courses.

**TOTAL HOURS FOR THE
B.A. IN SPANISH****125 hours**

**based on placement results and major requirements*

***excluding 260, 301, 304 and 305*

****Prerequisite: SPA 215 or permission of Coordinator of Spanish Program*

SPANISH MAJOR

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; work for a state or federal agency (The F.B.I. recruits actively at conferences for Spanish teachers!); work with business, banking, and industry; work 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, colleges, and universities or, with very strong language preparation and specific training, for a career in translation services.

A modern language lab, the 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.

A. SPANISH 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 314 Advanced Grammar & Composition	3
(Can be taken through CRC)	
SPA 313 Advanced Conversation	3
(May be taught in an immersion setting)	
SPA 470 Senior Seminar	3
(Emphasis on literature by women)	

B. SPANISH ELECTIVES 12-14 hours

Choose 4 or more additional courses from the following:

SPA 216 Spanish for Business	3
SPA 260 Mexican Culture and Civilization	3
SPA 301 Research Training in Spanish and Latin American Studies	2
SPA 304 Hispanic Communities in the United States	3
SPA 312 Literature of Spain, 1700 to the Present	3
SPA 305 Hispanic Literature in the U. S. (Designated as writing intensive.)	3
SPA 306 Hispanic Culture & Civilization II	3
SPA 412 Problems in Spanish Translation	3

****satisfies Writing Intensive Experience requirement

Additional courses may be selected for the study abroad experience.

SUGGESTED SCHEDULE FOR B.A. IN SPANISH

		FIRST YEAR,	
		FALL	SPRING
ENG 101	17	ENG 102	17
Composition	3	Composition	3
Religion	3	MAT 112	3
		COM 101 Public	
ISS 100	3	Speaking	3
Spanish 211	3	Spanish 212	3
HIS 101	3	HIS 102	3
ADV 100	1	SPA 160	1
		Any PEH Activity	
		Course	1

SUMMER SPA 260 Introduction to Mexican Culture and Civilization 3 hours

		SOPHOMORE,	
		FALL	SPRING
SPA 213	15	SPA 214	15
SPA 215	3	SPA 216	3
Fine Arts	4	Natural Science	4
ANT 214	3	Social Science	3
Elective	3	PEH 100	2

		JUNIOR,	
		FALL	SPRING
SPA 314	15	SPA 312	15
Elective	3	SPA 313	3
Elective for Spanish major	3	Elective	3
		Elective for Spanish major	3
Elective	3	Elective	3
		Elective	3

*The Junior year is often the year spent abroad for language majors. Some students who are heritage speakers of Spanish may not need the study abroad; some students may fulfill this requirement with two complete summers of study; others may choose to double major and take an extra

year or semester of college work to complete the graduation requirements. The suggested schedule is presented in a traditional 8-semester format.

SENIOR, FALL	14	SENIOR, SPRING	15
		Elective for Spanish major	3
PHL 400	3	SPA 470	3
SPA 490	3	Elective	3
SPA 3	2		
Writing Intensive Course	3 ^a	SPA 412	3
Elective	3	Elective	3

^aSPA 302 Culture and Civilization of Spanish America and SPA 305 Hispanic Literature in the U.S. are designated as writing intensive.

VISUAL COMMUNICATION MAJOR

I. ESSENTIAL SKILLS	19-21 hours
Writing Skills	6
ENG 101 & 102	
Computer Skills	3
ISS 100, 250, 260, or 270*	
Quantitative Skills	3-4
MAT 112 or higher*	
Oral Communication Skills	3
COM 101	
Foreign Language	3
211 or higher*	
Physical Education	1-2
Any PEH activity course	

II. ESSENTIAL KNOWLEDGE	25 hours
Fine Arts	3
ART 180	
Literature	3
ENG, FRE, SPA or literature Course	
Natural Sciences	4
ANT 216, BIO 101, CHE 111	
Social Sciences	6
One course from two different areas:	
ANT 214, ANT 218, ECO 211, PPA 201	
PSY 101, SOC 101, SOC 201, SOC/PSY 220	
Religion	3
REL 101, 102, 200, 210, 214, or 220	
History	3
HIS 101, 102, 201, 202	
Physical Education	2
PEH 100	
Adventures	1
ADV 100	

III. ADVANCED SKILLS AND KNOWLEDGE	15-16 hours
Writing Intensive Experience	3-4
Any approved WIE course	
Pre-professional Experience	
See Visual Communication Major	
Senior Interdisciplinary Ethics Seminar	3
PHL 400	
Additional General Education requirements for a Major in Visual Communication	
COM 330 Introduction to Public Relations	3
COM 240 Introduction to Media Studies	3
JOU 235 Writing for the Media I	3

IV. VISUAL COMMUNICATION MAJOR

45 hours

V. ELECTIVES

18-21 hours

NOTE: All Bachelor of Arts students must have a minimum of 30 hours of 300 and 400 level courses.

**TOTAL HOURS FOR THE B.A.
IN VISUAL COMMUNICATION 125 hours**

**based on placement results and major requirements.*

VISUAL COMMUNICATION MAJOR

VISUAL COMMUNICATION COURSES

45 hours

ART 100	Design	3
ART 110	Drawing	3
ART 170	Art History Survey I	3
ART 220	Painting	3
ART 230	Photography	3
ART 240	Computer-Aided Graphic Design	3
ART 250	History of Graphic Design	3
ART 260	Twentieth Century Art	3
<i>or</i>		
ART 380	Women in the Visual Arts	3
ART 360	Typography	3
ART 365	Illustration	3
COM 301	Intercultural Communication	3
ART 450	Advanced Computer-Aided Graphic Design	3
ART 460	Multimedia/Web Design	3
ART 470	Senior Seminar in Visual Communication	3
ART 490	Senior Internship in Visual Communication*	3

* This course fulfills the Pre-Professional Experience requirement.

MINORS

***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.*

ADVERTISING MINOR 19 hours

Required courses*:

ART 240	Computer-Aided Graphic Design	3
ART 450	Advanced Computer-Aided Graphic Design	3
BUS 215	Marketing	3
COM 106	Newspaper	1
COM 170	Desktop Video	3
COM 370	Persuasion	3

*Students majoring in Business Administration, Communication, or Visual Communication 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 ART 365 Illustration, ART 460 Multimedia Design, BUS 327 Consumer Behavior, COM 410 Corporate Video, and PSY 362 Attitudes and Social Influence.

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		

BIOLOGY MINOR 22-24 hours

Required courses:

BIO 101	Principles of Biology	4
Plus five (5) additional Biology courses- (minimum three with a lab)		18-20

NOTE: Some upper level biology courses have CHE 111-112 as a prerequisite.

**BUSINESS ADMINISTRATION MINOR
18 hours**

Required courses:

BUS 210	Introduction to Business	3
BUS 215	Marketing	3
BUS 221	Principles of Accounting I	3

Plus any three (3) additional Business Admin
(BUS) or Economics (ECO) courses 9

CHEMISTRY MINOR 23-24 hours

Required courses:

CHE 111-112	8
CHE 211-212	8
Quantitative Analysis (NCSU: CH 315; Meredith: CHE 350)	4
One additional course from the following: Inorganic Chemistry	
(NCSU: CH 402-laborary-optional)	1
Biochemistry (NCSU BCH 451; Meredith: CHE 436, 446)	4
Qualitative Organic Analysis (NCSU 428)	3
or 300/400 level course approved by chemistry faculty	

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

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.	

ENGLISH MINOR 18 hours

Required courses:

At least 18 hours of English courses in the following configuration:	
200 level courses	6-9
300 and 400 level courses	9-12

FRENCH MINOR 18 hours

Required courses:

At least eighteen (18) hours of French 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.

HISTORY MINOR 18 hours

A maximum of nine (9) semester hours of History below the 300 level.

One of these courses must be Western Civilization.

A minimum of nine (9) semester hours of History must be taken at the 300 or 400 level.

Of the eighteen (18) semester hours, twelve (12) must be taken at Peace College. Students who have received Advanced Placement credit in History should carefully note this requirement.

HUMAN RESOURCES MINOR 18 hours

Required courses:

HRE 200 Human Resource Management*	3
HRE 250 Interviewing in Organizations	3
HRE 340 Training Methods	3
HRE 400 Performance Management	3
Plus 2 additional Human Resources courses 300 level and above	6

NOTES: HRE 101 is the prerequisite for HRE 200.

HRE 490 can be counted only once.

Students must maintain a "C" average or better in all minor courses.

INFORMATION SYSTEMS & SERVICES MINOR 18 hours

Required course:

ISS 240 Introduction to eBusiness	3
ISS 250 Computer Applications II	3
ISS 260 Business Applications	3

Plus three (3) additional courses in ISS
ISS 100 does not count toward the ISS minor.

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

- Students who score below a certain level will be required to take ISS 100 (Computer Applications I)
- Students that score above a certain level must take an additional 3 credit hours in one of the following ISS courses:

ISS 250 Computer Applications II	3
ISS 260 Business Applications	3
ISS 270 Web Site Development	3

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 Potitital Leadership	
LEA 315 Leadership Development	
LEA/BUS 316 Ethical Leadership	

Spotlight Courses

LEA 320-329	1
LEA 330-339	1
LEA 340-349	1

Student Mentoring (see Program Coordinator)
Campus Involvement (see Program Coordinator)

MUSIC MINOR 18 hours

Required courses:

MUS 161 Music Theory I	4
MUS 162 Music Theory II	4
MUS 181 Music History I	3
or	
MUS 161 Music Theory I	4
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.

PSYCHOLOGY MINOR 18 hours

Students minoring in Psychology may allow up to 6 hours from their major to double-count toward the completion of their minor in Psychology.

Required courses:

PSY 101 General Psychology	3
One course each from at least three of the areas below.	9

Experimental Area:

PSY 325 Primate Behavior	
PSY 380 Cognitive Psychology	
PSY 382 Learning and Motivation	
PSY 390 Neuropsychology	

Developmental Area:

PSY 310 Child Development	
PSY 312 Adolescent Development	
PSY 315 Lifespan Development	

Social/Applied Area:

PSY 200 Applied Psychology	
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	

Plus additional hours in any other Psychology courses 6

RELIGION MINOR 18 hours

Required courses:

REL 200 Introduction to Biblical Literature	3
REL 210 Human Experience of the Sacred	3
REL 214 World Religions	3

REL Electives:
6 hours of which must be 300 or 400 level 9

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.

Hispanics and Spanish-speaking employees are the fastest-growing segment of the workforce in the United States. Consequently, a minor in Spanish would be extremely useful for a variety of management and professional positions.

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 Theatre courses 9

VISUAL COMMUNICATION MINOR 18 hours

At least 18 hours of Visual Communication courses in the following configuration:

200 level courses	No more than 6 hours
300 and 400 level courses	No fewer than 12 hours

WRITING MINOR 18 hours

At least 18 hours of writing courses from the list below, at least 9 of which must be ENG 3-hour courses:

COM 105 Student Newspaper Publication	1*
ENG 147 Literary Magazine Publication	1*
ENG 205 Introduction to Creative Writing	3
COM/ ENG 210 Business Communication	3
COM 235 Writing for the Media I	3
ENG 305 Advanced Creative Writing	3
COM/ ENG 309 Article and Essay Writing	3
COM 335 Writing for the Media II	3
COM 260 Desktop Publishing and Editing	3
COM/ ENG 341 Professional Writing	3
COM/ ENG 372 The English Language	3

*Students may repeat this course for up to three (3) hours

ACADEMIC DIVISIONS AND DISCIPLINES

The faculty and curricula are organized under three divisional areas:

Division of Humanities;
Division of Organizational Studies;
Division of Sciences.

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

Division of Humanities

Valerie Hall, *Chair*

English
French
History
Latin American Studies
Liberal Studies
Music
Philosophy
Religion
Spanish
Theatre

Division of Sciences

Lisa Bonner, *Chair*

Anthropology
Biology
Chemistry
Mathematics
Physical Education, Health & Dance
Sociology

Division of Organizational Studies

Teresa Holder, *Chair*

Adventures
Art
Business Administration
Child Development
Communication
Economics
Human Resources
Information Systems and Services
Journalism
Leadership Studies
Politics and Public Affairs
Psychology

Course Descriptions

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 Vice President for Academic Affairs (VPAA) 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.

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 [page 38](#))

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.**

COURSES WITH SPECIAL NOTES

Courses indicated with an asterisk (*) in their title have special fees. (See [page 18](#))

Courses indicated with a number sign (#) in their title satisfy the Writing Intensive Experience in the General Education Requirements.

ADVENTURES

Division of Organizational Studies

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

Dawn Dillon '86 (1999) Program Coordinator for ACES, Lecturer in Student Development – A.A., Peace College; B.A., North Carolina State University; M.Ed., University of South Carolina at Columbia

ADV 099: ACADEMIC AND LIFE SKILLS FOR SUCCESS

Class meets twice each week; Credit: 1 hour of institutional credit; Offered fall and spring semester; May not be counted as credit toward meeting graduation requirements.

This course is designed for all students who want to improve their grades. Instruction in specific study skills is provided (e.g., time management, note-taking strategies, textbook reading skills, test-taking preparation, etc.). These skills are practiced and reinforced during a weekly e3, “Engaged Enrichment Experience,” an individualized active study period. During e3’s, students also monitor their weekly academic progress with the instructor and a peer educator.

ADV 100: ADVENTURES FOR WOMEN

One and a quarter class hours each week; Credit: 1 hour; Offered fall semester; Required of all first-year students

This course is designed to help first-year college students cope successfully with the demands of their first year of college. Taught only in the fall, ADV 100 gives students a strong advantage as they make the important transition from high school to college, as well as helps them become independent learners and critical thinkers. Features of the course include: career exploration, provocative readings, academic skills instruction, wellness and social issues, and self-evaluation. Students will be required to attend events on campus as part of the course experience. This course is not required of students who transfer to Peace with 9 or more hours of college course credit after graduating from high school. Students entering during the spring semester may take ADV 107 instead of ADV 100.

ADV 107: CAREER AND LIFE PLANNING

One hour each week; Credit: 1 hour; Offered spring semester

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 and Educational Services for a course outline and basic requirements.

ADV 194: PEER EDUCATION

Five-day course; Credit: 1 hour; Offered the week prior to fall semester (summer readings required)

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.

ADV 200: SELF IN COMMUNITY

1-3 hours each week; Credit 1 hour; Offered fall and spring semesters

Through combining classroom instruction with community service, this seminar provides students with an educational experience that fosters the development of self reflective, culturally aware, and responsive community participants. Students will explore collaboration, active citizenship, and diversity as they encourage literacy in economically disadvantaged schools. To meet these goals, students will be trained by MOTHERHEAD, an organization dedicated to developing literacy skills in underprivileged populations. They will use these skills by contributing 25 hours to Motherhead. In addition to this hands-on work, students will meet once per week to examine research and literature pertinent to issues related to literacy, class, ethnicity, and power, and to reflect on their community experiences.

ADV 295: SPECIAL TOPICS IN STUDENT DEVELOPMENT

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

ADV 490/491: STUDENT DEVELOPMENT 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.

ADV 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.

ADV 495: SPECIAL TOPICS IN STUDENT DEVELOPMENT

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.

ANTHROPOLOGY

Division of Sciences

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

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

ANT/LAS/SPA 160: INTRODUCTION TO MEXICAN CULTURE AND CIVILIZATION

One hour each week; Credit: 1 hour

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 214: CULTURAL ANTHROPOLOGY (People and Culture)

Three hours each week; Credit: 3 hours

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 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 instructor

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 bombinbs 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 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 instructor; Offered alternate academic years

Did you know that the study of non-human 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, instructor permission

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/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 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 160, ANT/LAS/SPA 361, or permission of 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/SOC 368: AMERICAN ETHNIC RELATIONS (American Diversity)

Credit: 3 hours; Prerequisite: SOC 101, ANT 214, or permission of instructor

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 370: THE FEMALE OF THE SPECIES: A BIOCULTURAL, ANTHROPOLOGICAL PERSPECTIVE #

Three hours each week; Credit: 3 hours

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 160, ANT/LAS/SPA 361, ANT/HIS 365, or permission of instructor; Offered fall semester, odd years

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 430: OBSERVATIONAL METHODS IN PRIMATOLOGY *#

Three lecture hours each week, three lab hours each week; Credit: 4 hours; Prerequisite: ANT 325 or permission of instructor; Offered fall semester, even years

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 kinds 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. As one of your requirements, you will design an enrichment device (appropriate to your study species), important for the emotional and mental well-being of captive primates. After successfully completing course objectives, you will have gained valuable research skills, useful no matter the research topic, as well as greater skill in scientific writing and presenting.

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: 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.

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*

ART & DESIGN*Division of Organizational Studies*

Carolyn Jean Parker (1982) *Associate Professor of Art, Coordinator of Fine Arts* – 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 (2004) *Visiting Associate Professor of Design, Coordinator of Visual Communication Program* – A.A., Peace College; B.S., University of North Carolina at Chapel Hill; M.A. Visual Design, North Carolina State University; Further study: Penland School of Crafts

Denielle Lincoln (2004) *Instructor in Graphic Design* – B.A. Communication, University of North Carolina at Chapel Hill; M.A. Graphic Design, North Carolina State University

David Simonton (1997) *Instructor in Photography*

ART 100: DESIGN I*Six hours each week; Credit: 3 hours; Offered fall semester*

Designed for the beginning student of design, this course introduces the basic elements and principles of design with emphasis on the creative application of these principles in studio projects. Students develop a basic design vocabulary and learn to productively critique their own work and the work of others.

ART 110: DRAWING I*Six hours each week; Credit: 3 hours; Offered spring semester*

Designed for the beginning student of drawing, this course studies drawing fundamentals and visual composition using a variety of materials and approaches applicable to drawing. Students will experiment with various drawing materials, tools and techniques using the themes of still life, landscape and the figure. Expressive qualities and the student's creative personal expression will be encouraged. Studio development is strengthened through readings, class discussions, demonstrations, project research, individual and group critiques, visits to art exhibitions, visiting artists and written assignments.

ART 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.

ART 160: ART APPRECIATION*Three hours each week; Credit: 3 hours; Offered every semester*

This course offers a broad introduction to the nature, vocabulary, media and history of Art, drawing on examples from many cultures. Early discussions explain Art as a modern cultural category and demonstrate the way modernity has evaluated all cultures according to modern aesthetic criteria. Other discussions explore topics such as form and content, creativity, art criticism, etc. and are followed with a general analysis of "Art", its structure, and various media and techniques used in creating "Art." Current issues about Art funding, conservation and restoration, censorship, graphic design and post-modernism are explored. Participation in the local arts community is part of this course.

NOTE: This course is not a chronological study of Western Art.

ART 170: ART 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.

ART 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. (ART 170 is not required for ART 180)

ART 200: DESIGN II

Six hours each week; Credit: 3 hours; Prerequisite: ART 100

A study of the elements and principles of three-dimensional design using basic construction processes and a variety of media. Designed to develop 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.

ART 210: DRAWING II

Six hours each week; Credit: 3 hours; Prerequisite: ART 110 and permission of instructor; Offered spring semester on demand

Designed to provide more advanced students with an opportunity for further

experimentation in drawing with emphasis given to individual expression.

ART 220: PAINTING I

Six hours each week; Credit: 3 hours; Prerequisites: ART 110 for art majors or permission of instructor for non-art majors; Offered fall semester

This course is designed for the beginning student of painting. The problems and possibilities of visual communication using oil painting techniques are explored. Students will experiment with various painting materials, tools and techniques using the themes of still life, landscape and the figure. Expressive qualities of brush stroke, color and light and the student's creative personal expression will be encouraged. Studio development is strengthened through readings, class lectures and discussions, project research, individual and group critiques, visits to art museums and galleries, and written assignments.

ART 230: BLACK AND WHITE PHOTOGRAPHY

Six hours each week; Credit: 3 hours; Prerequisites: ART 100 and ART 110 and permission of instructor for art majors or permission of instructor for non-art majors; Offered spring semester

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.

ART 240: COMPUTER-AIDED GRAPHIC DESIGN

Six hours each week; Credit: 3 hours; Prerequisite for art majors: ART 100 and ART 110; Recommended: ART 230; Permission of instructor for non-art majors required; Offered each semester

Introduces students to the current technology and professional practices of graphic design.

Students will become acquainted with a wide range of techniques for computer-aided illustration, photo manipulation and document layout using the Macintosh computer and graphics software such as Illustrator, Photoshop and QuarkXPress. Emphasis will be placed on the effective solution of communication problems through basic principles of typography, color theory and visual composition. Graphic Design projects will require the integration of form and content and the development of creative personal imagery.

ART 250: HISTORY OF GRAPHIC DESIGN

Three hours each week; Credit: 3 hours; Prerequisites: HIS 101 and ART 180; Offered fall semester, odd years

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; 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.

ART 260: TWENTIETH CENTURY ART

Three hours each week; Credit: 3 hours; Prerequisite: HIS 101-102 and ART 170 or ART 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.

ART 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.

ART 320: PAINTING II

Six hours each week; Credit: 3 hours; Prerequisite: ART 220 and permission of 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.

ART 360: TYPOGRAPHY

Four hours each week; Credit: 3 hours; Prerequisite: grade of C or better in ART 240; Offered spring semester, even years

This course will explore typography as the fundamental material of visual communication. Students will study the rich history, variety, technology, 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 for the graphic designer. We will pay special attention to the recent and dramatic impact of the computer on typographic aesthetics. Students will develop their ability to select, manipulate, and compose their type for maximum visual impact and effective communication. More advanced class projects will encourage typographic experimentation which can alter or expand (as well as reinforce) the literal meanings of the text.

ART 365: ILLUSTRATION

Six hours each week; Credit: 3 hours; Prerequisite: ART 110 or ART 240; Offered fall semester, even years

In this course, students will explore a wide range of techniques and stylistic approaches to commercial illustration. Traditional media such as ink and pastel will be augmented by more contemporary techniques such as collage, photo-transfer, and computer illustration. Through a series of practical illustration assignments (such as poster, editorial, advertising, and product

illustration) emphasis will be placed on conceptual thinking and distinctive personal solutions.

ART 370: ART AND CULTURE

Three hours each week; Credit: 3 hours; Prerequisites: HIS 101 or ANT 214; Recommended: ART 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 sociocultural 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.

ART 380: WOMEN IN THE VISUAL ARTS

Three hours each week; Credit: 3 hours; Prerequisite: HIS 101-102; Offered spring semester 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.

ART 400: INTERMEDIA STUDIO I

Six hours each week; Credit: 3 hours; Prerequisite: advanced status and permission of instructor

For the advanced student to explore special topics in visual art using diverse media. This studio/seminar emphasizes the creation of new work in response to contemporary social and aesthetic issues using current approaches to art-making (collaboration, mixed media, etc.). Each student will develop a coherent body of work that demonstrates technical proficiency, originality of concept, and an ability to express a personal voice. Students will attend art exhibitions and art

lectures, discuss readings of contemporary art criticism and engage in critique sessions.

ART 450: ADVANCED COMPUTER-AIDED GRAPHIC DESIGN

Six hours each week; Credit: 3 hours; Prerequisite: grade of C or better in ART 240 and permission of instructor; Offered fall semester

This course builds on the information and experience obtained in Computer-Aided Graphic Design. Students will be encouraged to develop more sophisticated and artistically challenging uses of typography, illustration and visual composition. Projects will be taken from concept to actual print production as we work with clients from the local community to diagnose and solve their communication problems. By the end of the semester, students will develop both the creative and technical skills, and a portfolio of work, appropriate for employment in the design industry.

ART 460: MULTIMEDIA/WEB DESIGN

Six hours each week; Credit: 3 hours; Prerequisite: grade of C or better in ART 240; Offered spring semester, even years

Everyone is talking about the “digital revolution” in graphic design. Although designers still communicate messages by putting together 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. The new genres of design that we are exploring in this course can incorporate sound, animation, interactivity and digital video as well as traditional type and graphics, and as designers we can now study topics such as information design and navigation design.

ART 470: SENIOR SEMINAR IN VISUAL COMMUNICATION

Six hours each week; Credit: 3 hours; Prerequisite: ART 460 and senior status; Offered spring semester, odd years

Students will work in collaborative teams on real-world design projects: interviewing the client, developing original concepts and proposals, executing designs, preparing digital files for production, soliciting bids from printers and supervising production of the finished piece. Students who have the appropriate experience may elect to create multimedia/web page designs rather than traditional printed pieces.

ART 490/491: ART 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.

ART 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.

ART 495: 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.

BIOLOGY

Division of Sciences

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

Patricia L. Weigant (1986) *Associate Professor of Biology* – B.S., M.S., Oklahoma State University; Ph.D. magna cum laude, University of North Carolina at Chapel Hill

Joseph R. Wolf (1995) *Associate Professor of Biology, Coordinator of Biology Program* – B.A. summa cum laude, University of Louisville; Ph.D., University of Kentucky; Post-doctoral Fellow, University of Colorado Health Sciences Center

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

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 spring 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 spring 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: GENERAL BOTANY *

Three lecture and three lab hours each week; Credit: 4 hours; Prerequisite: BIO 101

An overview of diversity in the Monera, Protista and Fungi Kingdoms precedes the study of the Plant Kingdom. Principles of plant structure, physiology, classification, reproduction, evolution and ecology are studied from the perspectives of lectures, labs 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: 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: 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 lecture and three laboratory hours each week; Credit: 4 hours; Prerequisite: BIO 101; Offered fall semester

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 340: EVOLUTIONARY BIOLOGY

Three hours lecture each week; Credit: 3 hours; Prerequisite: junior or senior standing, BIO 101 and 1 additional biology course

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 350: MICROBIOLOGY *

Three hours lecture each week, three lab hours each week; Credit 4 hours; Prerequisite: BIO 101; Pre-/Co-requisite: CHE 111-112 or Permission of the Instructor

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 lab hours each week; Credit: 4 hours; Prerequisite: BIO 101; Offered fall semester

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.

BIO 381: HUMAN PHYSIOLOGY *

Three hours lecture each week, three lab hours each week; Credit: 4 hours; Prerequisites: BIO 101, BIO 380 with a "C" or better; Pre- or corequisite: CHE 112; Offered spring semester

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 430: ETHOLOGY: ANIMAL BEHAVIOR

Three hours lecture each week; Credit: 3 hours; Prerequisite: BIO 101

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 450: CELL BIOLOGY *

Three hours lecture each week, three lab hours each week; Credit: 4 hours Prerequisite: 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 lab hours each week; Credit: 4 hours; Prerequisite: BIO 101; Pre-/Co-requisite: CHE 111-112 or Permission of the Instructor; Recommended: BIO 350; Offered fall 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

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: 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.

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 498: BIOLOGY SENIOR SEMINAR #

Credit: 3 hours; Prerequisite: Senior standing; students should enroll fall semester of senior year. Required of all Biology majors.

Students will be required to read and report on articles from scientific journals related to the biological sciences. Through a combination of several different writing assignments, the student will become proficient in scientific writing style and critical evaluation of scientific literature. Culmination of the experience will be two review papers, one of which the student will work closely with the faculty mentor in various stages of draft preparations and revision. The student will also give an oral PowerPoint presentation to her peers summarizing the paper, following the standard guidelines for scientific meetings. The student will be exposed to techniques that allow for multimedia and audio-visual data presentation. This course satisfies the Writing Intensive Experience in the General Education Requirements.

BIO 499: INDEPENDENT RESEARCH IN BIOLOGY

Credit: 3 hours; Prerequisite: junior or senior standing and permission of 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.**

Writing Intensive Course

** denotes lab fee*

BUSINESS ADMINISTRATION

Division of Organizational Studies

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

Carolyn White (2000) *Assistant Professor of Business Administration, Coordinator of Business Administration Program* – B.S., Bentley College; Ph.D., University of South Carolina

Linda Ferreri (1996) *Associate Professor of Business Administration* – A.B., Duke University, M.B.A., Ph.D. Case Western Reserve University, Certified Management Accountant

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.

BUS 210: INTRODUCTION TO BUSINESS

Three hours each week; Credit: 3 hours; Offered as needed

This course is about the management of organizations in a competitive environment. Regardless of the goals of the organization, be they 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; 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; 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

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 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, Prerequisite: 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/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 instructor permission.

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; Prerequisite: BUS 215; Offered fall semester, even years

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.

BUS 350: SIFE (STUDENTS IN FREE ENTERPRISE) TEAM SUPPORT

Credit: none; Prerequisite: 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, Prerequisite: 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, Prerequisite: BUS 210, 215, 222, and ISS 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, Prerequisite: BUS 221, BUS 222; 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, Prerequisite: 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, Prerequisite: 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 215, BUS 210, ECO 211; Offered spring semester, odd years

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 450: STUDENTS IN FREE ENTERPRISE (SIFE)

Credit: 3 hours, Prerequisite: 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, Prerequisite: completion of all business core requirements; 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 is 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; Prerequisite: BUS 210, 215, 221, 222, ECO 211, two 300-level or higher 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: INDEPENDENT STUDY

Three hours each week; variable credit; Prerequisite: junior or senior status

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

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

Division of Sciences

Catherine H. Banks (1994) *Assistant Professor of Chemistry* – B.A., Wittenberg University; Ph.D., Vanderbilt University; Postdoctoral work, Texas A & M University

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

A study of the fundamental principles of chemistry, of matter, and of the changes that matter undergoes. Environmental topics, historical perspectives, demonstrations, and closely related laboratory experiments provide a clear understanding of chemistry as it relates to the student's major course of study and to her everyday life.

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

A systematic study of organic compounds according to their functional groups, this course provides a foundation for the further study of biology, chemistry and biochemistry. Topics include chemical bonding, hydrocarbons, alcohols, aldehydes, ketones, carboxylic acids, esters, ethers, amines, thiols, carbohydrates, amino acids, proteins, nucleic acids, peptides, stereochemistry and spectroscopy.

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 490/491: CHEMISTRY INTERNSHIP I and II

Credit: 1 to 6 hours; Prerequisite: junior or senior status with minor in chemistry

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.

CHE 492/493/495: 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.

CHE 495: SPECIAL TOPICS IN CHEMISTRY

Credit: 1-4 hours 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.

* Denotes lab fee

CHILD DEVELOPMENT

Division of Organizational Studies

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

Marge Terhaar-Yonkers (2003) *Associate Professor of Child Development, Director of Educational Services, Coordinator of Teacher Licensure Program* – B.S., State University College of NY at Buffalo; M.Ed., San Jose State University; Ph.D., University of Tennessee at Knoxville

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. 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, and 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 maybe all three, knowledge of what others experience at different ages will make you more effective in your interaction 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 354: CHILD, FAMILY, AND YOUTH SERVICES

Three hours each week; Credit: 3 hours; Prerequisite: PSY 101

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: PSY 101

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'll have opportunities to examine the benefits of public health procedures, ethical issues involved in both 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: PSY 101

This course examines the family influences on human development. Throughout the class, 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 361-370: 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 format, 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 383: 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 that you learn about in 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 what you learn 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 exceptionalities. 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: PSY 101, 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: INDEPENDENT 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 either 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: PSY 101

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

David McLennan (1995) *Professor of Communication; Associate Dean for Institutional Effectiveness* – B.A., M.A., University of Virginia; Ph.D., University of Texas at Austin

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

Jon Y. Hill (2000) *Assistant Professor of Communication* – B.A. Valdosta State College; M.A., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill

Roger W. Christman (2000) *Instructor in Communication (Program Part-time)* – B.A. State University of New York at Stony Brook; M.Ed., University of Louisville

Anita Croasman (2000) *Instructor in Communication* – B.A., M.A., University of South Florida

Marina B. Barber (1998) *Instructor in Communication* – B.A., M.A., University of North Carolina at Chapel Hill

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 150: DIGITAL PHOTOGRAPHY

Three hours each week; Credit: 3 hours; Prerequisite: ISS 100

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 Web site 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 170: DESKTOP VIDEO

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/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

Three hours each week; Credit: 3 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 240: 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 260: DESKTOP PUBLISHING AND EDITING

Three hours each week; Credit: 3 hours; Prerequisite:

ISS 100 or demonstrated competence

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 princi-

ples 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

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 #

Three hours each week; Credit: 3 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 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

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/ENG 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.

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/PPA 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/PPA 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: INDEPENDENT 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.

Writing Intensive Course

ECONOMICS*Division of Organizational Studies*

Roger L. Ashby (2000) *Assistant Professor of Public Affairs* – 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

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: 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.

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.

ENGLISH

Division of Humanities

Bes Stark Spangler (1982) *Professor of English, Coordinator of English Program* – B.A. cum laude, Atlantic Christian College; M.A.T., Duke University; Ph.D., University of North Carolina at Chapel Hill, Postdoctoral NEH Seminar, Yale University

Charles Duncan (1998) *Associate Professor of English; Faculty Moderator* – 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

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

Sidney Johnson (1993) *Lecturer in English and Student Development* – B.A., M.A., Ph.D., North Carolina State University

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

Janet Leonard Wester (1971) *Professor Emerita of English* – A.A., magna cum laude, Louisburg College; A.B., M.A., magna cum laude, D.Ed., North Carolina State University; Further study: University of North Carolina at Chapel Hill, University of New Hampshire, Duke University

ENG 097: FUNDAMENTALS OF WRITING

Three hours each week; Credit: 3 hours of institutional credit; May not be counted as credit toward meeting graduation requirements

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 101.

Successful completion of English 101-102 is a prerequisite for all English courses above the 100 level.

ENG 101-102: COMPOSITION

Three hours each week; Credit: 3 hours; Satisfactory completion of ENG 101 is required before entry into ENG 102. A student receiving a grade of less than "C" in 101 is required to repeat 101 or enroll in a section of 102W.

A two-semester course in writing that emphasizes organization and effective expression of ideas, conventions of standard written English, analytical and interpretive reading skills and use of evidence from written literature of various kinds.

Some assignments in 101 involve research; a specific research project is assigned in 102.

ENG 101W-102W: COMPOSITION WITH WORKSHOP

Five hours each week; Credit: 3 hours; Satisfactory completion of ENG 101W is required before entry into ENG 102W

A two-semester course designed for students who need additional development of reading and writing skills. In addition to regular class meetings, students meet for two 50-minute sessions each week to work in small groups, to practice writing assignments and to receive individual guidance. Students are placed in workshop section based on SAT/ACT scores and previous grades in English.

ENG 101H-102H: COMPOSITION – HONORS

Three hours each week; Credit: 3 hours; Satisfactory completion of ENG 101 is required before entry into ENG 102

A two-semester composition course designed for students with advanced reading and writing skills. Occasionally, the course focuses on a special topic such as the hero in literature or on a particular genre such as drama. Eligible students are notified by the Honors Coordinator.

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 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 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 101-102*

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 1800**

*Three hours each week; Credit: 3 hours; Prerequisite:
ENG 101-102*

An introduction to Romantic, Victorian, and twentieth-century authors. The course examines works within their historical and cultural contexts.

ENG 214: STUDIES IN FICTION

*Three hours each week; Credit: 3 hours; Prerequisite:
ENG 101-102*

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 215: AMERICAN LITERATURE
BEFORE 1860**

*Three hours each week; Credit: 3 hours; Prerequisite:
ENG 101-102*

An introduction to significant works and authors including women, African-Americans, and Native Americans, as well as canonized writers. The course may develop thematically or in accordance with literary, cultural, and ideological influences.

**ENG 216: AMERICAN LITERATURE
AFTER 1860**

*Three hours each week; Credit: 3 hours; Prerequisite:
ENG 101-102*

An introduction to significant works and authors, including figures such as Whitman, Mark Twain, James, Wharton, Faulkner, and Hemingway. The course may develop thematically

or emphasize individual works in the context of literary trends and social and ideological influences.

**ENG 220: WORLD LITERATURE
BEFORE 1700**

*Three hours each week; Credit: 3 hours; Prerequisite:
ENG 101-102*

An introduction to English translations of masterpieces from Western and non-Western literatures, with emphasis on the non-Western, especially those other than American and British.

**ENG 221: WORLD LITERATURE
AFTER 1700**

*Three hours each week; Credit: 3 hours; Prerequisite:
ENG 101-102*

An introduction to English translations of masterpieces from Western and non-Western literatures, with emphasis on the non-Western, especially those other than American and British.

ENG 282: INTRODUCTION TO FILM

*Three hours each week; Credit: 3 hours; Prerequisite:
ENG 101-102. Does not satisfy the General Education
literature requirement.*

A study of the visual language of film and the development of film as an art form, with concentration on classical Hollywood cinema.

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

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 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.

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; Offered on demand

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, Chesnut, 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 Renaissance, 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

Three hours each week; Credit: 3 hours; Prerequisite: a 200-level literature course

A study of major figures in twentieth-century American and British poetry, with a backward look at late nineteenth-century poetic influences.

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 IN FICTION

Three hours each week; Credit: 3 hours; Prerequisite: ENG 101-102

An examination of the role played by women in fiction—particularly the novel—from the eighteenth through twentieth centuries. Major themes explored in the course include the meaning of being a woman, the search for identity, and the affirmation of work. The feminine experience and perspective are emphasized as a part of the larger human experience and perspective.

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: ENG 101-102; 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.

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 101-102; 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 will alternate with conferences. In class, students will give focused responses to the reading assignments, demonstrate competency in various forms of composition, compose an annotated 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: 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 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.

Writing Intensive Course

FRENCH

Division of Humanities

Nancy C. Wilson (2003) *Instructor in French* – B.A., M.A., M.S.I.S., University of North Carolina at Chapel Hill; Further study: L'Université Jean Moulin Lyon III, Faculté de Lettres

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

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 (1st semester intermediate level) fulfill the general college foreign language requirement by completing this course with a passing grade 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 FRE 330 French Literature in Film 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 213: FRENCH CONVERSATION

Three hours each week; Credit: 3 hours; Prerequisite: FRE 212 or equivalent; Offered spring semester, odd years

An introduction to French conversation and the cultural differences exhibited in the French language. Emphasis will be on practical, everyday use of the language.

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 301: FRENCH CIVILIZATION I

Three hours each week; Credit: 3 hours; Prerequisite: FRE 212 or equivalent; Offered fall semester, odd years

A study of the historical, sociological and political development of France as a nation from its beginnings to 1700. The course includes France's contribution to Western culture in the

fields of art, literature, music, religion and philosophy.

FRE 302: FRENCH CIVILIZATION II

Three hours each week; Credit: 3 hours; Prerequisite: FRE 212 or equivalent; Offered spring semester, even years

A study of the historical, sociological, and political development of France as a nation from 1700 to the present. The course includes France's contribution to Western culture in the fields of art, literature, music, religion and philosophy.

FRE 311: SURVEY OF FRENCH LITERATURE I

Three hours each week; Credit: 3 hours; Prerequisite: FRE 212 or equivalent; Offered fall semester, even years

A survey of French literature from its origins to 1661. Extensive readings from the major writers with discussion of the historical and literary movements as reflected in the various genres.

FRE 312: SURVEY OF FRENCH LITERATURE II

Three hours each week; Credit: 3 hours; Prerequisite: FRE 212 or equivalent; Offered spring semester, odd years

A survey of French literature from 1661 to the present. Extensive readings from the major writers with discussion of the historical and literary movements as reflected in the various genres.

FRE 330: FRENCH LITERATURE IN FILM IN TRANSLATION

Three hours each week; Credit: 3 hours; Recommended: HIS 102; Offered spring semester, even years

An examination of some masterpieces of French Literature both in the original translated texts and as portrayed in 20th century films.

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: 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.

FRE 495: 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.

HISTORY

Division of Humanities

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 Liberal Studies 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

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 an understanding of this American society. In this course, you will examine the political, economic, religious, and social history of Europe from the dawn of time until the 1600s. You will also gain valuable research and writing skills through the preparation of a term paper and through essay examinations.

HIS 102: HISTORY OF WESTERN CIVILIZATION II

Three hours each week; Credits: 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 term 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 301: ANCIENT EGYPTIAN CIVILIZATION

Three hours each week; Credit: 3 hours; Prerequisite:

HIS 101-102, the equivalent, or permission of 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 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 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 instructor; Offered alternate years

This course traces the history of Germany and the role it has played in European and global developments since German'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 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 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/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 399: THE WORLD SINCE 1945 #

Three hours each week; Credit: 3 hours; Prerequisite: HIS 101-102, the equivalent, or permission of instructor; Offered fall semester, even years

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 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: 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 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

HUMAN RESOURCES

Division of Organizational Studies

Heather A. Lee (1998) *Associate Professor of Human Resources (Program Part-time), 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

Nona Saling (2003) *Assistant Professor of Human Resources, Coordinator of Human Resources Internship Program* – B.A., University of Delaware; M.A., University of Kentucky; Ed.D. candidate, North Carolina State University

Kathy Corley (2004) *Instructor in Human Resources* – B.A., Peace College; Senior Professional in Human Resources (SPHR) certification, Human Resources Certification Institute; M.B.A. candidate, Meredith College

HRE 100: PEOPLE AND ORGANIZATIONS

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. Given that most of your adult life is spent at work, an understanding of people and organizations is pretty important. You need the knowledge and skills to be successful. The world of work is complex, and more and more employees are expected to come prepared with the skills to succeed. In this course, you will be given a basic foundation in human relations and the skills to take that knowledge and apply it in the workplace.

HRE 200: HUMAN RESOURCE MANAGEMENT

Three class hours each week; Credit: 3 hours; Offered every semester, Prerequisite: HRE 100 or permission of the instructor

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 250: INTERVIEWING

Three class hours each week; Credit: 3 hours; Offered every fall; Prerequisite: HRE 200 or permission of the instructor

At some point in your work life, you will be interviewed. You may be interviewed on the front-end of a job to determine if you should be hired. You may be interviewed during your job to assess your performance. You may be interviewed when you leave a job to figure out why you left. Interviews are used constantly in organizations and Human Resources professionals and managers use interviews as a primary tool. This course will develop your knowledge of interviewing principles and provide interview skill practice to aid you in becoming a savvy applicant and interviewer.

HRE 300: EMPLOYEE SELECTION

Three class hours each week; Credit: 3 hours; Prerequisites: HRE 250, PSY 370, 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. 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 310-319: COMPENSATION AND BENEFITS

Fourteen hours of class meeting time during the course of the semester; Credit: 1 hour; Prerequisites: HRE 200, r PSY 370, or permission of the instructor

Courses in the Compensation and Benefits area focus on knowledge of different forms of compensation for employees, managers, and executives, as well as legally mandated and voluntary benefits programs. Advantages and disadvantages of all programs are examined.

HRE 320-329: EMPLOYEE RELATIONS AND LEGAL ISSUES

Fourteen hours of class meeting time during the course of the semester; Credit: 1 hour; Prerequisites: HRE 200, PSY 370, or permission of the instructor

Courses in the Employee Relations and Human Resources law area focus on knowledge of Human Resources law and the most common employee relations issues and provide students with an opportunity to develop skills in handling them.

HRE 330-339: CONTEMPORARY ISSUES

Fourteen hours of class meeting time during the course of the semester; Credit: 1 hour; Prerequisites: HRE 200, PSY 370, or permission of the instructor

Courses in the Contemporary Issues area focus on topics of current interest in Human Resources. Students will explore the historical, legal and/or theoretical background of issues, as well as current research and best practices. Experts in topical areas will share their experiences and perspectives.

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 make training programs you develop relevant to adults' immediate needs, involve them in problem-solving, respect their previous learning and experience, and give them control over their own learning. You will learn and practice the skills you need to facilitate learning with adults. 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 342: TRAINING METHODS AND EVALUATION

Three class hours each week; Credit: 3 hours; Prerequisite: HRE 341; Offered every spring

Trainers facilitate training programs and are responsible for designing, developing, and evaluating programs for adult learners. In this course, you will work in teams with an actual business client to design, develop, and deliver a training program. You will get practical experience meeting with your client, developing a performance contract, conducting a needs assessment, analyzing your results, writing learning objectives, designing a training program, developing the training materials, delivering a pilot course to actual employees, and evaluating the results. By completing the entire instructional design process in a business setting, you will be ready to be successful as a trainer in an organization.

HRE 346: DISTANCE LEARNING

Three class hours each week; Credit: 3 hours; Prerequisites: HRE 341; Offered every spring

Every day in organizations around the world, millions of employees save their employers money by learning the skills they need to perform their jobs on-line. Each employee can take the exact course he/she needs when he/she needs to use the skill. In this course, you will experience

learning in a traditional face-to-face classroom setting and using two different distance learning methods. You will compare and contrast the various learning techniques and analyze which methods are best for different learning objectives.

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 paried with ISS 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 completed, job history, promotions, and more. You will gain hands-on experience developing and using an employee data base 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 395: INTERNATIONAL PERSPECTIVES ON WORK

Eight 1.5-hour classes prior to a two-week trip abroad; Prerequisites: PSY 101, BUS 210, HRE 100, or COM 212

This trip course introduces you to differences between the United States and other countries re-

garding issues of gender in the work place, 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

Three class hours each week; Credit: 3 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

Three class hours each week; Credit: 3 hours, Co-requisite or Prerequisite: HRE 400 or permission of the instructor; 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.

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: 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

Division Chair and by the Vice President for 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.

INFORMATION SYSTEMS AND SERVICES

Division of Organizational Studies

Marcia Yates (1996) Instructor in Information Systems and Services – B.S., Russell Sage College; M.S., Rensselaer Polytechnic Institute

ISS 100: COMPUTER APPLICATIONS I

Credit: 3 hours

An introduction to the microcomputer and its basic productivity applications. Fundamental concepts and terminology of microcomputer use. Brief introduction to operating systems, including basic operating commands. Comprehensive study of word processing, introduction to electronic spreadsheets and their use as a tool in problem-solving, and to the major features of Computer Information Systems.

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

- Students who score below a certain level will be required take ISS 100 (Computer Applications I)
- Students who score above a certain level must take 3 credit hours in one of the following ISS courses:
- ISS 250 Computer Applications II
- ISS 260 Business Applications
- ISS 270 Web Site Development

ISS 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.

ISS 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.

ISS 250: COMPUTER APPLICATIONS II

Credit: 3 hours; Prerequisite: ISS 100

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.

ISS 260: BUSINESS APPLICATIONS

Credit: 3 hours; Prerequisite: ISS 100

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.

ISS 270: WEB SITE DEVELOPMENT

Credit: 3 hours; Prerequisite: ISS 100

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.

ISS 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.

ISS 340: STRATEGIES FOR eBUSINESS

Credit: 3 hours; Prerequisite: ISS 240 or junior or senior standing

The success or failure of an organization today increasingly depends on its ability to support its strategy with information technology. This course explores how companies are leveraging the Internet to help them be more competitive through the analysis of companies, tools, and models. It also defines what eBusiness and e-Commerce are while studying their relationship to traditional business models. E-Business and e-Commerce technical architectures will also be evaluated as will, legal, and international trends and emerging standards that will provide the basis for understanding the means and actions required to leverage technology in the global marketplace for emerging business leaders.

ISS 350: NETWORKING ESSENTIALS

Credit: 3 hours; Prerequisite: ISS 200

The study of the development and function of computer networks. This course provides a conceptual overview of components, protocols, operations and troubleshooting in client-server environments. This class serves as an introduction to concepts that are needed for certification.

ISS 360: DATABASE ADMINISTRATION

Credit: 3 hours; Prerequisite: ISS 260

This course provides the student with an introduction to Database Management Systems theory, design, and creation using Microsoft Access 2000. Topics include basic terminology, design theory, the major data models, relational database design, and current developments in database systems.

ISS 370: ADVANCED WEB SITE DEVELOPMENT

Credit: 3 hours; Prerequisite: ISS 270

A comprehensive Web programming course for the upper-level students, this course builds on student's knowledge of industry standard WYSIWYG applications. This course covers programming issues for the creation of dynamic interactive websites using current application development languages. Students will investigate web site management strategies, database implementation and maintenance, as well as security and legal issues. Explores the current technological constraint with respect to hardware and software.

ISS 490/491: INFORMATION SYSTEMS AND SERVICES 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.

ISS 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.

**ISS 495: SPECIAL TOPICS IN
INFORMATION SYSTEMS AND
SERVICES**

Credit: 1-4 hours; Prerequisite: instructor permission

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.

LATIN AMERICAN STUDIES

Division of Humanities

Mercedes Guijarro-Crouch (1999) *Associate Professor of Spanish; Coordinator of Spanish Program* – 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

**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/SPA 160: INTRODUCTION
TO MEXICAN CULTURE AND
CIVILIZATION**

One hour each week; Credit: 1 hour

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 301: RESEARCH TRAINING IN SPANISH AND LATIN AMERICAN STUDIES*Two hours each week; Credit: 2 hours; Prerequisite:**SPA 212 and one Spanish course above 212/ LAS 304*

A course to give students in Spanish and Latin American Studies an orientation to research tools in those disciplines. The class will provide training and practice in specific research tasks and will require a variety of research assignments. Weekly meetings and some travel required. **Does not satisfy General Education Requirements for Foreign Languages.**

LAS/SPA 304: HISPANIC COMMUNITIES IN THE UNITED STATES*Three hours each week; Credit: 3 hours; Prerequisite:**HIS 101-102 or HIS 201-202; Recommended: SPA 212*

An introduction to the history and cultures of the Hispanic communities in the United States, from the first Spanish explorations and settlements to the present. **Does not satisfy General Education Requirements for Foreign Languages.**

LAS/SPA 305: HISPANIC LITERATURE 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, instructor permission*

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/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 401: CONTEMPORARY MAYA CULTURE

Three hours each week; Credit: 3 hours; Offered alternate academic years

Based on ethnographic data, this course explores a contemporary “third world” nonwestern 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

Heidi Gailor-Loflin (2001) *Assistant Professor of Leadership Studies, Coordinator of Leadership Studies Program* – B.A., North Carolina State University, M.A., University of North Carolina at Greensboro; Ph.D., Pacifica Graduate Institute

Felicia Mainella (2003) *Assistant Professor of Leadership Studies* – B.S., University of Evansville, M.A., Bowling Green State University, Ph.D., University of Maryland

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

Two laboratory hours per week; Credit: 1 hour; Pass-Fail grading; Corequisite: LEA 101

LEA 102, the laboratory accompanying LEA 101, is focused on self-awareness. 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. As part of the lab experience, students are paired with a mentor who provides insight into leadership development and personal coaching.

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; Co-requisite 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 295: SPECIAL TOPICS IN LEADERSHIP 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.

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 instructor permission.

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 instructor permission.

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 315: LEADERSHIP DEVELOPMENT: THEORY AND PRACTICE

Three hours each week; Credit: 3 hours; Prerequisites: LEA 101-102 or instructor permission.

This course has as its central focus the development of leadership ability. The course provides a basic understanding of leadership, assists participants in developing a personal philosophy of leadership, an awareness of the moral and ethical responsibilities of leadership, and an awareness of one's own ability and style of leadership.

LEA 316: ETHICAL LEADERSHIP: THEORY AND PRACTICE

Three hours each week; Credit: 3 hours; Prerequisites: LEA 101-102 or instructor permission.

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

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. *Students are required to take one course each from the knowledge, skills, and attitudes areas.*

LEA 320-329: KNOWLEDGE AREA

One lecture hour per week; Credit 1 hour; Prerequisites: LEA 101-102

Courses in the knowledge area focus on gaining content relevant to the understanding or practice of leadership.

LEA 330-339: SKILLS AREA

One lecture hour per week; Credit 1 hour; Prerequisites: LEA 101-102

Courses in the skills area focus on gaining skills relevant to the understanding or practice of leadership.

LEA 340-349: ATTITUDE AREA

One lecture hour per week; Credit 1 hour; Prerequisites: LEA 101-102

Courses in the attitude area focus on gaining experiences relevant to the understanding or practice of 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 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: 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.

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.

LIBERAL STUDIES

Division of Humanities

Valerie Gordon Hall (1989) *Professor of History, Coordinator of Liberal Studies 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

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

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

Critical thinking is a very important skill for students to acquire. This course, which Liberal Studies majors must take in the spring of their junior year, will help you develop your critical thinking skills. The course will also help you prepare for the Liberal Studies Senior Seminar, to be taken in the senior year.

LST 470: SENIOR SEMINAR

Credit: 3 hours; Prerequisites: a "C" or better in Liberal Studies, senior status

Whether aiming for graduate/professional school or for employment, students need to acquire the skills of research, analysis, and writing. In this course, which Liberal Studies majors take in their senior year, you will research a topic from the angle of your concentration or minor, share your findings and analyses with the class in bi-weekly meetings and in one-to-one meetings with the instructor, and write a comprehensive 25-30 page paper to be evaluated by two faculty members (the seminar instructor and the faculty member whose field of expertise most closely corresponds with the student's topic).

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.

MATHEMATICS AND STATISTICS

Division of Sciences

Archie L. Ritchie (1968) *Professor of Mathematics*; – B.S., M.A., Appalachian State University; Further study: University of Florida; North Carolina State University; Vanderbilt University

Jean Adair Robertson (1982) *Associate Professor of Mathematics, Coordinator of International Studies Program* – B.S. magna cum laude, Pembroke State University; M.S., North Carolina State University; Further study: North Carolina State University

Ellen A. Birch (1998) *Instructor in Mathematics* – B.S., M.Ed., North Carolina State University

Catherine Peacock (2001) *Instructor in Mathematics* – B.S., North Carolina State University; M.A., Winthrop University

Each mathematics and statistics course, except MAT 101, is taught using a graphing calculator. The TI-83 is used in MAT 097, MAT 111, MAT 112, MAT 202, MAT 241, and STA 201. The TI-92 is used in MAT 242 and MAT 341.

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 101: ELEMENTS OF MATHEMATICS

Three hours each week; Credit: 3 hours; Offered spring semester, even years

This course is designed for prospective elementary education majors. You will study numbers, numeration, number theory, and the development of the real number system. You will also study geometry and its use in elementary classes.

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

An introduction to 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 Markov chains.

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 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 anti-derivatives 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. 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.

MAT 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.

MAT 495: SPECIAL TOPICS IN MATHEMATICS

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.

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, linear regression, multiple regression, and ANOVA.

MUSIC

Division of Humanities

James S. Smith (1978) *Associate Professor of Music Performance* – 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; Special Study with Anton Heiller, Hochschule fur Musik, Vienna, Austria as Fulbright Scholar

Milton Ruben Laufer (2001) *Assistant 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

Judith Bruno (1994) *Instructor in Music* – B.S., West Chester University; M.M., North Carolina School of the Arts

Kristen Myers Turner (1998) *Instructor in Music* – B.M., University of North Carolina at Greensboro; M.A., Eastman School of Music

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. Please see fee schedule on page 20.

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 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 pianistic 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 pianistic 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 each semester for their first two years. 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 duo, 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 each semester during their first two years. 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 dawn 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

A practical survival course for musicians. This introduction to a wide range of activities includes general resume/vita preparation, publicity photos (in collaboration with photography students), publicity materials (in collaboration with graphic design students), marketing strategies (in collaboration with business and communication students) and performance notes. These activities are merged into a number of experiential projects such as orchestrating all aspects of a junior recital and learning basic recording, editing, and mastering techniques. Intensive computer activities involved. Students will have contact with active professionals in their field outside of Peace College. Through these professionals, a wide variety of career avenues will be effectively explored. Graduate school discussions and guidance will also be included.

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.

MUS 388: CONDUCTING

Two hours each week; Credit: 2 hours

Basic conducting and rehearsal techniques will be explored. Experiential opportunities such as rehearsing and conducting student performances will be integrated into the course work.

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

Division of Humanities

Scott McElreath (2001) *Assistant Professor of Philosophy* – B.A., M.A., University of Maryland at College Park, Ph.D., University of Rochester

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 INTER-DISCIPLINARY 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.

PHYSICAL EDUCATION, HEALTH, AND DANCE

Division of Sciences

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

Ashley Cole (1999) *Part-time Instructor in Physical Education* – B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Chapel Hill; NATA Certification

Elizabeth K. Wright (2001) *Part-time Instructor in Physical Education, Dance Company Director* – B.A., Multi-Disciplinary Studies, Concentration in Dance Therapy, North Carolina State University; M.F.A., Dance, University of North Carolina at Greensboro; C.M.A., Laban/Bartenieff Institute of Movement Studies

Off-campus locations:

French-Swiss Ski College, Boone, NC – *Alpine*

Skïing

MacNair Stables – *Equitation*

Iceplex – *Ice Skating*

Gypsy Divers - *SCUBA*

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. For students with the necessary advanced skills, there are opportunities to participate on the intercollegiate basketball, cross-country, softball, tennis, volleyball and soccer teams, and the Peace College Dance Company.

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 (3) hour requirement. A maximum of four (4) 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.

CURRICULUM THEORY

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, disease prevention, and substance control. 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 170: STANDARD FIRST AID/CPR

Two hours each week for half a semester; Credit: 1 hour; offered spring semester

Designed to prepare students with the knowledge and skills necessary to meet most emergency situations. Basic first aid procedures as well as cardiopulmonary resuscitation (CPR) are discussed and practiced. American Red Cross certification is obtained. Suggested for physical

education majors, nursing students and students working with summer recreation programs and pool management.

PEH 200: CARE & PREVENTION OF ATHLETIC INJURIES

Three hours each week; Credit: 3 hours; Prerequisite: PEH 100 or permission of 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: PEH 100 or BIO 101 or CHEM 101 or CHEM 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.

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: 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.

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.

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 115: LIFEGUARD TRAINING

Three hours each week; Credit: 2 hours; Prerequisites: ability to swim 500 yards continuously using front crawl, breast stroke and sidestroke; Offered spring semester

The American Red Cross Lifeguarding curriculum is followed. This includes standard first aid, CPR, and AED training. Certification to guard at indoor or outdoor pools may be obtained.

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 instructor permission

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 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 (1/2 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 (1/2 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 154: PILATES

Two hours each week; 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 156: INTRODUCTION TO BADMINTON

Two hours each week; Credit: 1 hour; offered spring semester

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 great means to get oneself in shape!

PEH 160: INTRODUCTION TO VOLLEYBALL

Two hours each week; Credit: 1 hour; offered fall semester

Basic skills, rules, and strategy.

ACTIVITY COURSES (DANCE)

PEH 120: SOCIAL DANCE

Two hours each week; Credit: 1 hour

This course covers the basics of American ballroom dance, including specific dances, etiquette, proper positioning, and early beginnings. Students learn the basic steps and historical context of each dance, while increasing coordination, grace, and musicality.

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 also covered.

PEH 124: BEGINNING BALLET

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.

OFF-CAMPUS ACTIVITY CLASSES

French-Swiss Ski College, Boone, NC –

Alpine Skiing

MacNair Stables – *Equitation*

Iceplex – *Ice Skating*

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.

PEH 132: BEGINNING EQUITATION*

Two hours each week; Credit: 1 hour

Elementary theory, basic position, and control with an introduction to essential nomenclature of the horse and tack. Fundamentals of forward seat equitation taught at the beginning level to include mounted exercises, general grooming, health, and

tack care to assure a well-rounded introduction to horsemanship.

PEH 142: INTERMEDIATE EQUITATION*

Two hours each week; Credit: 1 hour

Student needs a thorough understanding of elementary riding. Review of basic or forward riding furthering control and position at the walk, trot and canter, cavaletti, and gymnastics. The development of a forward movement to correct design of position is emphasized. Jumping single fences at a trot and canter.

PEH 143, 144: ALPINE SKIING/ SNOWBOARDING*

Credit: 1 hour

Taught at French-Swiss Ski College in Boone, NC. Offered during Christmas Break.

PEH 150: BEGINNING ICE SKATING*

1 class hour each week with 1 hour of individual practice; Credit: 1 hour; offered spring semester

Beginning technique and fundamentals. Designed for the student with no ice skating background.

PEH 152: ADVANCED EQUITATION*

Two hours each week; Credit: 1 hour

Full review of techniques of riding with a practical application of these techniques stressed. Emphasis is placed on the development of the student to an advanced level of riding with an understanding of basic dressage, cross country riding, and stadium jumping.

DANCE

PEH 220: PEACE COLLEGE DANCE COMPANY

Six hours each week plus other scheduled rehearsal times. Credit: 1-2 hours per semester. 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. Apprenticeship 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 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 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 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 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 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 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*

POLITICS AND PUBLIC AFFAIRS

Division of Organizational Studies

Roger L. Ashby (2000) *Assistant Professor of Public Affairs* – 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

David McLennan (1995) *Professor of Communication; Associate Dean for Institutional Effectiveness* – B.A., M.A., University of Virginia; Ph.D., University of Texas at Austin

PPA 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 Politics and Public Affairs (PPA), this course is the pre-requisite for all other PPA 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.

PPA 202: STATE AND LOCAL GOVERNMENT

Three hours each week; Credit: 3 hours; Prerequisite: PPA 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 PPA 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 PPA 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!

PPA 210: INTRODUCTION TO PUBLIC ADMINISTRATION

Three hours each week; Credit: 3 hour; Prerequisite: PPA 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 Politics and Public Affairs (PPA), 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.

PPA 260: POLITICAL ECONOMY FOR PUBLIC POLICY

Three hours each week; Credit: 3 hours; Prerequisite: PPA 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 Politics and Public Affairs (PPA), this course is a required course for the public policy and the political communication concentrations. Even if you do not major in PPA, this course would be particularly valuable to persons working in government and business.

PPA 270: INTRODUCTION TO LAW AND THE LEGAL SYSTEM

Three hours each week; Credit: 3 hours; Prerequisite: PPA 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 Politics and Public Affairs (PPA), 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 PPA 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

PPA 301: AMERICAN FOREIGN POLICY

Three hours each week; Credit: 3 hours; Prerequisite: PPA 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 Politics and Public Affairs (PPA), 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 PPA.

PPA 302: COMPARATIVE POLITICAL SYSTEMS

Three hours each week; Credit: 3 hours; Prerequisite: PPA 201 or permission of the instructor

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 Politics and Public Affairs (PPA), 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 PPA, the course is valuable in helping to expand your understanding of other cultures and governments.

PPA 320: INTRODUCTION TO PUBLIC POLICY

Three hours each week; Credit: 3 hours; Prerequisite: PPA 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 Politics and Public Affairs (PPA) 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 PPA, this course would benefit you if you plan a career in business or government.

PPA 321: INTRODUCTION TO POLICY ANALYSIS

Three hours each week; Credit: 3 hours; Prerequisite: PPA 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 Politics and Public Affairs (PPA) major, this course is required for the public policy concentration. It is also a good elective for anyone who has previously taken PPA 320 and, even if you do not major in PPA, it is a good choice for you if you plan a career in government.

PPA 370: AMERICAN CONSTITUTIONAL LAW

Three hours each week; Credit: 3 hours; Prerequisite: PPA 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 Politics and Public Affairs (PPA), 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.

PPA/COM 435: POLITICAL CAMPAIGN COMMUNICATION

Three hours each week; Credit: 3 hours; Prerequisite: PPA 201 or permission of the instructor

Have you ever thought about running for political office or about working on a political campaign? Or have you ever just wondered 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.

PPA/COM 455: MEDIA AND AMERICAN POLITICS

Three hours each week; Credit: 3 hours; Prerequisite: PPA 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.

PPA 490,491: POLITICS AND PUBLIC AFFAIRS 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.

PPA 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.

PPA 495: SPECIAL TOPICS IN POLITICS AND PUBLIC AFFAIRS

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

Division of Organizational Studies

Korrel W. Kanoy (1981) *Acting Vice President for Academic Affairs, Professor of Psychology* – B.A., summa cum laude, University of Richmond; M.A., Ph.D., University of Tennessee at Knoxville

Kayce Meginnis-Payne (2000) *Assistant Professor of Psychology* – B.A., University of North Carolina at Chapel Hill; Ph.D., University of Tennessee

Marge Terhaar-Yonkers (2003) *Associate Professor of Child Development, Director of Educational Services, Coordinator of Teacher Licensure Program* – B.S., State University College of New York at Buffalo, M.Ed., San Jose State University, Ph.D., University of Tennessee at Knoxville

Betty S. Witcher (1999) *Assistant Professor of Psychology, Coordinator of Psychology Program* – B.A., Texas A&M University; M.A., Ph.D., University of North Carolina at Chapel Hill

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. You will also develop a basic understanding of psychological research as you and a partner complete your own observational study. General Psychology will help you better understand yourself and be prepared to live with, work with, and understand others.

PSY 200: APPLIED PSYCHOLOGY

Three hours each week; Credit: 3 hours

Motivating athletes, selecting juries, testing children for ADHD, improving employee productivity – the work of psychologists has been applied to many different settings. This course helps you understand how psychology research and theory applies to how we live, work, and learn. In addition, you will learn how knowledge of psychology can be applied to current social

problems such as prejudice in hiring decisions, widespread chronic illnesses, and children living in poverty.

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 and STA 201; Offered fall semester

Just what are independent and dependent variables? What is meant by correlational research? Where do psychologists get their participants and what are the best ways to recruit them? This course will help you understand the basic elements of psychology research. Not only will this course help you learn how to read a professional journal article, it will also help you better understand research that is reported in the news. Students will have the opportunity to review an area of psychology in-depth and design a research proposal.

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/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

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, guest speakers, 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 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 382: LEARNING AND MOTIVATION

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: INDEPENDENT RESEARCH

Three hours each week; Credit: 3 hours; Prerequisite: PSY 300

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, junior or senior status

Is psychology practical for your career? Absolutely, and this is your opportunity to see how you will use psychology in your 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: INDEPENDENT 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.

RELIGION

Division of Humanities

Robert J. Page (1990) *Lecturer in Religion, Registrar* – B.A., Clemson University; M.A., Johns Hopkins University, M.Div., D.Min., Southeastern Baptist Theological Seminary; Further study: Rice University

Stacy Ikard (2001) *Assistant Professor of Religion* – B.A., Trinity University; M.Div., Princeton Theological Seminary; D. Min., Aquinas Institute of Theology

Scott McElreath (2001) *Assistant Professor of Philosophy* – B.A., M.A., University of Maryland at College Park, Ph.D., University of Rochester

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.

REL 101: INTRODUCTION TO THE OLD TESTAMENT

Three hours each week; Credit: 3 hours

This survey course provides an overview of the Hebrew Scripture. Special attention will be given to its literary development and theological content as viewed against the background of the historical, sociological, cultural, and religious settings of ancient Israel.

REL 102: INTRODUCTION TO THE NEW TESTAMENT

Three hours each week; Credit: 3 hours

This course is an overview of the various types of literature in the New Testament, with special attention to the literary character, theological content, and formation of books. Special emphasis is placed on understanding

documents in light of first-century history, religion, and culture.

REL 200: THE HUMAN EXPERIENCE OF THE SACRED

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.

REL 210: INTRODUCTION TO BIBLICAL LITERATURE

Three hours each week; Credit: 3 hours; Meets the Gen. Ed. 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 multi-valent character of religious life.

REL 220: RELIGION IN AMERICA

Three hours each week; Credit: 3 hours; Meets the General Education requirement

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 295: 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.

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 101, 102, 210, or permission of 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 214, 220, 210, or 200

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 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: 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.

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.

SOCIOLOGY

Division of Sciences

Robert Stone (2003) Lecturer in Sociology – AAS, Sandhills Community College; B.A., Atlantic Christian College; M.Div., Texas Christian University; M.Ed., North Carolina State University; Ph.D., Southeastern University; Further graduate studies, North Carolina State University

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 368: AMERICAN ETHNIC RELATIONS

Credit: 3 hours; Prerequisite: SOC 101, ANT 214 or permission of 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: 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.

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.

SPANISH*Division of Humanities*

Mercedes Guijarro-Crouch (1999) *Associate Professor of Spanish; Coordinator of Spanish Program* – B.A., Universidad de Sevilla; M.A., University of Houston; Ph.D., University of North Carolina at Chapel Hill

Marisa Pereyra (2004) *Assistant Professor of Spanish* – B.A., National Institute of Teaching, Rosario, Argentina; M.A., Honors, University of Illinois at Chicago; Ph.D. Temple University

Teresa Vargas (2001) *Visiting Instructor in Spanish* – B.A., M.A., Florida State University

Ana Gray (1999) *Lecturer in Spanish, Tutor* – B.S., J.D., University of San Martin de Porres, Lima, Peru

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 (1st semester intermediate level) fulfill the general college foreign language requirement by completing this course with a passing grade 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*

A course that 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/LAS/ANT 160: INTRODUCTION TO MEXICAN CULTURE AND CIVILIZATION

One hour each week; Credit: 1 hour

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.

SPA 211: INTERMEDIATE SPANISH I

Three hours each week; Credit: 3 hours; Prerequisite: SPA 102 or 103 or placement for SPA 210

Grammar review and further development of listening, speaking and writing. Reading and an introduction to the cultural diversity of the Spanish-speaking world.

SPA 211W: INTERMEDIATE SPANISH I with Workshop

Five hours each week; Credit: 3 hours; Prerequisite: SPA 102 or 103 or placement for SPA 210W; A student receiving a grade of "C" or less in SPA 102 or 103 is required to enroll in SPA 210W.

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.

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 212W: INTERMEDIATE SPANISH II with Workshop

Five hours each week; Credit: 3 hours; Prerequisite: SPA 210 or placement for SPA 212W

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.

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 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 216: SPANISH FOR BUSINESS

Three hours each week; Credit: 3 hours; Prerequisite: SPA 212

A course designed to develop the cross-cultural awareness and language skills that are needed to maintain successful communication

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

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 305: HISPANIC LITERATURE 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 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

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: LITERATURE OF SPAIN, 1700 TO THE PRESENT

Three hours each week; Credit: 3 hours; Prerequisite: SPA 214 or equivalent

A study of literary trends and major writers of the eighteenth, nineteenth, and twentieth centuries.

SPA 313: ADVANCED CONVERSATION

Three hours each week; Credit: 3 hours; Prerequisite: successful completion of SPA 213 or instructor permission

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/LAS/ANT 360: CROSS-CULTURAL SEMINAR IN MEXICO

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

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 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.

Does not satisfy general education requirements for foreign languages.

SPA 412: PROBLEMS IN SPANISH TRANSLATION

Three hours each week; Credit: 3 hours; Prerequisite: SPA 214 and instructor permission

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.

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.

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. 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.

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.

Writing Intensive Course

THEATRE

Division of Humanities

Kenny Gannon (1995) *Associate Professor of Theatre*
– B.A., Samford University; M.M., Converse
College; Ph.D., Louisiana State University

THE 101: THEATRE PARTICIPATION

*Credit: 1-2 hours; Prerequisite: permission of 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 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 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 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 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 301: THEATRE PARTICIPATION

Credit: 1-2 hours; Prerequisite: permission of 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 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 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.

Administrative Offices

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 Briscar** (2004) *Special Assistant to the President, Director of College Relations* – B.A., North Carolina State University
- Linda McCrudden** (2004) *Chief Deputy to the President* – B.S., Skidmore College; M.A., University of Texas, Austin; M.A., Stanford University
- Gale Ashby** (1999) *Executive Secretary to the President*
- Kate Trimble** (1999) *Director of Human Resources* – B.A., Agnes Scott College; M.A., University of Illinois at Champaign-Urbana; Senior Professional in Human Resources

ACADEMIC AFFAIRS

- Korrel W. Kanoy** (1981) *Acting Vice President for Academic Affairs, Professor of Psychology* – B.A., summa cum laude, University of Richmond; M.A., Ph.D., University of Tennessee at Knoxville
- Brenda Stott** (2002) *Assistant to the Vice President for Academic Affairs* – B.A., Meredith College; M.S., Eastern Michigan University
- David McLennan** (1995) *Associate Dean for Institutional Effectiveness, Professor of Communication*; – B.A., M.A., University of Virginia; Ph.D., University of Texas at Austin
- Robert J. Page** (1990) *Registrar, Lecturer in Religion* – B.A., Clemson University; M.A., Johns Hopkins University; M.Div., D.Min., Southeastern Baptist Theological Seminary; Further study: Rice University
- Kristy F. Casey** (1997) *Assistant to the Registrar* – A.A. Louisburg College; B.S., Appalachian State University
- Vincent Melomo** (2001) *Director of Adventures Program; Assistant Professor of Anthropology* – B.A., Honors, Adelphi University; M.A., Ph.D., Binghamton University (SUNY)

- Dawn Dillon '86** (1999) *Program Coordinator for ACES, Lecturer in Student Development* – A.A., Peace College; B.A., North Carolina State University; M.Ed., University of South Carolina at Columbia
- Marge Terhaar-Yonkers** (2003) *Director of Educational Services, Associate Professor of Child Development, Coordinator of Teacher Licensure Program* – B.S., State University College of New York at Buffalo; M.Ed., San Jose State University; Ph.D., University of Tennessee at Knoxville
- 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
- 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
- Kimberly Hocking** (1998) *Circulation and Reference Librarian, Interlibrary Loan; Part-time Instructor in Information Systems and Services* – B.A., Canisius College; M.L.S., State University of New York at Buffalo
- Diane Jensen** (1998) *Cataloging and Reference Librarian* – B.A., Towson State University; M.A., University of Maryland; M.L.S., North Carolina Central University

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.
- Laura A. Dean** (2004) *Vice President for Student Development, Dean of Students* – B.A., Westminster College; M.Ed., Ph.D., University of North Carolina at Greensboro
- Leslie Russell**, (2004) *Assistant to the Dean of Students*

Kyla Knox (1999) *Assistant to the Dean of Students*
(on military leave 2004-2006)

Alicia Gilbert (2004) *Director of Residence Life* – B.A., Lewis and Clark College; M.A., Ball State University

Allyson Mayers (2005) *Resident Director* – B.A., Indiana University

Myra L. St Clair (2005) *Director of Community Involvement, R.E.A.C.H.* – B.A., Elon University; Americorps VISTA, 2005-2006

Douglas I. Hammer (1999) *Medical Director, Student Health Services* – B.S., M.D., Tufts University. M.P.H., Dr.P.H., Harvard University

Patricia Maness (1999) *College Nurse* – B.S.N., North Carolina Central University

Rahab Allen (2004) *Health Services Assistant, Student Health Services* – C.N.A., Thomas Health Care Institute

Patricia C. Marples (1989) *Director of Counseling Center* – B.A., Methodist College; M.Ed., Campbell University; NCC, LPC

Gina Roberts (2004) *Counselor* – B.A., University of North Carolina at Chapel Hill; M.Div., Southwestern Theological Seminary; Ph.D., Pacifica Graduate Institute of Depth Psychology, LPC

Kelly Johnson (2004) *Director of Athletics, Head Coach Women's Basketball* – B.S., M.Ed., East Carolina University

Cy King (2003) *Head Coach Women's Tennis* – B.A., North Carolina State University

Heather Daniels '02 (2002) *Athletics Operations Manager/Sports Information Director* – A.A., B.A., Peace College

Ashley Brandow (1997) *Athletic Trainer* – B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Chapel Hill

Robert King (1998) *Cross Country Coach, Instructor in Physical Education* – B.S., Barton College; M.A., East Tennessee State University

Charlie Dobbins (1999) *Softball Coach* – B.A., Roger Williams University

Charlie Biddlecome (2004) *Assistant Softball Coach* – B.S., University of Wisconsin

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 Botner (2004) *Security Officer*

Darrell Evans (2004) *Security Officer*

Time Jessup (2004) *Security Officer*

John Anspach (2005) *Security Officer*

ADMISSIONS AND FINANCIAL AID

Vacant *Vice President for Student Enrollment*

Lizzie Wahab (1999) *Director of Admissions* – B.A., Wesleyan College; M.S., State University of New York at Buffalo

Jennifer Mitchell '99 (2002) *Assistant Director of Admissions* – B.A., Peace College

J. Lee Brunner '04 (2004) *Assistant Director of Admissions* – B.A., Peace College

Jenny Peacock '03 (2004) *Assistant Director of Admissions* – B.A., Peace College

Angela Kirkley (2000) *Director Of Financial Aid* – A.A., Wake Technical Community College; Further Studies: University of North Carolina at Charlotte

Loretta (Lori) Meeker (2000) *Assistant Director of Financial Aid* – A.A., Wake Technical Community College; B.A., Peace College

Shawn Henderson (2001) *Assistant Director of Financial Aid* – B.A., Shaw University; Further study: Strayer University

Tiandra Thomas (2002) *Manager, Enrollment Operations* – B.S., North Carolina A & T University

Sharae G. Heyward (2002) *Office Manager*

COMMUNICATIONS

Mike Hobbs (2003) *Director of Communications* – B.S., Appalachian State University

Lisa Olliver Mumma '89 (2004) *Communications Specialist* – A.A., Peace College; B.A., Meredith College; B.A., Oakland University

Debbie Mikeal (2003) *College Receptionist/Administrative Assistant* – B.S., Meredith College

DEVELOPMENT AND ALUMNAE AFFAIRS

Alumnae and Parent Relations, Capital Campaign, College Relations, Donor Relations and Records, Fundraising, Planned and Annual Giving

Karen Rives '90 (2005) *Vice President for Alumnae and Development, Chief Development Officer* – A.A., Peace College; B.A., University of North Carolina at Chapel Hill

Tonita Few (2004) *Development Executive Assistant*

Meghan McCleery '95 (2000) *Director of Alumnae Affairs* – A.A., Peace College; B.A., University of North Carolina at Wilmington

Gayle Dilday (2004) *Alumnae Affairs Assistant*

Karen Nolan (2001) *Director of Development and Gift Planning* – B.S., Barton College

Jennifer Hoover (2004) *Director of Major and Capital Gifts* – A.A., Penn State University

Jennifer Newcom (2005) *Director of the Loyalty Fund* – B.S., Western Kentucky University; M.B.A., Drake University

Lauren Rene (2003) *Director of Development Operations* – B.A., North Carolina State University

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

Joel Faison (1999) *Director of Information Technology and Telecommunications* – B.B.A., North Carolina Central University; CCNA, MCSE, CNE

Maurice Hardrick (1998) *Network Engineer* – A.A.S., National Education Center; A.A.S., Wake Technical Community College, CNA, CNE

Wanda Flowers (1995) *Database Administrator*

Mary VanMatre (2003) *Network Operations Analyst* – B.A., Tulane University

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 Comptroller* – B.S., North Carolina State University; Certified Public Accountant

Sue Lambert (1992) *Accountant, Accounts Payable* – B.S., Meredith College

Lauren Holmes (2000) *Accountant, Payroll*

Rachel Davis (2003) *Accountant, Accounts Receivable*

Rebecca Leggett (1984) *Director of Visitor Services* – B.A., cum laude, Gardner-Webb University; Graduate Study: University of North Carolina at Greensboro

Cheryl Brown (2005) *Director of Facilities* – B.S.M.E., North Carolina State University

Vickie Allen (2002) *Administrative Assistant for Facilities*

Randy Bass (2003) *Facilities Supervisor*

Andy Hielema (2004) *Lead Maintenance Technician*

Larry Self (2004) *Maintenance Technician*

Willie Davison (1997) *Grounds Crew Member*

Charles Lyde (1992) *Grounds Crew Member*

Millie Vick (1980) *Supervisor of Housekeeping*

Maggie Green (2000) *Assistant Supervisor of Housekeeping*

Phyllis Cooper (1980) *Housekeeping Staff*

Ida Mangum (1998) *Housekeeping Staff*

Ron Harris (2002) *Housekeeping Staff*

Samantha Yarborough (2002) *Housekeeping Staff*

Thomas Clark (2005) *Housekeeping Staff*

Alejandrina Rios (2005) *Housekeeping Staff*

Denise Signal (2005) *Housekeeping Staff*

Laura Thompson (1999) *ARAMARK Director of Campus Dining Services*

Pat Plant (1998) *Bookstore Manager*

Pat Smith (1989) *Assistant Bookstore Manager*

James Ballentine (2002) *Office Services Assistant, Mailroom Coordinator*

FULL-TIME FACULTY OF PEACE COLLEGE

Corinne Andersen (2004) *Assistant Professor of English* – B.A., Indiana University; M.A., Ph.D., University of Illinois, Champaign-Urbana

Roger L. Ashby (2000) *Assistant Professor of Public Affairs* – 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.

- 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
- 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
- Charles Duncan** (1998) *Associate 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
- Heidi Gailor-Loflin** (2001) *Assistant Professor of Leadership Studies, Coordinator of Leadership Studies Program* – B.A., North Carolina State University, M.A., University of North Carolina at Greensboro; Ph.D., Pacifica Graduate Institute
- Kenny C. Gannon** (1995) *Associate Professor of Theatre* – B.A., Samford University; M.M., Converse College; Ph.D., Louisiana State University
- Mercedes Guijarro-Crouch** (1999) *Associate Professor of Spanish, Coordinator of Spanish Program* – 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 Liberal Studies 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
- Jonathan Hill** (2000) *Assistant Professor of Journalism* – B.A., Valdosta State College, M.A., University of North Carolina at Greensboro, Ph.D., University of North Carolina at Chapel Hill
- 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, Coordinator of Communication Program, Chair of Division of Organizational Studies* – B.A., Tennessee Temple University; M.A., Indiana State University; Ph.D., Ohio University
- Stacy L. Ikard** (2001) *Assistant Professor of Religion; Coordinator of Academic Advising* – B.A., Trinity University; M.Div., Princeton Theological Seminary; D.Min., Aquinas Institute of Theology
- Korrel W. Kanoy** (1981) *Professor of Psychology; Acting Vice President for 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
- Milton R. Laufer** (2001) *Assistant 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
- Kristine Cade Lawyer** (1999) *Instructor in Business Administration* – B.A., Duke University; M.Econ., North Carolina State University
- Felicia C. Mainella** (2003) *Assistant Professor of Leadership Studies* – B.S., University of Evansville, M.A., Bowling Green State University, Ph.D., University of Maryland
- Scott McElreath** (2001) *Assistant 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; Associate Dean for Institutional Effectiveness* – B.A., M.A., University of Virginia; Ph.D., University of Texas at Austin
- Kayce Meginnis-Payne** (2000) *Assistant Professor of Psychology* – B.A., University of North Carolina at Chapel Hill; Ph.D., University of Tennessee.
- Vincent Melomo** (2001) *Director of Adventures Program; Assistant Professor of Anthropology* – B.A.,

Honors, History, Adelphi University; M.A., Ph.D., Anthropology, Binghamton University (SUNY)

Carolyn J. Parker (1982) *Associate Professor of Art* – 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

Marisa Pereyra (2004) *Assistant Professor of Spanish* – B.A., National Institute of Teaching, Rosario, Argentina; M.A., Honors, University of Illinois at Chicago; Ph.D. Temple University

Meg Revelle (2004) *Visiting Associate Professor of Design, Coordinator of Visual Communication Program* – A.A., Peace College; B.S., University of North Carolina at Chapel Hill; M.Prod.Design, North Carolina State University; Further study: Penland School of Crafts

Archie L. Ritchie (1968) *Professor of Mathematics* – B.S., M.A., Appalachian State University; Further study: University of Florida; North Carolina State University; Vanderbilt University

Jean Adair Robertson (1982) *Associate Professor of Mathematics, Coordinator of International Studies Program* – B.S., magna cum laude, Pembroke State University; M.S., North Carolina State University; Further study: North Carolina State University

Nona Saling (2003) *Assistant Professor of Human Resources, Coordinator of Human Resources Internship Program* – B.A., University of Delaware; M.A., University of Kentucky; Ed.D. candidate, North Carolina State University

James S. Smith (1978) *Associate Professor of Music Performance* – 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

Bes Stark Spangler (1982) *Professor of English, Coordinator of English Program* – B.A., cum laude, Atlantic Christian College; M.A.T., Duke University; Ph.D., University of North Carolina at Chapel Hill; Post-Doctoral Studies at Yale University

Marge Terhaar-Yonkers (2003) *Director of Educational Services, Associate Professor of Child*

Development, Coordinator of Teacher Licensure Program – B.S., State University College of New York at Buffalo, M.Ed., San Jose State University, Ph.D., University of Tennessee at Knoxville

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

Teresa Vargas (2001) *Visiting Instructor in Spanish* – B.A., M.A., Florida State University

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

Patricia L. Weigant (1986) *Associate Professor of Biology* – B.S., M.S., Oklahoma State University; Ph.D., University of North Carolina at Chapel Hill

Carolyn White (2000) *Assistant Professor of Business Administration, Coordinator of Business Administration Program* – B.S., Bentley College; Ph.D., University of South Carolina

Betty S. Witcher (1999) *Assistant Professor of Psychology, Coordinator of Psychology Program* – B.A., Texas A&M University; M.A., Ph.D., University of North Carolina at Chapel Hill

Joseph R. Wolf (1995) *Associate Professor of Biology, Coordinator of Biology Program* – B.A., summa cum laude, University of Louisville; Ph.D., University of Kentucky; Post-Doctoral Fellow, University of Colorado Health Sciences Center

Marcia A. Yates (1996) *Instructor in Information Systems and Services* – B.S., Russell Sage College; M.S., Rensselaer Polytechnic Institute

PART-TIME FACULTY OF PEACE COLLEGE

Marina B. Barber (1998) *Instructor in Communication* – B.A., M.A., University of North Carolina at Chapel Hill

Neil S. Barry (2001) *Lecturer in Psychology* – B.A., Indiana University; MA., Ph.D, University of North Carolina at Chapel Hill

Ellen Birch (1998) *Instructor in Mathematics* – B.S., M.Ed., North Carolina State University

Ashley Brandow (1997) *Instructor in Physical Education* – B.A., University of North Carolina

- at Chapel Hill; M.A., University of North Carolina at Chapel Hill; NATA Certification
- Judith Bruno** (1994) *Instructor in Music* – B.S., West Chester University; M.M., University of North Carolina at Chapel Hill
- Roger Christman** (2000) *Instructor in Communication (Program Part-time)* – B.A., State University of New York at Stony Brook; M.Ed., University of Louisville
- Kathy Corley** (2004) *Instructor in Human Resources* – B.A., Peace College; Senior Professional in Human Resources (SPHR) certification, Human Resources Certification Institute; M.B.A. candidate, Meredith College
- Richard Costello** (2002) *Lecturer in Information Systems & Services* – B.S., M.A., North Carolina State University; Ph.D., Capella University
- Anita Croasman** (2000) *Instructor in Communication* – B.A., M.A., University of South Florida
- Linda Ferreri** (1996) *Associate Professor of Business Administration* – A.B., Duke University; M.B.A., Ph.D., Case Western Reserve University
- Ana Gray** (1999) *Lecturer in Spanish, Tutor* – B.S., J.D., University of San Martin de Porres, Lima, Peru
- Sidney Johnson** (1993) *Lecturer in English and Student Development, Tutor* – B.A., M.A., Ph.D., North Carolina State University
- Heather A. Lee** (1998) *Associate Professor of Human Resources (Program Part-time), 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
- Denielle Lincoln** (2004) *Instructor in Graphic Design* – B.A. Communication, University of North Carolina at Chapel Hill; M.A. Graphic Design, North Carolina State 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
- Catherine Peacock** (2001) *Instructor in Mathematics* – B.S., North Carolina State University; M.A., Winthrop University
- David Simonton** (1997) *Instructor in Art*
- Robert Stone** (2003) *Lecturer in Sociology* – A.A.S., Sandhills Community College; B.A., Atlantic Christian College; M.Div., Texas Christian University; M.Ed., North Carolina State University; Ph.D., Southeastern University; further graduate studies, North Carolina State University
- Kristen Myers Turner** (2000) *Instructor in Music* – B.M., University of North Carolina at Greensboro; M.A., Eastman School of Music
- Nancy Wilson** (2004) *Instructor in French* – B.A., with honors, University of North Carolina at Chapel Hill; M.A., University of North Carolina at Chapel Hill
- Beth Wright** (2001) *Instructor in Physical Education, Dance Company Director* – B.A., Multi-Disciplinary Studies, Concentration in Dance Therapy, North Carolina State University; M.F.A., Dance, 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

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

Janet Leonard Wester (1971) *Professor Emerita of English* – A.A., magna cum laude, Louisburg College; A.B., M.A., magna cum laude, D.Ed., North Carolina State University; Further study: University of North Carolina at Chapel Hill, University of New Hampshire, Duke University

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 Patricia Daniels Woronoff, Vero Beach, FL (2004)

Terms expiring 2008:

James A. Abbott, Charlotte (2002)
 Elizabeth Ritchie Alm '72, Kansas City, MO (2002)
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 ation, Greensboro

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Mindy Douglas Adams, Chapel Hill
Anne Doggett Davis '86, Raleigh
Rebecca McCormick Disosway '80, Louisa, Va.
James "Bud" Doughton, Raleigh
Janet Harder, Raleigh
Betty Honeycutt, Raleigh
D. James "Jimmy" Jones Jr., Raleigh
Mary Cynthia Harris Monday '70, Raleigh
Charles M. "Terry" Reeves, Raleigh
Beverly Senna Shavlik '55, Raleigh
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Terms expiring 2006:

Fay Jackson Anderson '54, Raleigh
Coy Carpenter, Winston-Salem
Beverly Timberlake Chenoweth '70, Weyers Cave, Va.
Vance Clayton, Raleigh
Catherine Wallace Coltrain '66, Salisbury
Gayle Greene Hackney '68, Marietta, Ga.
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Charles H. Medd, Hendersonville
Anne Boddie Mosley '75, Rocky Mount
Pamela D. Parker, Durham
Betty Stewart Robertson '73, Washington

Terms expiring 2007:

Fred Ammons Wendell
George Chadwick, III, Wilmington
Sheree Hedrick '81, Wendell
Terry Hutchens, Fayetteville
Veronica "Ronnie" Laughlin '78, Tampa, Fl.
Ron G. Long, Lynch Station, Va
Mary "Beth" Lawrence '69, Alexandria, Va.
Carolyn "Lyn" Maness '74, Raleigh
Sean Peace, Raleigh
Susan Craft Quinn, '74, Warsaw
Katherine Reese Teague, '71, Raleigh
William "Billy" Trott, Raleigh

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Chapel Hill

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