

Pfeiffer
UNIVERSITY



CATALOG

2010-2011

SCHOOL OF GRADUATE STUDIES

SCHOOL OF ADULT STUDIES

Pfeiffer University at Charlotte
4701 Park Road
Charlotte, NC 28209
704-521-9116
FAX 704-521-8617

Pfeiffer University at the Triangle
Central Park West
5001 S. Miami Blvd.
Durham, NC 27703
919-941-2920

www.pfeiffer.edu

Pfeiffer University 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 Bachelor's and Master's degrees. Pfeiffer University is approved by The University Senate of The United Methodist Church as a United Methodist-Related Institution.

2/Notice of Compliance

NOTICE OF COMPLIANCE WITH FEDERAL LAW

TITLE IX Pfeiffer University is committed to upholding the principles outlined in Title IX, which states "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.

TITLE VII Pfeiffer University employs individuals and admits students of any race, color, or national origin to all rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, or national origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other university-administered programs.

Furthermore, Pfeiffer University Trustees have determined that students not be denied admission, rights, privileges, programs, or activities on the basis of religion, veteran status, sex, sexual orientation or ethnic origin; nor will the University discriminate on the basis of religion, veteran status, sex, sexual orientation or ethnic origin.

SECTION 504 Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended.

AGE DISCRIMINATION ACT Pfeiffer University does not discriminate against students or applicants on the basis of age. This policy is in keeping with the Age Discrimination Act of 1975, and with the EEOC Age Discrimination Act.

INTERNATIONAL STUDENTS Pfeiffer University is authorized under Federal law to enroll nonimmigrant alien students.

EXCHANGE VISITORS Pfeiffer University has been designated by the U.S. Department of State as a sponsor of exchange visitor programs.

Pfeiffer University further complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This act, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records. A copy of the act and the University's policy regarding Student Educational Records and Information is available upon request at the Office of the Dean of Student Development.

Information on crime statistics and graduation rates is available upon request in the Office of the Dean of Student Development.

Any inquiries concerning the application of Title IX should be directed to Kathy Odell, Director of Human Resources, (704) 463-3011, or Mary Ann Sunbury, Senior Woman Administrator, (704) 463-3203. Inquiries concerning Title VII or ADEA (Age Discrimination in Employment Act) should be directed to Kathy Odell (704) 463-3011. For concerns which involve Section 504, Americans with Disabilities Act, please contact Jim Gullede, Director of Academic Support Services, (704) 463-3366. Inquiries may also be addressed to the Director, Office of Civil Rights, Washington, DC 20201.

This Catalog is not to be regarded as an irrevocable contract between a student and Pfeiffer University. The information in this Catalog applies to the academic year 2010-2011 and is accurate and current, to the best of our knowledge, as of June 2010. Pfeiffer University reserves the right to change fees, programs of study, academic requirements, faculty, the academic calendar, and other items described herein without prior notice, in accordance with established procedures.

VISION AND MISSION STATEMENTS



VISION STATEMENT

Pfeiffer University will be recognized as the model church-related institution preparing servant leaders for lifelong learning.

CORE VALUES

- We are committed to educational excellence in a learner-centered environment.
- We help people realize their full potential.
- We include diverse learners in a caring, accessible community - The Pfeiffer Family.
- We value our Christian heritage and foster faith formation.
- We approach all that we do with integrity and with respect for the dignity of each person.

MISSION STATEMENT

Pfeiffer University is a comprehensive United Methodist-related university, with multiple campuses and delivery systems, committed to educational excellence, service, and scholarship. Within nurturing communities of learners, we value diversity and promote the attainment of full academic and personal potential through accessible undergraduate and graduate programs. It is the vision of the university that our students embrace the Christian values of human dignity, integrity, and service and become servant leaders and lifelong learners.

4/Locations

CHARLOTTE CAMPUS LOCATION

The Pfeiffer University Charlotte campus is located at 4701 Park Road, Charlotte, NC, 28209. From Northbound or Southbound I-77, take exit 6A Woodlawn Road. Take a right on Park Road. Pfeiffer is at the corner of Park Road and Mockingbird Lane.

TRIANGLE CAMPUS LOCATION

The Pfeiffer University RTP campus is located at Central Park West Building, 5001 S. Miami Blvd, Durham, NC 27703. From eastbound or westbound I-40, take exit 281 (South Miami Blvd.). Turn left. In approximately 1/4 mile, the Central Park West building will be located on the left side of the street.

ADDITIONAL LOCATIONS:

ADULT STUDIES:

1. Locust Location

Crutchfield Center
Stanly Community College
102 Stanly Parkway
Locust, NC 28097
704-888-8848

GRADUATE STUDIES:

- | | |
|--|--|
| 1. First Citizens Data Center
100 Tryon Road
Raleigh, NC 27603-3526 | 7. Blue Cross Blue Shield
5635 Hanes Mall Rd.
Winston-Salem, NC 27105 |
| 2. WakeMed
3000 New Bern Ave.
Raleigh, NC 27610 | 8. Carolinas Medical Center-North-East
920 Church Street, North
Concord, NC 28025 |
| 3. Presbyterian Hospital
200 Hawthorne Lane
Charlotte, NC 28204 | 9. Moses Cone Hospital
1200 North Elm St.
Greensboro, NC 27401 |
| 4. Blue Cross Blue Shield of North Carolina
5901 Chapel Hill Rd.
Durham, NC 27707 | 10. Durham Regional Hospital
3643 North Roxboro Road
Durham, NC 27704 |
| 5. High Point Regional Health System
601 North Elm Street
High Point, NC 27262 | 11. VA Medical Center
1601 Brenner Avenue
Salisbury, NC 28144 |
| 6. Forsyth Medical Center
3333 Silas Creek Parkway
Winston-Salem, NC 27103 | |

TABLE OF CONTENTS

The Pfeiffer University catalog for the School of Graduate Studies and the School of Adult Studies is a reference manual for current students, faculty, staff, and others. It describes the University programs for the 2010-2011 academic year and provides other information about Pfeiffer's Graduate and Adult Studies programs.

The largest section of the Catalog contains, in alphabetical order, the areas of study available. It defines some terms commonly used at Pfeiffer and describes the programs which are offered, the requirements for each, and special services available; a listing of the faculty, staff, and trustees of Pfeiffer University; the history of the University; the academic calendar for 2010-2011; and other information.

SECTION	PAGES
NOTICE OF COMPLIANCE WITH FEDERAL LAW	2
VISION AND MISSION STATEMENTS	3
LOCATIONS	4
ABOUT PFEIFFER UNIVERSITY	6
ADMISSIONS PROCEDURES	7-9
COSTS AND FINANCIAL POLICIES	10-14
FINANCIAL AID	15-16
ACADEMIC ASSESSMENT	17-18
STUDENT SERVICES AND POLICIES	18-21
 SCHOOL OF ADULT STUDIES	
ACADEMIC POLICIES	23-33
ACADEMIC PROGRAM	34-36
ACADEMIC HONORS	37
COURSES OF STUDY	38-67
 SCHOOL OF GRADUATE STUDIES	
ACADEMIC POLICIES	70-74
COURSES OF STUDY	75-120
 FACULTY	 121-125
ADMINISTRATION	126-131
BOARD OF TRUSTEES	132-133
HISTORY OF PFEIFFER UNIVERSITY	134-135
INDEX	136-137
ACADEMIC CALENDARS	138-141

6/About Pfeiffer

ABOUT PFEIFFER UNIVERSITY'S SCHOOL OF GRADUATE STUDIES AND SCHOOL OF ADULT STUDIES

Pfeiffer University at Charlotte is located at 4701 Park Road in the South Park area of Charlotte. The 5 acre urban campus complex includes computer facilities, library, classrooms, student center, bookstore, and the Mack C. Jay, III International Center for Executive Leadership. Pfeiffer University at the Triangle is located at 5001 South Miami Blvd, Durham, NC 27703.

Pfeiffer University at Charlotte offers to adult learners baccalaureate degrees in Business Administration, Health Administration, Liberal Arts, Management Information Systems, Organizational Communication, and Criminal Justice. Pfeiffer University at Charlotte offers masters degrees in Business Administration, Business Administration/Health Administration, Business Administration/Leadership and Organizational Change, Elementary Education, Special Education, Health Administration, Marriage and Family Therapy, Practical Theology, and Leadership and Organizational Change. An undergraduate certificate in Health Administration and a graduate certificate in Health Services Administration are also offered.

Pfeiffer University at the Triangle offers masters degrees in Business Administration, Health Administration, and Leadership and Organizational Change.

UNDERGRADUATE

An entering undergraduate adult learner may progress towards a degree at his or her own pace; however, most students take four courses in the fall and spring terms and two courses in summer school. Each course meets one night per week for three hours and 45 minutes in the fall, spring, and summer including Saturday. Classes are offered Monday through Thursday evenings, Saturday, online, and weekdays.

GRADUATE

Graduate students generally take two courses during the fall and spring terms and two courses during summer school. Each course meets one night per week in the fall and spring semesters. Online classes are available.

BUSINESS OFFICE HOURS

The Business Office hours are 9:30 a.m. to 6:00 p.m., Monday through Thursday and 9:30 a.m. to 4:00 p.m. on Friday. All questions related to student accounts should be directed to this office at (704) 945-7355. At the beginning of each term, the Business Office is open for extended hours as posted on campus. Messages may be left 24 hours a day.

FOR MORE INFORMATION CONTACT:

Coordinator of Admissions
Pfeiffer University at Charlotte
4701 Park Road
Charlotte, NC 28209
PHONE (704) 945-7356
FAX (704) 945-7330
E-MAIL charcamp@pfeiffer.edu

Persons in the Triangle may contact:

Director of Pfeiffer University at the Triangle
5001 South Miami Blvd
Durham, NC 27703
PHONE: 919-941-2920
E-MAIL: tricamp@pfeiffer.edu

ADMISSIONS PROCEDURES

UNDERGRADUATE ADMISSIONS

Pfeiffer University at Charlotte offers admission to undergraduate students in three (3) categories:

- (1) **Degree-seeking candidates** are those students who are seeking a degree from Pfeiffer University.
- (2) **Non-degree students** are those who wish to take courses without seeking a degree from Pfeiffer University.
- (3) **Readmitted students** are those who have withdrawn from Pfeiffer University and wish to return.

Provisional Admissions: Students who may not meet the stated requirements for admission but show unusual promise for becoming a successful Pfeiffer University student should contact an Admissions Counselor to determine if they would be eligible for acceptance as a provisional student.

THE UNDERGRADUATE ADMISSIONS PROCESS

Persons considering applying to Pfeiffer University at Charlotte should obtain an application form by writing:

Coordinator of Admissions
Pfeiffer University at Charlotte
4701 Park Road
Charlotte, NC 28209

or by calling: (704) 945-7356, by faxing: (704) 521-8617, or by completing the online application at www.pfeiffer.edu.

Instructions for Degree-Seeking Candidates

To be considered for admission as a degree-seeking candidate, prospective students must submit the following:

1. Evidence of a high school diploma with a 2.0 GPA and upper half of high school class rank, or the equivalent, unless prior college work has been completed and documented by the Admissions Office.
2. A completed application and \$60 application fee.
3. An official transcript from each college or university attended.
4. An official high school transcript will be required if the student has less than 24 transferable credits.

In order to receive transfer credits from previous colleges attended, or to be considered for financial aid, veteran's assistance or scholarships, prospective students must also submit the following:

1. **One** official academic transcript from all previous colleges attended.
2. Financial aid transcripts from all previous colleges must be submitted to the Office of Financial Aid.

Transfer applicants should be eligible for readmission to, or should have graduated from, the last college or university attended. Transfer applicants are encouraged to request advance evaluations of their transcripts to determine which courses will be accepted for transfer to Pfeiffer University and how credit will be applied toward either the general education requirements, the major program, or electives.

Instructions for Non-Degree Applicants:

Submit a completed application with a \$60.00 (non-refundable) application fee.

Instructions for Applicants for Readmission:

1. Submit a completed application with a \$60.00 (non-refundable) application fee.
2. If applicable, have **one** official transcript from each college attended since withdrawing sent to the Office of Admissions.
3. Re-admission is at the discretion of the University.
4. If the student has not attended Pfeiffer University for 3 or more years, he/she must re-submit all college transcripts to the Office of Admissions.

8/Admissions

Any student who has not attended Pfeiffer within one (1) full academic year is considered an applicant for readmission.

Instructions for International Applicants:

1. Submit a completed application with a \$60.00 (non-refundable) application fee.
2. Have TOEFL scores (minimum of 500 PBT/173CBT/61IBT undergraduate and 550PBT/213CBT/79-80IBT graduate) sent directly to the Admissions Office. To discuss other forms of acceptable English proficiency, contact Jonathan Beam, the Director of Admissions, at 704-945-7356. To discuss other forms of acceptable English proficiency, contact Steve Cumming, Associate VP for Enrollment Management at (704) 463-3057.
3. Have **one** official transcript (in English) from each school (high school and college) sent directly to the Office of Admissions.
4. Furnish a statement of financial support.
5. Above instructions numbers 1-4 are required of non-degree seeking International applicants as well.

Pfeiffer has a "rolling admission" policy. This means that the Admission Board acts on each application as soon as all necessary credentials arrive and informs the student of the decision as soon as possible.

CAMPUS VISITS

All prospective students are encouraged to visit campus. Applicants should contact the appropriate campus as early as possible to arrange a visit. A campus visit gives prospective students the opportunity to see where they will be studying and a chance to meet faculty, staff, and students.

GRADUATE ADMISSIONS

Students who apply for admission to one of the graduate programs must document that they have:

- Completed a baccalaureate program at an accredited college or university with a satisfactory grade point average.

Provisional Admission:

Promising applicants who hold a baccalaureate degree but do not meet the formal requirements may be granted provisional admission. Full graduate standing is granted when these students satisfactorily complete prescribed courses or otherwise remove deficiencies. They must meet any special conditions attached to their admission, by either The Graduate Council or their major department, no later than upon the completion of 12 semester hours of graduate credit.

Applicants must:

- Complete and submit the Pfeiffer University Graduate Admission Application.
- Submit an official transcript from each undergraduate program attended.
- Provide a \$75.00 non-refundable application fee.
- Complete other requirements as listed under specific programs.

All inquiries and correspondence for programs should be sent to:

Coordinator of Admissions
Pfeiffer University at Charlotte
4701 Park Road
Charlotte, North Carolina 28209-3217
Voice: (704) 945-7356
Fax: (704) 521-8617
E-mail: charcamp@pfeiffer.edu

Specific admission policies addressing each graduate program appear with the program as it is listed under the **GRADUATE PROGRAM** section.

COMPUTER REQUIREMENTS

Pfeiffer University classes require significant amounts of electronic coursework, and all Pfeiffer students must fulfill technical competencies as part of graduation requirements. Much coursework is online, done in teams, and requires student mobility. Therefore an appropriate laptop computer is essential to academic success at Pfeiffer. The University strongly recommends that all students purchase a laptop computer and Internet connectivity that meets the minimum requirements outlined below. Additionally, any student enrolling in an online class or in regional business-related programs is required to have a laptop computer and Internet connectivity meeting the minimum standards outlined below.

Windows 2007 Systems:

- Minimum Graphics requirements: NVIDIA GeForce 6600 or better, ATI Radeon 9500 or better, or Intel 945 chipset
- Minimum of 2 GB RAM
- Wireless network Connectivity requirements of 802.11 a,b,g or n.
- Webcam
- USB-supported headset with microphone
- Purchase of Microsoft Office is NOT required. Microsoft Office Professional is covered as part of student technology fees
- Broadband Internet access (non-residential and online students; residential students have broadband connectivity in their residence halls)

Macintosh Systems:

- MacBook or MacBook Pro or better with at least 2 GB of RAM
- Webcam
- USB-supported headset with microphone combination
- OS 10.4.11 or newer
- Purchase of Microsoft Office is NOT required. Microsoft Office, Mac version, is covered as part of student technology fees
- Broadband Internet access (non-residential and online students; residential students have broadband connectivity in their residence halls)

University Supported Laptops and Student Computer Purchases:

To facilitate availability and affordability of supported laptops, the University has entered into partnerships with Dell and Apple to provide laptop computers to Pfeiffer students at substantially discounted prices. These laptops include all the wireless, video and other technologies required by Pfeiffer's online and classroom course offerings. Although other systems may fulfill the basic system requirements outlined above, the University has fully tested its recommended systems, and only offers full support on these recommended systems. To purchase these systems, navigate to this URL:

<http://www.pfeiffer.edu/campus-resources/technology/computer-purchases>

Pfeiffer University Email Accounts:

ALL Pfeiffer University students are required to use their assigned Pfeiffer University email for University communications. Please contact Information Systems at 704-463-3002 if you require more information about this requirement.

Technology Assistance:

Pfeiffer University offers technology assistance to its students via its Technology Service Desk. This service is available to all students on all campuses by telephone 24 hours a day at 704-463-3002.

10/Costs and Financial Policies

COSTS AND FINANCIAL POLICIES

It is not anticipated that costs as listed in this Catalog will be increased. However Pfeiffer University reserves the right to make necessary adjustments in fees at any time.

SCHOOL OF ADULT STUDIES TUITION AND FEES: 2010-2011

Full Time status is defined as carrying a course load of 12 semester hours during the Fall or Spring semester or 6 semester hours during the Summer Semester. Changes in course loads during the semester that result in changes in a student's full-time or part-time status will be reflected in tuition adjustments on the student account.

Tuition Charges and Fees	Per Semester Hour
Full Time Tuition.....	\$310.00
Part Time Tuition.....	\$410.00
Audit Fee*.....	\$410.00
Challenge Exam Fee.....	\$205.00
Directed Study.....	\$330.00

Technology Fees	Per Semester
Technology Fee - Fall Semester	\$185.00
Technology Fee - Spring Semester	\$185.00
Technology Fee - Summer	\$110.00

Other SAS Fees and Charges	Fee Amount
Application Fee.....	\$60.00
Readmission Fee.....	\$60.00
Late Degree Application Fee.....	\$75.00
Late Registration Fee.....	\$75.00
Late Degree Application Fee	\$75.00
Proctor Fee for non-Pfeiffer	
Administered Online Course Exam.....	\$40.00
Returned Check Fee - per check.....	\$25.00
Transcripts.....	\$5.00
Transcripts - Faxed.....	\$15.00
Graduation Fee	\$95.00

Fees are non-refundable.

**Audits allowed only when space is available in class. No academic credit is earned in an audit registration.*

Students attending full-time may be eligible to receive the North Carolina Legislative Tuition Grant (NCLTG). This amount is set by the North Carolina Legislature; at the time of this printing the official amount authorized had not been established for the 2010-2011 academic year. This tuition grant is applied towards the accounts of students attending full-time and considered legal residents of North Carolina. To be considered a legal North Carolina resident, one must have lived in North Carolina for one (1) full year.

2010-2011 GRADUATE TUITION AND FEES

Full Time status is defined as carrying a course load of 6 semester hours during the Fall or Spring semester.

Tuition Charges and Fees	Per Semester Hour
Programs with Traditional Classroom Delivery*	\$465.00
Programs at Regional/Satellite Campuses	\$515.00
Programs Incorporating Distance Delivery On-Line ..	\$515.00
Prerequisite Courses	\$435.00
Audit Fee**	\$465.00

Costs and Financial Policies/11

Technology Fees	Per Semester
Technology Fee - Fall Semester	\$185.00
Technology Fee - Spring Semester	\$185.00
Technology Fee - Summer	\$110.00

Other Graduate Fees and Charges	Fee Amount
Application Fee	\$75.00
Late Registration Fee	\$75.00
Late Degree Application Fee	\$75.00
Entrance Assessment	\$120.00
European Trip Surcharge	TBD
Graduation Fee	\$95.00
MMFT 690 Lab Fee - per semester	\$110.00

Prerequisite Waiver Fee per Course	\$25.00
Returned Check Fee - per check	\$25.00
Transcripts	\$5.00
Transcripts - Faxed	\$15.00
Writing Workshop Fee	\$165.00

Fees are non-refundable.

**Traditional campus delivery at Pfeiffer's graduate campus locations, including Misenheimer, Charlotte, and Triangle.*

***Audits allowed only when space is available in class. No academic credit is earned in an audit registration.*

PAYMENT OF TUITION AND FEES

Tuition and fees and all other costs are due and payable on or before the beginning of each semester or summer session. For the convenience of students and their families, Pfeiffer offers several methods of payment for charges not covered by financial aid. Cash, personal check, VISA, American Express, Discover, and Mastercard credit/debit cards are accepted. Credit/Debit card payments and electronic check payments can be made online by logging on through FALCONN. Cash and personal check payments can be made in person in the Cashier's Office.

PAYMENT PLAN

An interest-free monthly installment plan is available for the payment of tuition, room, board, and fees due at the time of registration. This plan is currently managed through a third party vendor. Enrollment in the payment plan can be done by logging on through FALCONN.

Early enrollment and establishment of the plan is strongly encouraged. Enrollment fees are assessed by the management company and are payable at the time of enrollment. Late fees will be assessed if payments are not received in accordance with the terms of the plan. Additionally, the management company will terminate your plan due to non-payment. In such a case, the balance owed to Pfeiffer University will be due and payable.

If a student has not honored prior payment plan terms, Pfeiffer University reserves the right to deny that student the benefit of a payment plan.

CREDIT BALANCES

A credit balance on the student account is paid to the student within 10 business days of the credit's origination provided the credit is a result of Title IV funding.

REFUND POLICY FOR FULL WITHDRAWAL - FULL TIME AND PART TIME STUDENTS

Pfeiffer University has established a fair and equitable refund policy in accordance with the requirements of the University's accrediting agency and the U.S. Department of Education. This policy pertains to all students who cease attendance in all classes, either through official withdrawal or without notification.

12/Costs and Financial Policies

Effects of Withdrawal to Financial Aid Package

When a student enrolls, he/she receives an aid package for the entire semester. On the date when the semester is 60% complete, the student has earned 100% of this package. If a student withdraws before this date, known as the 60% point, Pfeiffer University is required to determine the amount of federal financial aid the student has earned from the time of enrollment to the point of withdrawing. The Office of Financial Aid performs a calculation known as Return of Title IV, which was developed by the US Department of Education and is defined below. Federal aid administered under Title IV of the Higher Education Act of 1965 includes PELL Grants, SEOG, Perkins Loans, Stafford Loans and PLUS loans.

In addition to federal funds, Pfeiffer University also applies this same methodology to calculate the amount of state aid, institutional aid and other scholarship awards that has been earned by the student. Special mention is needed for the North Carolina Legislative Tuition Grant (NCLTG). Full-time students pursuing an undergraduate degree that are meet North Carolina residency definitions are eligible for this grant. A student does not earn the award until October 1st for the Fall Semester and until the 10th classroom day of the Spring Semester. After the grant is earned and before the 60% point, NCLTG funds are subject to being refunded to the State of North Carolina and the award amount is calculated using the Return to Title IV Calculation.

Outside scholarships (those received from non-federal, non-state or non-Pfeiffer agencies or organizations) are also subject to the calculation. Any unearned portion of a scholarship will be returned to the granting agency or donor.

Effects of Withdrawal to Charges

Refunds of tuition charges are based on the date of the official withdrawal. If the student does not officially withdraw, the University will attempt to establish the last date of academic activity; if no clear date is determined, the mid-point of the semester will be the default date. No refund is allowed for fees, books or other charges. Tuition is earned at the same rate as financial aid.

Return to Title IV Calculations

Number of Days Completed = Withdrawal Date - Date Semester Began

Percentage of Aid Earned = Number of Days Completed / Total Days in Semester

Aid to be Returned = (100% - Percentage of Aid Earned) X Aid Disbursed to Student for Institutional Charges

Percentage of Tuition Earned = Percentage of Aid Earned

Tuition to be Refunded = (100% - Percentage of Tuition Earned) X Total Semester Tuition Charges

These calculations determine the amount of financial aid the student has earned during the semester, the unearned aid to be returned, the tuition earned by the University and the amount to be credited back to the student account.

Federal regulations have mandated the amount of unearned aid will be returned in this prescribed order: 1) Unsubsidized Federal Stafford Loans, 2) Subsidized Federal Stafford Loans, 3) Federal PLUS Program, 4) Federal Perkins Loan Program, 5) Federal Pell Grant Program, 6) Federal SEOG Program, 7) Other Title IV Programs, 8) Other federal programs, 9) State programs, 10) private or institutional assistance, and 11) the student.

The student should realize that a balance might be owed to the University after aid is returned. The student should contact the Business Office to establish payment arrangements or pay the balance in full.

Example

The Spring Semester began on 1/15/20xx and ended on 5/3/20xx. The total number of days in the semester minus scheduled breaks of 5 days or more is 109. A student withdrew on 2/3/20xx. The number of days completed in the semester was 19. 19 days completed divided by 109 total days in the semester yields 17.4% of the semester was completed by the student. Therefore, the student has earned 17.4% of federal, state, institutional and all other scholarship aid; the University has earned 17.4% of the tuition. 82.6% of the aid disbursed to the student would need to be returned; 82.6% of the tuition would be credited back to the student account.

Costs and Financial Policies/13

Suspension/Dismissal - In unusual and unfortunate circumstances, a student may be suspended or dismissed during the semester for academic or disciplinary problems or nonpayment of account. In such cases, a student will not receive a refund of charges. If the suspension/dismissal is prior to the 60% point in the semester, all sources of financial aid awards (federal, state, institutional, and any other scholarship) will be adjusted using the Return to Title IV calculation.

Military Activation - In the event a student is called to active duty, he or she must complete the formal withdrawal process and provide a copy of his or her deployment orders at the time of withdrawal. Until the student has done both, special consideration will not be granted under this policy.

The student's account will be credited with 100% of the tuition charges assessed for the semester in which the activation occurred. Any other charges will not be adjusted or refunded.

If the activation is prior to the 60% point in the semester, all sources of financial aid awards (federal, state, institutional, and any other scholarship) will be subject using the Return to Title IV calculation.

Summer School

Due to the short duration of summer school sessions, summer school charges are not refundable once the first class has met. However, financial aid recipients will receive a refund in accordance with the special requirements noted below.

REFUND POLICY FOR PARTIAL WITHDRAWAL - FULL TIME STUDENTS ONLY

If a student does not withdraw from all classes and has a full-time status, this policy applies.

During the specified drop period, if the number of credit hours taken by the student falls below the minimum hours, the status of the student will be changed from full-time to part-time. Tuition charges will be recalculated using the stated hourly rate. This change may affect the financial aid package awarded. Consultation with a financial aid counselor is strongly recommended, if a student is considering this type of change in status.

Classes withdrawn after the drop period are assigned a grade in accordance with the Academic Policies. Once a grade is assigned, there will be no reduction to the tuition charges.

Summer School

Due to the short duration of summer school sessions, summer school charges are non-refundable once the first class has met.

REFUND POLICY FOR PARTIAL WITHDRAWAL - PART TIME STUDENTS ONLY

If a student does not withdraw from all classes and has a part-time status, this policy applies.

Tuition charges associated with classes that are dropped during the specified drop period of the semester will be prorated in accordance with the number of weeks that have passed as a percentage of the total number of weeks in the semester.

Classes withdrawn after the drop period are assigned a grade in accordance with the Academic Policies. Once a grade is assigned, there will be no reduction to the tuition charges.

Summer School

Due to the short duration of summer school sessions, summer school charges are non-refundable once the first class has met.

UNPAID ACCOUNTS

Students with an unpaid balance will not be permitted to pre-register for the next semester. Transcripts and final grade reports will not be issued unless all charges are paid in full.

Degree candidates will not be permitted to participate in graduation ceremonies and will not receive a diploma until all tuition, fees and fines are paid in full.

Unpaid accounts are subject to be given to a collection agency. If collection proceedings are established, the student will be responsible for any collection and litigation costs.

If a student disputes the unpaid balance, written documentation supporting the claim must be provided

14/Costs and Financial Policies

to the Business Office for investigation. Any communication with a University official should be documented with names, dates, and details of the conversation. Copies of forms from professors, advisors, counselors, etc. that substantiate your claims should be provided.

RETURNED CHECKS

Checks which are returned to the Business Office for any reason must be taken care of immediately. There is a service charge of \$25.00 for each returned check. Returned checks will be deposited only twice. Persons whose checks are returned more than twice lose their check cashing privileges. Failure to resolve the matter results in conduct charges and referral to the judicial system. The maker of the returned check will be contacted by the Business Office. Continued failure to pay the debt will result in legal action.

BUSINESS OFFICE HOURS

The Business Office hours are 9:30 a.m. to 6:00 p.m., Monday through Thursday and 9:30 a.m. to 4:00 p.m. on Friday. All questions related to student accounts should be directed to this office at (704) 945-7355.

FINANCIAL AID

For information on loans and other levels of Financial Aid assistance, contact the Office of Financial Aid. Refer to pages 14-15 for additional details.

BOOKSTORE POLICIES

Buy-Back. The Bookstore will purchase at fifty per cent (50%) of sales price readopted texts for the following term only in quantities needed for that term. All other saleable texts may be purchased at wholesale in accordance with the used book wholesaler's catalog. Texts may be purchased at any time with buy-back focus upon the end of each term. All texts must be in saleable condition.

Refunds, Returns, Exchanges. For any refund, a receipt is required. A textbook purchase is refundable during the first week of classes in the Fall or Spring semester and during the first 2 days of classes in Summer. Textbooks purchased after these periods, can be returned within 2 days of purchase. In order to return books before Drop/Add period ends, a drop/add slip must accompany the receipt. New books must be unmarked and in original condition to receive a refund. Refunds will not be given for books or book sets with shrink-wrap removed. Defects in tapes or diskettes, when purchased with new books, must be reported within the refund period. Full refunds for non-textbook merchandise will be made up to 10 days from the date of purchase, if receipt is presented and all items are in original condition and original packaging is intact. Any item bought on sale is non-refundable and cannot be exchanged.

Personal Checks. The Bookstore will accept personal checks from faculty, staff and students for the exact cost of the purchase if accompanied by two (2) authorized forms of identification, i.e. current driver's license, major charge card, etc. The Bookstore reserves the right to provide refunds in the form of store credit when a returned purchase was originally by check and the check has not had sufficient time to clear the appropriate bank. The bookstore will assess a penalty of \$25 for each returned check and reserves the right to revoke a customer's right to use personal checks in the store if that privilege is abused.

Forms of Payment. The Bookstore will offer customers the option of using MasterCard, VISA, Discover, and American Express credit cards for purchase.

FINANCIAL AID

APPLICATION PROCEDURE

1. Apply for admission to Pfeiffer University and be prepared to forward proof of admission to the Financial Aid Office.
2. Complete the required Free Application for Federal Student Aid (FAFSA) form which must be resubmitted annually. The FAFSA must be completed on-line at www.fafsa.ed.gov.
3. Submit a Stafford Loan Request Form, which must be resubmitted twice a year.
4. Students eligible for educational benefits through the Veterans Administration, and Social Security Administration or Vocational Rehabilitation should apply directly to these agencies and inform the Office of Financial Aid.
5. STUDENTS MUST REAPPLY EACH ACADEMIC YEAR FOR FINANCIAL AID.

NOTE: Financial Aid, Business Office, Registration, and Admissions information can be viewed on campusweb.pfeiffer.edu. Also, Pfeiffer Aid Application and Stafford Loan Request forms can be printed from Pfeiffer's website.

REQUIREMENTS FOR MAINTAINING FINANCIAL ASSISTANCE

To maintain financial assistance from federal or state sources, students must conform to the following standards of satisfactory progress:

1. Provisional students must satisfy all requirements for formal admission by the start of the second semester of enrollment.
2. Maintain at least the standards for academic eligibility outlined on pages 31-32 (undergraduate) or page 72 (graduate) of the School of Graduate Studies and School of Adult Studies catalog.
3. Full-time Adult Studies students must earn a minimum of 24 credit hours within the academic year including summer school. Meeting this requirement along with the GPA requirement listed on page 32 allows a student to be eligible to receive financial aid (federal, state and institutional) for the next academic year. In order for a student to continue receiving financial aid that student must remain in good academic standing.

This means students should maintain the GPA associated with the number of credit hours listed on pages 31-32 of this catalog. However, occasionally students find themselves below the standard. Listed below are the different financial aid statuses.

- **Academic Warning** - If a student is on Academic Warning (AW) at the end of the first semester, it is possible for that student to continue receiving financial aid. However, the student's financial aid could be in jeopardy. It is important to understand that academic standing is directly linked to a student's ability to maintain financial aid. The Office of Financial Aid encourages students to comply with the Academic Warning Policy on page 32 of this catalog.

- **Academic Probation** - A student on Academic Probation status will receive a one-semester probationary financial aid award if all other eligibility requirements are met. The student must attain a 2.0 GPA on at least 12 credit hours during the probationary semester in order to receive financial aid in the next probationary semester. In this second probationary semester, the student must meet the cumulative GPA listed on pages 31-32. If a student does not meet these criteria, that student is no longer eligible to receive financial aid.

- **Appeals Process** - The student may appeal this decision by writing a letter to the Office of Financial Aid. The letter must be submitted within 8 business days of notification that financial aid eligibility has been lost. The Financial Aid Appeals Committee will review the letter of appeal and determine whether or not the student is eligible to continue receiving aid. In the appeal letter, the student should indicate to the committee how the necessary GPA will be achieved. A meeting should be scheduled as soon as possible with the student's advisor to develop a specific plan of action that will move the student toward the appropriate GPA.

4. Graduate students must attain a 3.0 GPA on the first 6 credit hours attempted during the probationary period in order to receive financial aid beyond the probationary period. Once lost, aid eligibility may be reinstated after the student has met the required GPA.

ACADEMIC ASSESSMENT

A. SCHOOL OF ADULT STUDIES

1. Undergraduate Admission Criteria

The following information will be supplied to the advisors of newly entering students (Freshmen and transfers). The Undergraduate Admission Criteria (UAC) will consist of the students' previous academic performance, which may be of assistance to advisors/mentors in determining each advisee's potential for success in specific disciplines. The UAC should be used only in conjunction with other information when making predictions for future performance (e.g., standardized placement tests).

1. High School Grade Point Average (academic courses only)
2. Class Rank
3. Delineation of college preparatory units (e.g., English, Mathematics, Science)
4. Results of the Scholastic Aptitude Test or equivalent test
5. Transcripts from previously attended institutions of higher education (if applicable)
6. The above information will be provided on a standard form

2. Standardized Tests (norm-referenced)

1. Nelson Denny Reading Test or equivalent
2. Math Placement Test or equivalent
3. Measure of Academic Proficiency and Progress (MAPP)
4. SAT Verbal and Writing Scores/Essay

Items 1 and 2 serve a dual function. First, they are administered to all entering students to assist in determining appropriate class placement for each student. Second, all students are required to retake these two tests during their Senior year. The results of these tests provide indicators of student improvement as a result of attending Pfeiffer.

Item 3, the MAPP, is a nationally standardized assessment of student academic achievement. The MAPP will be administered during the student's Senior year. The results of the MAPP test provide the University with information relating to institutional effectiveness and may be used to compare student performance at Pfeiffer with student performance at other colleges with similar academic offerings and student populations in the Pfeiffer region and in the nation at large.

Item 4, the SAT scores, serve as a guideline for placement into the appropriate level writing course during the student's first year at Pfeiffer. Incoming first-year students who do not have SAT scores will take an essay placement test prior to registering.

In addition to these standardized tests, major field exams are administered for most majors near the end of the academic program.

3. Academic Program Assessment of Students

The evaluation measures discussed in Sections A and B above will be used for advising purposes. In addition to these campuswide evaluation procedures, each academic program has adopted learning outcomes designed to measure the effectiveness of instruction in the majors. Each academic program in which a major is offered will ensure oral communication competence.

B. SCHOOL OF GRADUATE STUDIES

1. Graduate Admission Criteria

Graduate school applicants must document that they have:

1. Completed a baccalaureate program at an accredited college or university with a satisfactory grade point average.
2. Submitted a transcript from each undergraduate program attended.

2. Advisory Boards

Program advisory boards, composed of individuals who are expert in the program field, will meet at least annually to review and provide feedback to each graduate program.

3. MBA Exit Exams

Students who are seeking an MBA degree are required to take the MBA Exit Exam, normally during their last semester of enrollment.

C. SURVEYS FOR THE SCHOOL OF ADULT STUDIES AND SCHOOL OF GRADUATE STUDIES:

Surveys will be used to collect information relating to institutional effectiveness.

1. Faculty Self-Evaluations

The primary purpose of these evaluations is to assist faculty members in assessing their

18/Student Services and Policies

teaching performance and involvement in other professionally related activities.

2. Student Evaluation of Instruction

The evaluation of individual courses is an on-going activity. The information in these reports should be used by faculty to aid them in course planning. With the individual faculty member's consent, they may also be used by the University in a well-defined program of faculty improvement when it has been initiated by the instructor and the administration of the University.

3. Student Review of University Programs and Services

This survey is an opportunity for students to voice their opinion about University Programs and Services. It is conducted on an annual basis to foster continuous improvement.

4. Administration/Faculty/Staff Review of University Programs and Services

This survey is conducted to provide an opportunity for Pfeiffer employees to voice their opinion about University Programs and Services. It is conducted on an annual basis to foster and continuous improvement.

5. Survey of Graduates and Employers of Graduates

On a periodic basis, graduates of Pfeiffer will be asked to complete surveys that will enable the University to determine graduates' attitudes toward the educational preparation they received at Pfeiffer after they have become actively involved in their chosen occupations, graduate or professional programs.

6. Planning and Assessment

The institution annually engages in ongoing institution-wide research-based planning and evaluation to ensure that the University is effectively accomplishing its mission.

7. Advising Survey

This survey is administered annually to collect information about the effectiveness of the advising process.

STUDENT SERVICES

OPEN DOOR TRADITION

The open door is a long-standing tradition at Pfeiffer University. The administrative staff and faculty welcome opportunities to talk with students about any matter. Most faculty and staff keep posted office hours, but in some cases an advance appointment may be needed.

AUXILIARY SERVICES

Students may purchase course related texts and supplies through the Pfeiffer University at Charlotte Bookstore.

Library and Computer Center hours are posted in the lobby of Pfeiffer University at Charlotte.

DISABLED STUDENT SERVICES

All students requesting reasonable accommodations for special academic needs must:

1. Provide professional documentation of disabilities to the Director of Academic Support Services.
2. Request accommodations in writing and negotiate the accommodations with faculty and staff.
3. Sign written release statements for the transfer of information to designated parties.

In the event of a student's wishing to file a disability-related grievance, a written description of the complaint should be sent to the Director of Academic Support Services at the Misenheimer campus. A panel consisting of the Director of Academic Support Services, the Vice President for Academic Affairs, and the Vice President for Student Development will review the grievance.

Please schedule an appointment with the Director of Academic Support Services at (704) 463-3366 to discuss these issues.

CAREER SERVICES

Career Development is a life-long process. The Career Services Office offers a comprehensive program and makes its services available to students as well as alumni from the Misenheimer, Charlotte, Triangle and satellite campuses. Assistance is offered in identifying career goals and developing job-search skills. Services include four annual consortium career fairs (one for education majors, two for other academic majors and one for careers in non-profit organizations); electronic job listings; resume referral; a career information library on the Charlotte and Misenheimer campuses; a resource space on

Student Services and Policies/19

the Charlotte campus; self-evaluation through individual and group counseling; vocational values and interest assessment; internship resources; Senior Career Dinner; Grad Expo; graduate school fair at WFU; Camp, Summer Job and Internship Fair; Majors Fair, several career speakers each year, career development and life planning seminars, and on-campus recruiters. Students are encouraged to contact Career Services during their first semester at Pfeiffer, to begin the career development process early. For students at Charlotte, the Triangle, and the satellite campuses the Career Services Office is available for telephone, fax and email consultations. All students are welcome to come to the office as well, which is located in the left wing of the Stokes Student Center between the main lobby and the cafeteria on the Misenheimer campus. (Room 114-Wellness Center Entrance). The Director of Career Services may be reached at 704-463-3419 or careers@pfeiffer.edu.

STUDENT CONDUCT STATEMENT

In applying for admission to the School of Graduate Studies or The School of Adult Studies the student accepts the responsibility to observe proper decorum while on the University premises and when representing the University on official occasions. Students also agree to abide by an academic code of conduct which includes honesty and integrity in all matters related to the pursuit of formal and informal education encouraged and promoted by Pfeiffer University.

Students will be informed in writing of the consequence of violations of the code of conduct. Consequences may include suspension or dismissal from the program. Decisions to suspend or dismiss may be appealed in writing within 72 hours to the Academic Affairs Committee. The appeal will be based upon review of the written record. Students will be notified in writing of the decision of the Academic Affairs Committee.

HONOR CODE

VIOLATIONS OF THE HONOR CODE

All cases involving the following behaviors are considered violations of the Honor Code (**further detail is available under Academic Policies and Procedures in the Campus Policies and Procedures section of the student handbooks**):

1. Cheating in any form in academic matters, defined as willful participation in the unauthorized exchange and/or use of information while working on any examination or project designed to evaluate individual performance.
2. Plagiarism, the appropriation and passing off as one's own the writings or ideas of another.
3. Attempting to cheat or plagiarize.
4. Failure to report observed violations.
5. Lying, stealing, or other conduct violations in relation to academic issues and situations.

NOTE: The Honor Code is understood to apply to all academic requirements of the University, including assessment testing, internships, entrance examinations and classroom instruction.

Graduate School Honor System Procedures

A. First Offense — In Violation Plea — Student/Faculty Option

1. The instructor has ascertained from the Office of Academic Affairs that this is a first offense for the student involved. The instructor also obtains an academic dishonesty form from office of VPAA to document the incident.
2. The instructor informs the student of the charge and of his/her rights under the Honor Code procedures. A copy of these procedures will suffice to document this requirement.
3. Included within these procedures is the explicit obligation of truthfulness. If a student lies about his/her Honor Code violation, such action is considered a second, and more serious, offense. The initial charge and the second charge of lying must be adjudicated under the guidelines outlined under Section C located in the online graduate student handbook.
4. Within 14 academic calendar days, the student must plead in writing, to the charge. If a student does not submit a written plea, guilt is assumed.

(Note: If any of the above circumstances do not pertain, the alleged violation must be adjudicated under the guidelines outlined under Sections B and C located in the online graduate student

20/Student Services and Policies

handbook).

5. If the student pleads In Violation in writing, and the instructor desires to adjudicate the case, he/she may do so under the following guidelines:

a. The student will receive a zero (0) for the work involved as a minimum penalty. A higher penalty of "F" for the course may be entered at the discretion of the instructor.

b. A copy of all material involved in the violation, the written plea of In Violation, and a brief statement by the instructor concerning the facts of case MUST be sent immediately to the Vice President for Academic Affairs Office for inclusion in the student's academic records.

B. Repeat offenses, or First offense - Not In Violation Plea, or In Violation Plea - Not Adjudicated by the Instructor:

1. When the instructor has determined that a case is not a first offense, or the student pleads Not In Violation, the instructor should consult with his/her Program Director and the VPAA.

2. If the instructor, the Program Director, and the VPAA agree that the evidence is sufficient to warrant a charge, the Program Director will bring the charge and the Honor Board will hear the case within 21 academic calendar days.

STUDENT RESPONSIBILITIES

1. To demonstrate adherence to the Honor Code by signing the Honor Pledge. The statement **"I have neither given nor received unauthorized help"** may be required on all work submitted for academic credit. If a faculty member requires the statement in writing, he/she may refuse to extend credit for work on which it does not appear. On work where the written statement is not required, faculty members still assume the student's compliance with the Honor Code.

2. To report violations of the Honor Code (any student who witnesses a violation of the Academic Honor Code as defined, and does not report the violation, will be subject to action under the Honor Code).

3. To appear at hearings when charged with a violation or asked to appear as a witness.

4. To respond fully and truthfully to legitimate questions or requests for information concerning Honor Code matters.

RECORDS AND DISCLOSURES

POLICY ON RECORDS

Academic files are maintained for enrolled students in the Registrar's Office. These files are maintained for at least three years after the student leaves Pfeiffer University. After three years all materials in the files may be destroyed, with the exception of academic transcripts. Academic transcripts are permanently retained and copies are available for students upon request. All other materials in the files will be destroyed within five years after the student leaves Pfeiffer University unless the student indicates that he/she will be returning to Pfeiffer University in the future.

Transcripts for students enrolled prior to 1983 are maintained on paper in fire-proof files. Backup is provided by microfilm maintained off-campus in a safety deposit box. Transcripts for students enrolled since 1983 are in the computer. Backup is provided by discs maintained at off-campus sites.

Class registration cards and add/drop forms are maintained in the Registrar's Office for a minimum of three and a maximum of five years. Grade reports from the faculty are also maintained for three to five years. This is also true of the mid-term reports.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's educational records. The law applies to all educational institutions which receive any federal financial support. Pfeiffer University complies with the conditions and procedures of FERPA. FERPA gives certain rights to parents regarding their children's educational records. These rights transfer to the individual, who becomes an "eligible student" when he/she reaches the age of 18 or is attending any school beyond the high school level. At Pfeiffer, all enrolled students are considered "eligible" and these rights are guaranteed under FERPA. Relevant portions of FERPA which have greatest application to Pfeiffer students are outlined below:

1. Students have the right to inspect and review their personal educational records maintained by the University. The University is not required to provide copies of record materials unless, for reasons such as great distance, it is impossible for students to inspect records personally.

Student Services and Policies/21

2. Students have the right to request a hearing to review University records believed to be inaccurate or misleading. If after the hearing, the University refuses to effect the correction, the student has the right to place a statement in the records commenting on the contested information.

3. Generally, the University must have written permission from the student before releasing any information from a student's record. However, the law allows the University to disclose records without consent to the following parties: University employees who have a need-to-know; other colleges or universities to which a student is transferring; parents when a student over 18 is still dependent for purposes of financial aid determination; certain government officials in order to carry out lawful functions; organizations doing certain studies for the University; accrediting organizations; persons who have obtained court orders or subpoenas; persons who need to know in cases of health and safety emergencies; state and local authorities to whom disclosure is required by state laws adopted before 1974.

4. Certain information may be routinely released by the University to those who inquire. If the student requests in writing to the Vice President and Dean of Student Development before September 1 that this information not be released, it will remain confidential. Forms are available in the Student Development Office. If a request is not filed, Pfeiffer University assumes that neither eligible students nor parents object to release of the directory information. Directory information includes:

- a. Student's name
- b. Address
- c. Telephone Number/Email address
- d. Date and place of birth
- e. Participation in officially recognized activities and sports
- f. Major field of study/Enrollment status and level
- g. Weight and height of athletic team members
- h. Dates of attendance
- i. Degrees and awards
- j. Most recent previous educational agency or institution attended by the student

5. Students do not have access to records where a conflict exists regarding privacy rights of others. Examples of such records include financial information submitted in support of financial aid application and confidential letters and statements of recommendation placed in their records in cases where students have signed a waiver of their right of access. Waivers normally are related to confidential recommendations concerning admission to college, job placement, etc.

6. A student wishing to review his/her records or who has questions about FERPA, should contact the appropriate office as listed below:

File	File maintained by:
Academic Records	Registrar
Academic Honor Offense Files	Vice President for Academic Affairs
Admission File	
Enrolled students	Registrar
Non-enrolled students	Director of Admissions
Financial Aid Files	Director of Financial Aid
Financial File	Vice President of Finance
Medical Records	Director of Health Service
Student Development/Conduct Files	Vice President and Dean of Student Development

LIBRARY ACCESS

In order to facilitate access to a wide array of library services, Pfeiffer University provides a library on the Charlotte campus with a 12,000 volume book collection, print periodicals, graduate testing and developmental materials, and computer workstations which provide access to vast electronic research databases provided through NCLIVE. The librarians can arrange for intra-library loans with the 125,000 volume collection on the Misenheimer campus and for inter-library loans with state, regional, and national libraries. Pfeiffer University is a member of the Charlotte Area Educational Consortium which allows our students access to the one million volumes available at libraries in the greater Charlotte area. Pfeiffer has a policy of reimbursing Charlotte-based, Triangle-based and distance education students for Friends of the Library membership fees at cooperating libraries that require memberships for book circulations. In order to be reimbursed for Friends of the Library fees, students must be currently enrolled and in good standing with accounts paid to a current basis. For students who are in their last semester of enrollment, reimbursement can be made upon presentation of a receipt. For students in continuing enrollment, a tuition credit can be applied for the following term upon presentation of a receipt. For more complete information regarding library hours and services, refer to the web site at <http://library.pfeiffer.edu>.

Pfeiffer
UNIVERSITY



SCHOOL OF ADULT STUDIES

Undergraduate Programs in:

Business Administration

Criminal Justice

Health Administration

Liberal Arts

Management Information Systems

Organizational Communication

Certificate Program in:

Health Administration

Long Term Care Management

Medical Practice Management

Spanish Language for Law Enforcement

The School of Adult Studies serves working adults by providing undergraduate instruction at convenient times in classroom settings and online. Classes are offered at Pfeiffer's Charlotte campus at 4701 Park Rd. Telephone (704) 521-9116; Fax (704)521-8617; E-mail: charcamp@pfeiffer.edu

UNDERGRADUATE ACADEMIC POLICIES

DEFINITION OF SEMESTER HOUR (SH)

The description of each course includes the semester hours (SH) for that course. The number of semester hours for most courses is approximately equal to the number of hours per week that the class meets.

ENROLLMENT STATUS

Full-time Students:

Students admitted under regular policies and procedures who are carrying a full academic load (12 SH or more) and are working toward a degree from Pfeiffer University are classified as full-time students.

Part-time Students:

Students admitted under regular policies and procedures and carrying less than 12 SH, but who are working toward a degree from Pfeiffer University, are classified as part-time students.

Non-Degree Students:

Students admitted under other than normal policies and procedures to pursue one or more courses at Pfeiffer University are classified as non-degree students.

ON-LINE COURSES

Students who have met the conditions for admission to the School of Adult Studies are eligible to take on-line undergraduate courses. Students who take on-line courses are required to have the computer hardware and software required to access the course information. The grading standards and all other academic policies, with the exception of the attendance policy, apply to on-line courses.

TRANSFER CREDIT

TWO-YEAR COLLEGE GRADUATES are accepted on a direct transfer basis from all accredited* junior colleges and community colleges. Under this policy, all college parallel courses are transferred at full credit and with the grade earned.

OTHER TRANSFER CANDIDATES are considered on an individual basis and on their own merits. Those candidates who have a cumulative 2.00 (C) average or equivalent will receive full credit for all college parallel work completed and grades will transfer as earned. Those who do not have a cumulative 2.00 (C) average or equivalent will not receive credit for grades below the "C" level. Those credits accepted will be transferred at the grade earned.

The registrar determines the applicability of courses taken at other regionally accredited institutions of higher learning toward the general education requirements at Pfeiffer. Advisors under the direction of the Dean of Adult Studies and through consultation with school heads determine the applicability of transferred courses toward meeting the requirements for the majors. Courses applied to a major require a minimum grade of C-.

**Must be accredited by the Regional Agency*

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM ARTICULATION AGREEMENT

The North Carolina Community College System and Pfeiffer University agree to the following terms for the transfer of students for member colleges of the North Carolina Community College System under the terms and conditions set forth by the Comprehensive Articulation Agreement prepared in response to House Bill 739 and Senate Bill 1161, 1995 Session of the General Assembly, beginning with the academic year 1997-98 and continuing until such time as this agreement is terminated by Pfeiffer University or by the State Board of Community Colleges.

I. All students who have earned an associate in arts or associate in science degree from a member college of the North Carolina Community College System under the terms and conditions of the Comprehensive Articulation Agreement and who meet Pfeiffer University's admission standards are eligible to apply and may expect the following if admitted:

1. A student who has completed the General Education Core as outlined by the Comprehensive Articulation Agreement shall be considered to have fulfilled the lower-division, institution-wide general education requirements of Pfeiffer University. To be eligible for inclusion in this policy, the student must have an overall grade point average of 2.0 and an earned grade of C or better on all general education core courses.

2. An additional 20-21 semester hours of approved college transfer courses required for the completion of the associate in arts or associate in science degree shall be accepted as transfer credits, if successfully completed with an earned grade of C or better.

26/Undergraduate Program

3. A student who has successfully completed the associate in arts or associate in science degree with an overall grade point average of 2.0 and an earned grade of C or better on all courses shall receive 64 semester hours of credit and junior status upon admission to Pfeiffer University.

II. Pfeiffer University agrees that students who have attended a member college of the North Carolina Community College System without completing the degree requirements for an associate degree but who otherwise meet the Pfeiffer University's admission standards are eligible to apply and may expect the following if admitted:

1. A student who has completed the General Education Core requirements with the proper distribution of hours as outlined in the Comprehensive Articulation Agreement, but who has not completed an associate degree, shall be considered to have fulfilled the lower division, institution-wide general education requirements of Pfeiffer University. To be eligible for inclusion in this policy, the student must have an overall grade point average of 2.0 and an earned grade of C or better on all general education core courses.

2. A student who has completed any part of the General Education Core shall receive transfer credit for those general education courses which have been satisfactorily completed with a grade of C or better.

CREDIT FOR COMPLETION OF INTERNATIONAL BACCALAUREATE CERTIFICATE OR DIPLOMA PROGRAMS

Placement and credit are available for Higher - Level Exams with scores of 5, 6, or 7 (on either the certificate or the diploma). Students must obtain course equivalency recommendations from the relevant departments. Course work from the classes taken in preparation for the exams may be helpful in demonstrating what was covered.

CREDIT BY EXAMINATION/ADVANCED PLACEMENT

Pfeiffer University recognizes the concept of "course equivalency." This concept permits the University to certify the educational value of study outside the post-secondary educational environment and out-of-class experiences and, following appropriate evaluation by the University, enables the student to receive academic credit towards a degree. Grades and quality points are not assigned to credits awarded by examination; credit is treated as transfer work and may not duplicate any equivalent credit.

1. The College Board's Advanced Placement Program (AP): Pfeiffer University awards credit to students who have passed certain AP Examinations at an acceptable level. These tests may be taken prior to enrollment. The Dean of Adult Studies reserve the right to verify test results. The following table outlines the credit acceptance; contact the Registrar's Office for specific course equivalence.

<u>ADVANCED PLACEMENT TEST</u>	<u>Score</u>	<u>Semester Hours Awarded</u>
ECONOMICS		
Microeconomics	3, 4, 5	3
Macroeconomics	3, 4, 5	3
ENGLISH		
Literature and Composition	3, 4, 5	3
Language and Composition	3, 4, 5	3
GOVERNMENT AND POLITICS		
American Government and Politics	3, 4, 5	3
Comparative Government and Politics	3, 4, 5	3
HISTORY		
American History	3, 4, 5	6
European History	3, 4, 5	6
HUMANITIES		
Art History/Studio Drawing/General	3, 4, 5	3
Music Theory	3, 4, 5	6
Music Listening and Literature	3, 4, 5	3
LANGUAGES		
French/Spanish/German Literature	3, 4, 5	6

Academic Policies/27

French/Spanish/German Language	3, 4, 5	6
Latin Vergil/Catullus-Horace	3, 4, 5	12
MATH		
Calculus AB	3, 4, 5	4
Calculus BC	3, 4, 5	8
SCIENCES		
Biology	4	4
Biology	5	8
Chemistry	4	4
Chemistry	5	8
Physics B or C	4	4
Physics B or C	5	8
Psychology	3, 4, 5	4
Computer Science A	3, 4, 5	3
Computer Science AB	3, 4, 5	6

2. The College Board's College Level Examination Program (CLEP): Pfeiffer University awards credit to students who have passed certain CLEP examinations at an acceptable level. These tests may be taken prior to enrollment or after a student has actually begun studies at the University. In rare cases, an optional essay is also required. The Dean of Adult Studies reserves the right to verify test results. The following table outlines the credit acceptance; contact the Registrar's Office for specific course equivalence.

<u>CLEP EXAMINATION</u>	<u>Required Score +</u>	<u>Semester Hours Awarded</u>
COMPOSITION AND LITERATURE		
American Literature	50	6
Analyzing and Interpreting Literature	50	6
College Composition	50	TBA
College Composition Modular	50	TBA
English Literature	50	6
Humanities	50	6
FOREIGN LANGUAGES		
College French Level 1	50	6
College German Level 1	50	6
College Spanish Level 1	50	6
College French Level 2	59	12
College German Level 2	60	12
College Spanish Level 2	63	12
HISTORY AND SOCIAL SCIENCES		
American Government	50	3
Human Growth and Development	50	3
Intro. to Educational Psychology	50	3
Introductory Psychology	50	3
Introductory Sociology	50	3
Principles of Macroeconomics	50	3
Principles of Microeconomics	50	3
Social Sciences and History	50	6
U.S. History I	50	3
U.S. History II	50	3
Western Civilization I	50	3
Western Civilization II	50	3
SCIENCE AND MATHEMATICS		
Biology	50	6
Calculus	50	3
Chemistry	50	6
College Algebra	50	3
College Mathematics	50	6
Natural Sciences	50	6
Precalculus	50	3

28/Undergraduate Program

CLEP EXAMINATION	Required Score +	Semester Hours Awarded
BUSINESS		
Financial Accounting	50	3
Introductory Business Law	50	3
Information Systems and Computer Applications	50	3
Principles of Management	50	3
Principles of Marketing	50	3

+ Score requirements for exams taken before 1988 may be higher.

3. Pfeiffer University is a Servicemembers Opportunity College (SOC) and grants credit appropriate to the University's program using The Guide to the Evaluation of Educational Experiences in the Armed Services. For additional information, contact the Registrar.

UNDERGRADUATE CHALLENGE EXAMS

A student may request an examination for any course. All applications must receive approval from the Instructor and the Dean of Adult Studies or the Registrar. If the student tests well enough, he/she will receive the appropriate credit hours and grade. The charge for a challenge exam, to be paid prior to the test, is 1/2 of the current part-time tuition rate. Credit and grades will be a part of the Pfeiffer academic record and will apply towards residency.

CORRESPONDENCE CREDITS

Except for some credits completed while in the military service, credits earned in correspondence courses may not be used to satisfy graduation requirements. The awarding of such credit is at the discretion of the Registrar.

CLASSTANDING

Students with fewer than 26 semester hours are classified as freshmen. Sophomores have 26 to 55 hours of academic credit. Juniors have 56 to 85 hours. Seniors are those students with 86 or more semester hours. Transfer hours are included in this calculation.

RESIDENCE REQUIREMENT

At least 45 SH must be earned in residence at Pfeiffer University. Work in residence must include at least 1/2 of the number of semester hours required in the major. Exceptions are made for military personnel attending under any of the military services degree completion programs.

CHANGE OF CATALOG

Students normally graduate under the provisions and requirements of the Catalog in effect at the time of their initial registration at Pfeiffer University, unless changes in curricula, graduation requirements, etc., make that impossible. Students may choose to graduate under the requirements of a subsequent Catalog. However, they must meet all of the requirements of one Catalog and may not interchange requirements. Students who reenter after an interval of one (1) full academic year must meet the requirements of the Catalog in effect at the time of reregistration, or of a subsequent Catalog.

GRADE POINT AVERAGE COMPUTATION

A student's academic average (commonly called "GPA," for Grade Point Average) is computed on a 4.0 scale as follows:

Letter Grade:	A	A-	B+	B	B-	C+	C	C-	D	F	WF	I
Quality Pts. Per Semester Hr.:	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.0	0.0	0.0	0.0

The GPA is used for such matters as determining academic eligibility, graduation with honors, Dean's List, etc. It is also a figure that is often of interest to graduate/professional schools and future employers.

Only work attempted at Pfeiffer University is used in calculating the GPA.

In addition to all other requirements, a student must have earned a cumulative average in his/her academic program of at least 2.0 to be eligible receive an undergraduate degree from Pfeiffer University at Charlotte.

To calculate the GPA, the credit hours for each course are multiplied by the quality points awarded for each grade. The total quality points earned are then divided by the total credit hours attempted.

Academic Policies/29

COURSE	SAMPLE		GRADE	QUALITY POINTS
	HOURS ATTEMPTED	HOURS EARNED		
Course A	4	4	B+	13.2
Course B	3	3	C-	5.1
Course C	(3)*	—	W*	—
Course D	3	0	WF	0.0
Course E	2	2	A-	7.4
TOTALS	12	9		25.7

$$25.7 \div 12 = 2.142 \text{ GPA}$$

* Marks of W, WP, IP and X are not calculated in the GPA, nor are hours attempted charged.

ATTENDANCE

University policy requires students to attend at least 3/4 of the scheduled class meetings (excluding the final exam) in a course. Students who are absent for any reason from more than 1/4 of the scheduled class meetings cannot receive a passing grade from the instructor of the course regardless of course average. During the regular academic year, the maximum number of absences for a 3 SH course are calculated according to University policy as follows:

Classes meeting 1 time a week 2 absences

Within these limitations instructors determine attendance policies for their classes, with the approval of the Dean of the School of Adult Studies.

GRADING NOTATIONS

A = Excellent

B = Good

C = Average

D = Below Average

F = Failure

W = Withdraw - Students may withdraw from classes:

1. Last day to withdraw without academic record

2. Last day to withdraw to receive a "W" grade on the transcript. Record will indicate if it is to be recorded as a withdraw passing or a withdraw failing. All withdraws must be signed by the student's academic advisor.

WF = Withdrew Failing (Calculates the same as an "F")

WP = Withdrew Passing

IP = In Progress (mid-term reports only)

X = No Grade reported by the instructor

I = Incomplete - This grade is assigned where satisfactory progress is being made, but due to reasons beyond the student's control, final course requirements cannot be completed in time. Such records must be cleared one semester following the semester in which the "I" was awarded or the "I" will automatically become an "F".

R = Repeat

AU = Audit

"D" GRADES AND INCOMPLETES

A "D" may not be used to satisfy requirements of a major. However, a "D" may be used to satisfy General Education requirements and all other requirements for graduation. An "I" (incomplete) may be given under unusual circumstances with valid reason. When the "I" grade is submitted to the Registrar, the instructor must also submit a written reason for the "I", the assignments to be completed, and an estimate of the time required for completing the unfinished course work. **If an "I" is not removed by the end of the next semester, it will automatically become an "F."** An "I" is calculated as an "F" until it is removed.

REPEAT POLICY

If a course taken at Pfeiffer is repeated at Pfeiffer, the new grade becomes the official grade, even if it is lower than the previous grade. Previous grades will not be calculated into hours or averages. If a course taken at Pfeiffer is repeated elsewhere, the new work will be credited (if it has received the proper prior approval), but the Pfeiffer grade will stay on the record and will be calculated in the Grade Point Average.

30/Undergraduate Program

The hours toward graduation will, however, be credited only once. If a course previously taken at another school is repeated at Pfeiffer (example: a "D" in a course required in the major), the prior grade will be removed from the transfer credit and the Pfeiffer grade will be the official mark (even if lower).

There is no limit on the number of times for a course to be repeated. "C" grades may be repeated, but this practice is not encouraged since a lower grade could result.

Students repeating courses are to file the appropriate form with the Registrar's Office.

APPEALS FOR GRADE CHANGES

Students who wish to appeal a final grade should file a complaint in writing with the Director of Academic Support Services within thirty calendar days of the first day of class of the semester next following the semester in which the grade was reported. A committee consisting of the Director of Academic Support Services, the VP for Academic Affairs, the Department Chair in the area of the course involved, and the instructor involved, will review and act upon each complaint. Neither faculty nor students are permitted to bring third party representation or other individuals to a grade appeal hearing; however, written documentation may be submitted by other faculty members and/or students.

DROPPING OR WITHDRAWING FROM A COURSE

Students may officially drop a course during the first 14 calendar days of a regular session without having the course appear on their record. Thereafter, the instructor must assign a "WF" (withdrew failing) or "WP" (withdrew passing). During the first 2 semesters of enrollment at Pfeiffer University, a student may be assigned a "W" if the student's advisor, the faculty member for the course, and the Dean of Adult Studies give their approval. **Withdrawal without notifying the Registrar results in a grade of "F"**. Students may not withdraw from a course during the last 7 calendar days prior to the end of classes. A "WF" is computed in the academic average as an "F".

WITHDRAWAL FROM PFEIFFER

Students may officially drop a course during the first 14 calendar days of a regular session without having the course appear on their record.

Students leaving the university during an academic term without notifying the Registrar to officially withdraw will receive a grade of "F" in each course for which they are registered. Withdrawal forms may be obtained from the Dean of the School of Adult Studies. Students who return to Pfeiffer after an absence of 2 semesters or longer must reapply to the University and use the catalog in effect at the time of their return, or a subsequent catalog.

Students granted a valid medical withdrawal will receive a mark of "W" in all courses unless the attendance policy was violated prior to the medical problem. Suspended students will receive a "WP" or "WF" depending on their level of performance in each class. Students not receiving a valid medical withdrawal may not drop a course during the last week of a semester.

WITHDRAWAL POLICY FOR MILITARY CALL-UP

In the event a student is called to active duty, he or she must complete a formal withdrawal process and provide a copy of his or her deployment orders at the time of withdrawal. A student will not receive special consideration under this policy until a formal withdrawal is initiated by the student and a copy of the student's deployment orders are received by Pfeiffer University.

If the student withdraws during the Drop period, his or her classes will be dropped with no academic record. If the withdrawal occurs after the end of the Drop period, the student's transcript shall show a "W" for all classes. Grade Point Average (GPA) will not be affected. A note will be placed in the Registrar's files together with a copy of the deployment orders to indicate that the "W" was due to military call-up.

REGISTRATION AND/OR ADDING A COURSE

Students are expected to register on or before the date designated in the academic calendar. Advisors assist students in arranging a class schedule consistent with their interests and needs. Registration for credit is limited to the first 7 calendar days of the session.

COURSE LOAD

Students normally register for 12 SH. The normal semester hour charge will apply for registrations over 12 SH. These charges must be paid in order to receive credit for those courses.

AUDIT

If a student desires to attend a class without credit, he/she may enroll as an auditor as long as the class level is below maximum capacity. Auditors are expected to attend class, but no credit towards a degree will

Academic Policies/31

be awarded. Auditors are exempt from exams and other assigned projects and papers, but they may participate in regular classroom activities. Auditors must be accepted through the Admissions Office and must be duly registered. The name of the auditor will appear on the classroom roster and the mark of "AU" (for Audit) will be recorded on the grade report and transcript. The "AU" mark will not affect the academic average. The charge for auditing is stated in the "Costs and Financial Policies" section of the catalog. The decision to take a course for credit or as an audit and the charge for the same may not be changed after the end of the "Add" period (the first week of classes).

COURSE SUBSTITUTIONS

Substitutions for courses specifically required in various majors may be made with the written approval of the appropriate Program Advisor and Dean of Adult Studies.

INDEPENDENT AND DIRECTED STUDY

Both Independent and Directed Studies require:

1. The completion of a study prospectus prior to the commencement of classes. (Consult the official academic calendar for exact deadline dates each year.)
2. Approval of the prospectus by the Dean of the School of Adult Studies.
3. Registration.
4. A panel review of completed work.

Forms are available in the Dean's Office.

Introductory courses and courses offered every semester may not be taken as a Directed Study except by special permission of the Dean of the School of Adult Studies. Minimum student contact with the instructor for both Directed and Independent Studies is 5 hours per SH. Each Independent and Directed Study must be taken during a regular semester or summer term. Students interested in an Independent or Directed Study should consult with their advisors. Both Independent and Directed Studies require a faculty sponsor and prior approval of the designated officials.

APPLICATION FOR DEGREE

Students in **all programs** are REQUIRED to complete an Application for Degree **one academic year** prior to their anticipated graduation date. These dates are published on the academic calendar which is available in the catalog and online through MyPfeiffer. Failure to complete the application for degree prior to one year before graduation will result in additional charges (late fee) and a delay in processing your graduation audit.

Students will incur a late fee of \$75 for any application received after the deadline published on the academic calendar regardless of the program or cohort one belongs to. The late fee will be applied to the student's account.

CHECKLIST to aid in preparing for graduation audit:

1. One year prior to your anticipated graduation (May, August, December), stop by the Registrar's office or download the application for degree from MyPfeiffer.
2. Meet with your Academic Advisor to review degree audit and proposed graduation date.
3. Submit completed paperwork, along with copy of completed Student/Advisor audit showing any changes/substitutions in course requirements. This is to be done prior to the deadline posted in the catalog and online.
4. After the Registrar's office has reviewed the degree audit, the student will receive an email to only their Pfeiffer University student email account. This email will be sent indicating if all requirements have been met and if not, the need for the student to contact the department to determine a plan of action. *Please contact Registrar if email is not received ONE semester prior to the anticipated graduation.
5. Once the student receives the email and verifies their status with their Advisor, the student must sign an acknowledgement form and return to the Registrar's office within 10 days of the receipt of the email. Online students or those who are at remote campuses can scan, mail or fax the signed document to the Registrar's office at (704)463-1363.

COMMENCEMENT

Participation in commencement is required of all graduates unless excused by the Dean of the School of Adult Studies.

ACADEMIC ELIGIBILITY

The academic eligibility of all students at Pfeiffer University will be determined at the end of every semester based on their Pfeiffer University Grade Point Average (GPA). Students may have Regular Status, Warning Status, or Probation Status; they may also be suspended or dismissed.

32/Undergraduate Program

REGULAR STATUS is defined as progressing towards graduation with a GPA of 2.0 or greater. Students who have Regular Status should meet with their advisors a minimum of three times during the semester.

ACADEMIC WARNING STATUS (AW) is defined as progressing towards graduation with a GPA greater than the following scale but with a GPA less than 2.0. Students who have AW status should meet with their advisors/mentors a minimum of four times during the semester.

ACADEMIC PROBATION STATUS (AP) is given to students who are not making satisfactory progress towards graduation. Students who have AP status have GPAs which fall below the following scale and are in their final appeal semester. Students with AP status must: (1) sign a contract with their advisors/mentors and must meet the conditions of the contract, (2) obtain a 2.0 GPA for the semester or obtain a GPA above the following scale. Failure to meet the conditions of Academic Probation will result in a one semester suspension without appeal. Subsequent suspensions will be for two semesters without appeal. Students who have completed a two - semester suspension may apply for readmission at the end of the suspension. Re - admission is at the discretion of the University. Students returning from Academic Probation will be placed on Academic Probation status.

Hours Attempted = Non-Activity Hours attempted at Pfeiffer plus hours of transfer credit.

1-25	1.20	49	1.56	73	1.72	97	1.88
26	1.22	50	1.57	74	1.73	98	1.89
27	1.24	51	1.57	75	1.73	99	1.89
28	1.26	52	1.58	76	1.74	100	1.90
29	1.28	53	1.59	77	1.75	101	1.90
30	1.30	54	1.59	78	1.75	102	1.91
31	1.32	55	1.60	79	1.76	103	1.91
32	1.34	56	1.61	80	1.77	104	1.92
33	1.36	57	1.61	81	1.77	105	1.92
34	1.38	58	1.62	82	1.78	106	1.93
35	1.40	59	1.63	83	1.79	107	1.93
36	1.42	60	1.63	84	1.79	108	1.94
37	1.44	61	1.64	85	1.80	109	1.94
38	1.46	62	1.65	86	1.81	110	1.95
39	1.48	63	1.65	87	1.81	111	1.95
40	1.50	64	1.66	88	1.82	112	1.96
41	1.51	65	1.67	89	1.83	113	1.96
42	1.51	66	1.67	90	1.83	114	1.97
43	1.52	67	1.68	91	1.84	115	1.97
44	1.53	68	1.69	92	1.85	116	1.98
45	1.53	69	1.69	93	1.85	117	1.98
46	1.54	70	1.70	94	1.86	118	1.99
47	1.55	71	1.71	95	1.87	119	1.99
48	1.55	72	1.71	96	1.87	120	2.00

CHARLOTTE AREA EDUCATIONAL CONSORTIUM

Pfeiffer University is a member of the Charlotte Area Educational Consortium (CAEC). Full-time undergraduate students at Pfeiffer are able to take courses at other CAEC member institutions at no additional charge. Summer school courses and graduate classes are not included in this arrangement.

Courses must be relevant to the course of study pursued by the student and must be approved by Pfeiffer as such. A student may not take a course at another institution if that course is available at Pfeiffer. Cross-registration is on a space-available basis with the students' at the host institution having priority. Students are responsible for their own transportation. Records for such courses are maintained by the home institution and grades in these courses are part of the grade point average at Pfeiffer.

For further information and cross-registration forms, see the Registrar.

STUDY ABROAD PROGRAMS

Pfeiffer University supports and encourages students to participate in a study abroad experience. A variety of programs are available from one week community service projects to semester and year long academic opportunities. These programs may carry academic or cultural credit based on prior approval. Study Abroad programs are available during the regular academic year, semester breaks, as well as during the summer.

Academic Policies/33

Details on costs, application procedures, and credit may be obtained through The Study Abroad Office in the Learning Center.

Study abroad may pose special academic challenges and risks due to the nature of cross-cultural education.

CROSS-REGISTRATION

With permission of the Dean of the School/Chair and Director of Adult Degree Completion Program, Misenheimer Senior undergraduate students with at least a 3.0 GPA, may take up to 6 SH of General Education requirements in the Degree Completion Program. Students must be at least 21 years of age and may only be granted permission under special circumstances. Tuition will be charged at the rate of the Undergraduate College.

DUAL UNDERGRADUATE/GRADUATE REGISTRATION

Full-time undergraduates at Pfeiffer University who have achieved senior status may be allowed to enroll in certain Pfeiffer graduate courses if:

1. The student has achieved a satisfactory score on the appropriate graduate admissions test.
2. The student meets the grade point requirement for admission to the graduate degree program in which the courses are taught and has satisfied the prerequisites of the graduate courses in which enrollment is sought.
3. The student submits to the Head of the School housing the program a Special Request for Dual Undergraduate/Graduate Registration approved by the academic advisor and the Head of the School in which the student is enrolled (e.g., Business for MBA, MHA, MS in Organizational Leadership and Change; Religion for MCE; Education for MS in Elementary Education). An official degree audit from the Registrar must accompany the Special Request. The Head of the School approves or denies the Special Request.
4. The courses in which the undergraduate is requesting permission to enroll are not closed.

Because of this restriction, undergraduates may not preregister for graduate courses.

Undergraduates who enroll in graduate courses may receive either undergraduate or graduate credit for the course. They may NOT receive undergraduate and graduate credit for the same course. Undergraduates may not take more than 9 hours of graduate courses under the dual registration program.

The maximum class load for undergraduates enrolled in one or more graduate courses is 15 semester hours. Permission to take graduate courses under dual undergraduate/graduate enrollment does not imply that the undergraduate is or will be admitted to the graduate program.

34/Undergraduate Academic Program

UNDERGRADUATE ACADEMIC PROGRAM

Majors are listed and described along with the courses in each area. The following are definitions of some terms as they are used at Pfeiffer University.

Major: A major is a sequence of courses in an academic area or two or more related areas. The minimum number of credit hours required for each major is listed with that major. The maximum number of credit hours permitted for a major is 75 credit hours. All major courses must be passed with a grade of C- or higher.

The following is a list of the majors available through the School of Adult Studies.

Major

- Business Administration
- Criminal Justice
- Health Administration
- Interdisciplinary Studies
- Management Information Systems
- Organizational Communication

Course Numbering: All courses are identified by 3 or 4 letters and 3 digits. The letters represent the academic area (for example, BUAD for Business). The number indicates the level of the course in the first digit, and the second and third digits describe the particular course.

- 200-299 Introductory Level Courses
- 300-399 Intermediate Level Courses
- 400-599 Advanced Courses

Prerequisites/Corequisites: Prerequisites are conditions that students must meet before registering for a particular course. These may include satisfactory completion of other courses or requirements such as junior status or being a declared major in that area. Corequisites may be taken during the same semester as the course for which the corequisite is required.

Independent Study: Most academic areas offer opportunities for Independent Study. In an Independent Study, students work under the guidance of a faculty member to explore an area of interest which is not normally taught in the Pfeiffer curriculum. In order to register for an Independent Study, students must have taken at least 2 courses in the discipline or disciplines represented in the study and have earned a GPA of 3.0. Independent Studies may be numbered 399, 499, or 599, depending upon the level. The credit to be earned is determined by a "contract" between the student and the instructor. Policies and procedures for Independent Study appear on page 31.

Directed Study: Students who have a cumulative average of at least 2.0 may register for a Directed Study. A Directed Study offers students opportunities to take regular Pfeiffer courses on an individual basis. Students may register for a Directed Study only when it is impossible for them to take the course at the time when it is normally offered. Policies and procedures for Directed Study are listed on page 31.

Special Topics: Groups of students wishing to study an area not normally offered in the Pfeiffer curriculum may do so in most disciplines by taking Special Topics courses. Special Topics may be numbered 398, 498, or 598, depending on the level. Courses of this type are taught as regular courses and are normally placed on the schedule.

DEGREES OFFERED

Students may earn the Bachelor of Science (B.S.) degree at Pfeiffer University at Charlotte. The B.S. degree is awarded to students completing majors in:

- | | |
|-------------------------|--------------------------------|
| Business Administration | Health Administration |
| Criminal Justice | Management Information Systems |

The Bachelor of Arts (B.A.) degree is awarded to students completing majors in Liberal Arts and Organizational Communication.

Undergraduate Degree Requirements/35

REQUIREMENTS FOR THE DEGREE (GRADUATION REQUIREMENTS) -- SCHOOL OF ADULT STUDIES

Most two-year college graduates transfer a broad range of credits meeting many of these general education requirements. Courses taken in the major also may be applied toward satisfying certain of these requirements. Transfer agreements for specific majors from local community colleges may be obtained through the Pfeiffer University at Charlotte office. Students transferring from programs not within the immediate Charlotte area may request a transcript audit to determine the remaining general education courses required for baccalaureate degree completion.

See pages 25-34 for a complete description of Undergraduate Academic Policies. To earn an undergraduate degree at Pfeiffer University at Charlotte, all students admitted to the Adult Studies Program must:

- I. Earn a total of 120 semester hours
- II. Complete the following General Education program requirements: 42-45 SH
 1. **Writing (3-6 SH)**
 - ENGL 201, Introduction to College Writing (with a grade C- or better) or exemption
 - ENGL 202, College Writing (with a grade of C- or better; required of all students except those who have had an equivalent course).
 - Completion of at least three writing intensive courses, at least one of which must be outside the student's major, with a grade of C- or better (in many majors, one of these courses will be the senior seminar or senior capstone course).
 2. **Oral Communication (1 SH)**
 - COMM 205, Fundamentals of Oral Communication - or exemption or acceptable transfer credit. COMM 311 Intercultural Communication, or COMM 301 Public Speaking may also be applied toward meeting the requirement.
 3. **Language and Literature (6 SH)**
 - Two electives, one of which must be a literature course (Foreign Language courses above the introductory level may be substituted for these English electives.)
 4. **History/Political Science (6 SH)**
 - Two courses.
 5. **Music/Art/Theatre (3 SH)**
 - One course. The course must be a 3 SH course from the 200 level or above offerings. Courses listed as English do not satisfy the requirements.
 6. **Natural Science (8 SH)**
 - A two-course sequence in a laboratory science, normally:
BIOL 211-212, General Biology I and II
CHEM 201-202, Science, Technology and Modern Society I and II
CHEM 301-302, General Chemistry I and II
PHYS 301-302, General Physics I and II
PHYS 303-304, Calculus-Based General Physics I and II
 7. **Mathematics (3 SH)**
 - One course in Mathematics (College Algebra).
 8. **Economics/Psychology/Sociology (6 SH)**
 - Two courses. If Sociology is chosen, the following courses may be used to satisfy this requirement: Criminal Justice (CRIM 501); or Sociology (SOCY 301, SOCY 302, SOCY 312, SOCY 402, SOCY 408, and/or SOCY 450).
 9. **Religion (6 SH)**
 - Two courses from Religion, Philosophy and/or Christian Education, one of which must be a religion course.

A course may not be used to meet two general education requirements. A course may be used to meet both a general education requirement and a major/minor requirement.
- III. Demonstrate basic competency in the use of computer technology by passing one of the following:
 1. The Computer Competency Exam
 2. COMP 360 with a grade of C- or better.
 3. Another computer course with a grade of C- or better. This course must be approved by the chair of the Department which houses the student's major.

36/Undergraduate Program

4. In the capstone course required in each major, students must demonstrate computer competencies necessary for the major.

A student who has not completed the University Computer Competency requirement must enroll in COMP 360 or other departmentally-approved course which provides instruction in the required computer competencies during or prior to the semester in which he/she earns the 72nd semester hour credit. The student must maintain enrollment in the class until the graduation requirement is satisfied.

- IV. Complete a major. A list of the majors offered by Pfeiffer University at Charlotte may be found on page 34, and the requirements for the majors and courses offered may be found on pages 38-67. Pfeiffer graduates complete at least one major and may complete more than one major. Because of the extensive and varying requirements of each program's major, Pfeiffer University at Charlotte calls to the attention of prospective and enrolled students the critical nature of an early and continuous advisement process.
- V. File an Application for Degree with the Registrar's Office at least one year in advance of the expected graduation date.
- VI. Have a cumulative academic average of at least **2.0** on work attempted at Pfeiffer University .
- VII. Complete all requirements of the current assessment plan (See pages 17-18).

UNDERGRADUATE ACADEMIC HONORS AND ORGANIZATIONS

DEAN'S LIST

A recognition of academic merit given at the end of each semester to students who have earned a GPA of 3.500 or higher for the semester. To be eligible, a student must carry a minimum of 12 SH in a semester and must attain a 3.500 average.

GRADUATION WITH HONORS

Summa Cum Laude recognizes those graduating seniors who have earned a cumulative GPA of at least 3.900 at the time of graduation.

Magna Cum Laude recognizes those graduating seniors who have earned a cumulative GPA of at least 3.700 at the time of graduation.

Cum Laude recognizes those graduating seniors who have earned a cumulative GPA of at least 3.500 at the time of graduation.

To qualify for graduation with honors, a student must earn at least 45 SH at Pfeiffer University. Only work completed at Pfeiffer University is used in determining qualifications for graduating with honors.

PHI DELTA SIGMA

The scholastic honor organization of faculty and students. Juniors and seniors who have maintained a high academic average are admitted by a vote of the resident members of the organization. Faculty members who have attained outstanding recognition through scholarship are also eligible for membership. Phi Delta Sigma Honor Society is the scholastic honor organization at Pfeiffer University. Juniors and Seniors who have completed at least 45 semester hours at Pfeiffer are eligible to be voted into admittance. Students must have achieved a minimum 3.5 grade point average but no more than the top 10% of the eligible students may be initiated each year. As a result, in recent years, the required grade point average has been considerable higher than 3.5. Initiation ceremonies are conducted near the end of the Spring semester on the Misenheimer campus.

The procedure is as follows: the Registrar's office processes a list of Junior and Senior students in order of GPA; the list is reviewed by the committee (includes President, Vice President), the selected ones are sent an invitation to join the Honor Society.

WHO'S WHO

Pfeiffer awards the Who's Who Among American College and University Students recognition to graduating seniors with outstanding academic achievement.

ALPHA PHI SIGMA

A national honor society in criminal justice with chapters on over 250 campuses nationwide. Designed to recognize Pfeiffer University students who have attained academic excellence and leadership in criminal justice. To be eligible for membership students must be declared criminal justice majors, have completed 12 SH of criminal justice courses with a 3.5 average, attained at least a 3.0 overall average and rank in the top 35% of their class.

LAMBDA PIETA

An honor society for organizational communication majors. To qualify for membership, the student must be an organizational communication major with at least 60 hours, have a minimum of 12 semester hours in the major, and a GPA of at least 3.5 within the major. Students must also be in good standing with the University.

38/Undergraduate Programs

Business Administration (BUADA)

Business remains perhaps the most wide-open career field today. The job market for business graduates is expected to remain strong throughout the near future. Business Administration majors enjoy a wide range of options and much flexibility in both beginning and later employment. Banks, retail organizations, hospitals, manufacturing firms, non-profit agencies, educational institutions, and government are a few of the types of organizations seeking out qualified business graduates.

The curriculum in Business Administration is designed to develop an understanding of the major functional areas of business -- accounting, economics, finance, marketing, and management -- as well as the techniques of analysis and the problem-solving skills necessary to serve modern society effectively.

General Education: Please refer to page 35.

Major

BUSINESS ADMINISTRATION

Required Core Courses (51 semester hours):

ACCT 221	Principles of Accounting I	BUAD 430	Organizational Behavior
ACCT 222	Principles of Accounting II	BUAD 523	Management of Human Resources
ACCT 421	Managerial Accounting	BUAD 550	Business Strategy
BUAD 321	Business Statistics	COMM 345	Business Communication
BUAD 323	Business Law I	COMP 360	Microcomputer Applications
BUAD 326	Marketing	ECON 221	Principles of Macroeconomics
BUAD 329	Principles of Management	ECON 222	Principles of Microeconomics
BUAD 408	Ethics in Business	MATH 220	College Algebra
BUAD 424	Financial Management		

Electives:

27 SH of electives are required.

Courses Offered

BUAD 321	Business Statistics General principles and concepts of statistical methods; descriptive statistics; probability, sampling and estimation and hypothesis testing; regression and correlation, time series. Computer software packages applied.	3 SH
BUAD 323	Business Law I Legal concepts evolved through government regulation, administrative agencies, environmental law and community planning, consumer protection, and contracts.	3 SH
BUAD 324	Business Law II Legal concepts involved in sales, negotiable papers, personal property, creditors' rights and secured transactions, real property, corporations, and agency and employment. Prerequisite: BUAD 323.	3 SH
BUAD 326	Marketing Marketing organization and methods with emphasis on the social and economic aspects of distribution; consumer problems; marketing functions and institutions; marketing methods and policies.	3 SH
BUAD 329	Principles of Management The study of management principles and techniques for all fields of business including	3 SH

Business Administration/39

business objectives, policies, functions, leadership, organization structure and morale, operative procedures.

- BUAD 330 Risk Management and Insurance 3 SH**
Principles of risk; methods of handling self-insurance; principles of insurance and their application to life, property, and casualty insurance. Prerequisite: BUAD 329.
- BUAD 340 Survey of Leadership 3 SH**
This course is built on the premise that leadership is a dynamic process. Students will: (1) explore leadership's multifaceted process; (2) broaden their understanding of the implications of effective leadership in their specific career choice; (3) examine the role of ethical behavior in both leadership and management; (4) discuss the process of change and leadership's role as "change agent"; (5) apply leadership and learning theories to the process of experiential training.
- BUAD 408 Ethics in Business 3 SH**
Application of the principles of philosophical ethics to the business community; philosophical ethics to such concerns as morality in advertising, environmental issues, values in economics, values of common good, and the role of the state in business practice.
- BUAD 409 E-Commerce 3 SH**
This course examines the development of and future prospects for electronic commerce. Students will consider the emerging changes in business brought on by the Internet; the dynamics of innovation; the organizational consequences of moving commerce to the Internet; and evaluate the operations of a variety of web businesses even as they develop a business plan for their own Internet commercial venture. Topics covered: theory and models of electronic commerce; technology for electronic commerce; Internet and web XML; security electronic payment; architecture for E-commerce applications; industry perspectives; banking; retail; manufacturing/supply chain management; government and policy implications case studies. Prerequisites: COMP 360, ECON 222, BUAD 329.
- BUAD 422 Investments 3 SH**
Fundamental principles of investment; analysis of financial data; types of securities; security market operations and portfolio planning. Prerequisite: BUAD 424.
- BUAD 424 Financial Management 3 SH**
Principles and practices of business and corporate financing; sources of capital; administration of working capital items; budgeting; and control, expansion, and treatment of earnings. Prerequisites: ECON 222 and ACCT 222.
- BUAD 426 Government and Business 3 SH**
Legal, political, and economic framework of the business-government relationship; antitrust policies; regulation of specific industries; effects of deregulation. Prerequisites: BUAD 323, ECON 222.
- BUAD 428 Advertising and Sales Promotion 3 SH**
A study of promotional communication practices and strategies used in the field of marketing in the areas of advertising, sales promotion, and personal selling. Special emphasis is given to the integrative nature which communication plays in identifying and targeting customers, providing product information, and creating demand for products and services. Prerequisite: BUAD 326.
- BUAD 430 Organizational Behavior 3 SH**
The study of the managerial consequences of behavioral concepts and the environmental variables. Prerequisite: Junior standing.
- BUAD 432 Sales Development and Management 3 SH**
A study of the theories and approaches required to effectively perform and manage the sales function. Students will make a sales presentation and participate in experiential exercises to reinforce elements of the professional selling process, including developing professional

40/Undergraduate Programs

relationships, communications skills, handling questions, listening, prospecting and closing the sale. Prerequisite: BUAD 326.

- BUAD 438 Small Business Management 3 SH**
Study of opportunities and problems of starting and managing a small business. All management aspects of owning and operating a small business will be covered: finance, marketing, accounting, operations. Prerequisites: ECON 222, BUAD 326, BUAD 329, ACCT 222.
- BUAD 440 Operations Management 3 SH**
Management of the production function in both manufacturing and non-manufacturing institutions; design and control decisions; qualitative and quantitative problem-solving techniques; designing products; designing production facilities; planning for and controlling production, inventory and quality. Prerequisites: BUAD 321, MATH 220, BUAD 230.
- BUAD 445 International Business 3 SH**
The role of the international manager with regard to the environment of international business; topics include international management, international marketing, cross-cultural management, and the role of multinational corporations. Prerequisites: ECON 222, BUAD 326, BUAD 329, BUAD 424.
- BUAD 450 Consumer Behavior 3 SH**
An in-depth study of the consumer and the relation of consumer behavior to pricing, advertising, product design, and research. Prerequisite: BUAD 326.
- BUAD 500 Business Administration Internship 3 SH**
A structured field experience in a profit or nonprofit organization of at least ten weeks duration. Students will be required to work the regularly scheduled hours of the office providing the internship.
- BUAD 520 International Trade and Finance 3 SH**
Study of international trade and finance theory, including comparative advantage, barriers to trade, balance of payments problems, and exchange rates. Study of the framework within which international business is conducted. Prerequisites: ECON 323, ECON 324 or permission of the instructor.
- BUAD 523 Management of Human Resources 3 SH**
The study of the objectives, functions, and organization of human resources programs. Emphasizes job evaluation, selection and placement, education and training, safety and health, employee services, employee relationships, industrial relations, and personnel research. Prerequisite: BUAD 329.
- BUAD 524 Quantitative Analysis for Decision Making 3 SH**
Quantitative methods employed in managerial decision-making; linear programming formulations; regression; decision analysis. Prerequisites: COMP 360, ECON 221 and MATH 220.
- BUAD 540 Marketing Management 3 SH**
Students will analyze case problems highlighting the marketing programs of businesses in different industries and formulate a comprehensive marketing mix consisting of product, promotion, distribution and pricing strategies to improve the company's marketing efforts and effectiveness. Prerequisite: BUAD 326.
- BUAD 550 Business Strategy 3 SH**
The capstone course in business administration which introduces the student to the processes and methodologies of strategic management. The case method is employed to enable the student to apply his or her knowledge of all functional areas of business in the analysis of real-life business cases.

NOTE: To register for SPECIAL TOPICS or INDEPENDENT STUDY, refer to p. 34.

Criminal Justice (CRIMA)

The curriculum in Criminal Justice offers a series of courses which examine the individual components and interrelationship of law enforcement, corrections, and the courts. This curriculum builds upon the strong liberal arts foundation of the University's general education requirements to prepare students with the skills in leadership, communication, and critical thinking necessary in the field of criminal justice today. The core requirements are designed to emphasize a holistic approach to criminal justice and at the same time provide in-depth study of both theory and application. Within both the core requirements and the interdisciplinary component, the interrelationship of criminal justice with the study of psychology and sociology is reinforced. Students are able to choose from an array of electives both within the major as well as in related fields of study based upon interest and career path.

The internship program allows students who wish to apply academic skills an opportunity to participate as student interns with a variety of local, state, and federal criminal justice agencies. Today's graduate with a major in criminal justice may pursue career opportunities in law enforcement, corrections, the courts, social services, or private business. For those already employed in the criminal justice field, obtaining the bachelor's degree allows for expanded career opportunities and advancement. The criminal justice major and courses provide graduates a solid foundation for the continuation of lifelong learning as well as graduate or professional schools.

General Education: Please refer to page 35.

Major

CRIMINAL JUSTICE

52 Semester Hours Minimum

Required Courses (34 Semester Hours):

CRIM 202	Introduction to Criminal Justice	CRIM 513	Criminal Justice Administration
CRIM 501	Criminology	CRIM 520	Senior Seminar in Criminal Justice
CRIM 502	Criminal Law I	PSYC 221	General Psychology
CRIM 503	Criminal Law II	PSYC 222	Statistics for Psychology or BUAD 321 Business Statistics
CRIM 504	Research Methods in Criminal Justice	SOCY 301	Introduction to Sociology
CRIM 510	Ethics in Criminal Justice		

Interdisciplinary Component - 9 SH

BUAD 430	Organizational Behavior	PSYC 425	Counseling
COMM 355	Issues of Diversity	PSYC 430	Child & Adolescent Psychology
COMM 360	Organizational Communication	PSYC 498	Psychology & the Law (when offered)
COMM 415	Conflict Transformation	PSYC 522	Social Psychology
PLSC 307	Law and Society	SOCY 302	Social Problems
PLSC 405	Public Policy	SOCY 402	Sociology of Family
PSYC 323	Psychology of Adjustment	SOCY 425	Death and Dying
PSYC 424	Behavior Problems	SOCY 450	Race and Ethnic Relations

Electives - 9 SH

COMP 360	Microcomputer Applications	CRIM 555	Internship in Criminal Justice
CRIM 320	Criminal Investigation	CRIM 556	Internship in Criminal Justice
CRIM 350	Alternatives to Incarceration	CRIM 598	Current Topics - may complete two (2) different topics
CRIM 360	Juvenile Justice	PLSC 411	Constitutional Law I - Powers
CRIM 403	Problems and Practices in Criminal Justice	PLSC 412	Constitutional Law II - Rights
CRIM 437	International Issues in Justice	SOCY 402	Sociology of the Family
CRIM 440	Criminalistics	SPAN	Spanish (6 SH) 201, 202, 301, or 302

Electives:

24 SH of electives are required.

42/Undergraduate Programs

Courses Offered

NOTE: CRIM 202 Introduction to Criminal Justice is a **prerequisite** to **ALL** Criminal Justice (**CRIM**) core courses for students majoring in Criminal Justice. No student will be permitted to earn more than 6 SH for internship hours in the Criminal Justice program.

- | | | |
|-----------------|--|-------------|
| CRIM 202 | Introduction to Criminal Justice
An overview of the criminal justice system with an emphasis on the holistic nature of criminal justice today. The history and evolution of law enforcement, the courts and corrections are examined along with contemporary issues. | 3 SH |
| CRIM 320 | Criminal Investigation
An overview of the criminal investigative process and its various components including the area of substantive crime. Emphasis is placed on the study of rules and evidence, criminal procedures, crime scene search, the role of the crime laboratory, interviewing, and professionalism. Prerequisite: CRIM 202. | 3 SH |
| CRIM 350 | Alternatives to Incarceration
A study of the philosophy, organization and effectiveness of probation, parole and community based post-conviction programs. Emphasis is based on community-based treatment facilities, work release programs and new trends in community corrections. Prerequisite: CRIM 202. | 3 SH |
| CRIM 360 | Juvenile Justice
Studies traditional and contemporary views of juvenile delinquency. Historical development of juvenile law and the juvenile justice system within the context of the criminal justice system. Future trends in juvenile justice are examined. Prerequisite: CRIM 202 or SOCY 301. | 3 SH |
| CRIM 403 | Problems and Practices in Criminal Justice
A contemporary and historical study of criminal justice and its relationship with the public, the press and other governmental agencies. Evaluation of law enforcement, judicial and correction problems and practices in society today. Prerequisite: CRIM 202. | 3 SH |
| CRIM 437 | International Issues in Justice
Examines international law enforcement and correctional issues, problems, and trends within a historical perspective. The analysis will include societal reactions, cultural perspectives, and geographical differences. Contemporary issues and events are assimilated into the historical studies. Prerequisite: CRIM 202. | 3 SH |
| CRIM 440 | Criminalistics
The study of physical evidence as it relates to crime. Emphasis is on collection, preservation, delivery, and chemical and physical analysis of evidence obtained in a criminal investigation. This course does not fulfill a laboratory science requirement. Prerequisite: CRIM 320. | 4 SH |
| CRIM 501 | Criminology
The nature and scope of crime with emphasis on the social and psychological causes is studied. Emphasis will be placed on criminological theories and the application of theories and current crime issues. Prerequisites: SOCY 301, or CRIM 202, and Senior status or permission of the instructor. | 3 SH |
| CRIM 502 | Criminal Law I
The evolution and current status of substantive criminal law in the United States, including the role of common law, case law, and statutory law are examined. The application of criminal law on both a federal and state level will be studied. Emphasis will be upon legal research and the study of important legal decisions and their effect on society. Prerequisite: CRIM 202 or PLSC 201. | 3 SH |

Criminal Justice/43

- CRIM 503** **Criminal Law II** **3 SH**
Criminal procedure within the United States legal system is examined with emphasis on pre-arrest, arrest and court procedures. Both state and federal procedural law is studied looking at the role of legal precedence, judicial decision making, administration of the courts and the appellate process. Students will visit various state and federal courts to observe actual court proceedings. Prerequisite: CRIM 202 or PLSC 201 **and** CRIM 502.
- CRIM 504** **Research Methods in Criminal Justice** **3 SH**
Basic research techniques and statistical analyses used in criminal justice, field observation, survey methods, and experimental designs; evaluation of social programs; uses of computers in the social sciences. All students are required to design an original research project with data that is collected through individuals or community agencies that contribute to a specific need in the local criminal justice community. Prerequisite: CRIM 202.
- CRIM 510** **Ethics in Criminal Justice** **3 SH**
Potential ethical controversies confronting the criminal justice process and law enforcement agencies. Special attention given to contemporary ethical issues in the administration of justice.
- CRIM 513** **Criminal Justice Administration** **3 SH**
An examination of the principals, elements, practices, and procedures of management and administration that are essential to the operation of criminal justice agencies. A specific focus of this course will be practical application of management and administrative techniques in areas of law enforcement, adjudication, institutional and residential corrections. Prerequisite: CRIM 202.
- CRIM 520** **Senior Seminar in Criminal Justice** **3 SH**
This course is designed as a capstone to integrate the knowledge and skills of the criminal justice major. A journal of contemporary criminal justice issues, multiple class presentations and a research project and paper are requirements. Prerequisite: Senior status, CRIM 202 **and** CRIM 504 **or** permission of the instructor.
- CRIM 555** **Internship in Criminal Justice** **3 SH**
Provides an opportunity to develop professional skills in a law enforcement setting. Requires a minimum of 100 hours of field work for the semester. A weekly seminar with a faculty member provides guidance and evaluation of the learning experience. Prerequisites: Senior status **and** approval by the department.
- CRIM 556** **Internship in Criminal Justice** **6 SH**
Provides an opportunity to develop professional skills in a criminal justice setting. Requires a minimum of 200 hours of field work for the semester. A weekly seminar with a faculty member provides guidance and evaluation of the learning experience. Prerequisites: Senior status **and** approval by the department.

NOTE: To register for SPECIAL TOPICS or INDEPENDENT STUDY, refer to page 34.

44/Undergraduate Programs

Health Administration (HA)

The baccalaureate Health Administration Program is designed both for those with healthcare experience and those who wish to enter the health administration field. The Program will provide the knowledge and skills necessary for successful management services in the wide range of healthcare organizations in the United States.

Students in the Health Administration Program complete courses such as healthcare management, healthcare economics, health policy and healthcare strategy. Students also complete a research-oriented senior seminar that may be completed at the student's place of employment or an approved healthcare facility. Students may select to have a program concentration in Long Term Care Management or Medical Practice Management by selecting specific electives in that area.

Total minimum semester hours required for the Bachelor Degree in Health Administration is 120 semester hours. Individuals who successfully complete the degree are eligible to seek admission in the Master of Health Administration program at Pfeiffer University which is designed to advance competencies in health services management. All HA courses are taught on-line and are eight weeks in length.

General Education: Please refer to page 35.

Major

HEALTHADMINISTRATION

Required Core Courses (48 semester hours)

ACCT	221	Principles of Accounting I	HA	404	Healthcare Economics
ACCT	222	Principles of Accounting II	HA	414	Legal & Ethical Environment of Healthcare
BUAD	321	Business Statistics			
BUAD	424	Financial Management	HA	501	Senior Seminar in Healthcare Management
COMP	360	Microcomputer Applications			
ECON	221	Principles of Macroeconomics	HA	502	Healthcare Budgeting & Control
ECON	222	Principles of Microeconomics	HA	504	Health Policy
HA	300	Principles of Healthcare Management	HA	505	Healthcare Strategy
			MATH	220	College Algebra
HA	301	Healthcare Planning and Marketing			

Electives:

30 SH of electives are required, including:

HA	405	Medical Communications	HA	520	Special Topics
HA	406	Healthcare Insurance and Managed Care			

CONCENTRATION OPTIONS:

Long Term Care Management Concentration:

The Long Term Care management (LTC) concentration is designed to prepare individuals for a variety of positions in the field of long term care. This concentration option provides a foundation of knowledge essential for understanding the role of long term care in the United States. It encompasses content necessary for licensure examinations of both the National Association of Boards of Examiners of Long-Term Care Administrators and the North Carolina Board of Nursing Home Examiners.

Students enrolled in the undergraduate Health Administration Program who elect to pursue the long term care management concentration must successfully complete the specified required Core Courses (48 semester hours) for the Health Administration degree. In addition, they must also successfully complete the five (5) concentration elective courses and five (5) electives of their choice.

Health Administration/45

Concentration Electives in Long Term Care Management (15 SH):

HA 407 Long Term Care Management

HA 506 Clinical Aspects of Aging

HA 508 Contemporary Issues in Long Term Care

Two electives related to long term care, healthcare disabilities or aging.

Electives of Choice (15 SH)

Medical Practice Management Concentration:

The Medical Practice Management (MPM) concentration is designed to prepare individuals for a variety of administrative positions in the field of group practice management. The program provides a foundation of knowledge essential for understanding the functioning of medical practice organizations in the United States. It incorporates competency areas necessary for certification by the American College of Medical Practice Executives.

Students enrolled in the undergraduate Health Administration Program who elect to pursue the Medical Practice Management concentration must successfully complete the specified required Core Courses (48 semester hours) for the Health Administration degree. In addition, they must also successfully complete the five (5) concentration elective courses and five (5) electives of their choice.

Concentration Electives in Medical Practice Management (15 SH):

HA 409 Healthcare Information Management

HA 412 Healthcare Human Resource Management

HA 413 Risk Management and Insurance

HA 507 Healthcare Quality Management

HA 509 Medical Practice Operations Management

Electives of Choice (15 SH)

Certificate Options in Long Term Care Management and Medical Practice Management:

An independent certificate option is available in Health Administration, Long Term Care Management and Medical Practice Management for those who hold a minimum of an accredited associate degree and do not wish to enroll in a Bachelor's degree program at present time. Students who successfully complete the certificate courses and who later select to enroll in a program at Pfeiffer University may be eligible to apply credits from the certificate towards their degree.

Certificate in Health Administration(18 SH):

The following courses are required for the Health Administration certificate option:

HA 300 Principles of Healthcare Management

HA 301 Healthcare Planning and Marketing

HA 414 Legal & Ethical Environment of Healthcare

HA 502 Healthcare Budgeting and Control (prerequisites: ACCT 221, 222)

HA 504 Health Policy

Elective

Certificate in Long Term Care Management (15 SH):

Students can earn this certificate by completing the five (5) concentration electives as listed under Concentration Electives in Long Term Care Management.

Certificate in Medical Practice Management (15 SH):

Students can earn this certificate by completing the five (5) concentration electives as listed under concentration electives in Medical Practice Management.

Students enrolled in other undergraduate programs at Pfeiffer may also enroll in courses with special permission. Those interested in enrolling are advised to contact the Department Chairperson to discuss potential career paths.

46/Undergraduate Programs

Courses Offered

HA 300	Principles of Healthcare Management A general introduction to the process of management and the application of administrative techniques to the healthcare sector.	3 SH
HA 301	Healthcare Planning and Marketing A survey of marketing organization and methods in healthcare settings. The course reviews the evolution of healthcare marketing activities and the integration of marketing with other organizational activities.	3 SH
HA 404	Healthcare Economics Introduction to the economics of healthcare through an exploration of the supply and demand of services in a pluralistic marketplace. Economic theories related to production and consumption of healthcare services. Supply-demand analyses as applied to specific markets in the healthcare sector. Public and private interface in production and distribution of healthcare. Prerequisites: ECON 221, ECON 222.	3 SH
HA 405	Medical Communications Business communications in healthcare settings. Emphasis on medical terminology. Focus on professionalism in communicating with multiple stakeholders.	3 SH
HA 406	Healthcare Insurance and Managed Care Overview of the various private and public sources of reimbursement in the United States including Medicare, Medicaid, and managed care organizations. Selected contracting and financial incentives and the effect on quality and cost containment are emphasized.	3 SH
HA 407	Long Term Care Management An overview of various provider settings and services in long term care. Emphasis upon management of long term care facilities and the issues specific to the clients seeking those services. Reimbursement and regulation of long term care providers are addressed as well as topics of human resources, marketing, environmental and operational management.	3 SH
HA 409	Healthcare Information Management Overview of clinical and administrative information systems with a particular emphasis on systems integration. Processes necessary to comply with mandated reporting to regulatory agencies and financial organizations. Development of a technology security process.	3 SH
HA 412	Healthcare Human Resource Management Development of systems, processes and structure for administrative and clinical operations. Development of compensation and benefit plans. Design of performance appraisal processes. Knowledge of pertinent employment laws and regulatory standards.	3 SH
HA 413	Risk Management and Insurance Detailed understanding of third party reimbursement processes. Focus on governmental and private sector cost containment arrangements. Processes and procedures to manage individual and corporate risk. Development of risk management plans. Implementation of compliance programs for federal and state laws and regulations.	3 SH
HA 414	Legal and Ethical Environment of Healthcare Role of ethics and law in the management of healthcare services. Examines self-exploration in ethical based, principle based, values based, economic based and legal based decision making. Emphasis is placed on strategies to provide appropriate services while avoiding potential litigation.	3 SH
HA 501	Senior Seminar in Health Administration A capstone faculty-supervised course for senior Health Administration majors. Students	3 SH

Health Administration/47

will explore issues and themes in a chosen area of Health Administration and utilize research techniques in the process. Emphasis will be placed on research methods as well as the research of others from professional publications. The research process includes the submission and approval of a topic outline, a proposal, and a final report as well as an oral presentation. Prerequisite: Senior status.

- HA 502 Budgeting and Control 3 SH**
Focus on budget formulation, analysis and control within organizational parameters. Detailed preparation of both organizational and program budgets. Analysis and resolution of variance. Preparation and written/oral presentation of budget reports.
Prerequisites: ACCT 221, ACCT 222.
- HA 504 Health Policy 3 SH**
Relationship between the politics of healthcare and the health policymaking process in both public and private sectors. Roles of government, bureaucratic agencies, organizations, consumers, political action groups and health care providers explored. Focus on policy formulation, implementation and modification.
- HA 505 Healthcare Strategy 3 SH**
Integrative course to incorporate the knowledge and skills acquired in previous coursework in order to formulate and implement management policies and strategies. Special emphasis placed on the manager's capacity to manage cost management with quality management.
Prerequisite: Senior status.
- HA 506 Clinical Aspects of Aging 3 SH**
An exploration of physical and mental health conditions prevalent in the elderly and their associated common treatments, including pharmacological applications. Emphasis is placed on the preventive aspect of health care and the role of the interdisciplinary health care team.
- HA 507 Healthcare Quality Management 3 SH**
Development of quality management systems. Focus on programming for credentialing and licensure. Internal processes and systems for maintaining practice performance standards, patient satisfaction, and peer review processes.
- HA 508 Contemporary Issues in Aging 3 SH**
Examination of current and future issues of aging in the United States. Long term care trends reflective of the Boomer generation with managerial implications for structuring and providing services.
- HA 509 Medical Practice Operations Management 3 SH**
Design, implementation and monitoring of business operations plans. Arrangements for purchase of equipment and materials. Facilities planning and maintenance. Processes for identification and utilization of outsourced expertise.
- HA 520 Special Topics 3 SH**
Formal courses on topics or special interest subjects presented periodically as required. A specific title will be used in each instance and such will be entered on the student's transcript. Subject areas include, but are not limited to: chronic disease management, administrative ethics in healthcare and managerial epidemiology.

NOTE: To register for SPECIAL TOPICS or INDEPENDENT STUDY, refer to page 34.

48/Undergraduate Programs

Interdisciplinary Studies (IDS)

Interdisciplinary Studies is a generalist major designed for students seeking a Bachelors degree that combines flexibility with a focus on developing college level skills and knowledge in writing, oral communication, research, and critical thinking with a global perspective on contemporary issues. Students considering graduate study should work with an advisor to assure that adequate courses are taken in the specific disciplines of anticipated study, usually a minimum of 18 semester hours.

General Education: Please refer to page 35.

Major

Core:

IDS 400 Seminar in Interdisciplinary Studies (WI)
IDS 501 Senior Seminar (WI)
PHIL 304 Introduction to Logic and Critical Thinking (WI)

OR

ENGL 360 Rhetoric (WI)

Social Sciences Concentration:

Six courses chosen from offerings in Economics, Psychology, Sociology, Criminal Justice, and Political Science at least two of which must be at the 400 level or above and two courses chosen from the offerings in Languages and Literature, History, Art, Music, theater, Philosophy and Religion.

Humanities Concentration:

Six courses chosen from offerings in Languages and Literature, History, Art, Music, Theater, Philosophy and Religion at least two of which must be 400 level or above and two courses chosen from the offerings in Economics, Psychology, Sociology, Criminal Justice, and Political Science.

Global Cultures Requirement:

Two semesters of study of foreign language or the equivalent is required of all Liberal Studies majors. This requirement can be met through departmental examination, completion of any two three credit courses of any foreign language at any level, or at least one semester of study abroad in a non-English speaking country. Students for whom English is a second language are exempted from this requirement.

Courses Offered

IDS 400 Seminar in Interdisciplinary Studies 3 SH
Topical, interdisciplinary seminars focusing on the approaches different disciplines take to a specific contemporary or historical issue in a global perspective. Prerequisites: Junior standing, ENGL 202, and PHIL 304 or ENGL 360.

IDS 501 Senior Seminar in Liberal Arts 3 SH
A faculty-supervised capstone course for Liberal Arts majors. Students will explore issues and themes in a chosen area of the Liberal Arts and utilize research techniques in the process. Emphasis will be placed on research methods as well as the research of others from professional publications. The research process includes the submission and approval of a topic outline, a proposal, and a final report as well as an oral presentation. Prerequisite: Senior status **or** permission of the Dean.

Management Information Systems (MISA)

The Management Information Systems program combines the study of systems analysis, systems design and decision-support with business fields. Students learn the use and management of systems in business, government and other areas.

This degree prepares students to pursue private and public sector career opportunities in project management, management of network administration, functional liaisons with information technology groups and management of other information technology related functions. Graduates of the program are prepared to enter responsible positions in the management of information technology departments of those with technical responsibilities or to enter graduate studies in either Business Administration or Information Systems. They are competent in the understanding of the system development systems development process, and have a greater range of skills and understanding than is available from the more traditional "computer science" programs which prepare persons who will function exclusively as programmers.

General Education: Please refer to page 35.

Major

MANAGEMENT INFORMATION SYSTEMS

Required Core Courses (57 Semester Hours):

ACCT 221	Principles of Accounting I	ECON 221	Principles of Macroeconomics
ACCT 222	Principles of Accounting II	ECON 222	Principles of Microeconomics
BUAD 321	Business Statistics	MATH 220	College Algebra
BUAD 323	Business Law I	MIS 270	Introduction to MIS & Program Logic
BUAD 329	Principles of Management	MIS 330	Computer Networking
BUAD 408	Ethics in Business	MIS 460	Intro to MIS Project Management
BUAD 424	Financial Management	MIS 470	Systems Analysis and Design
COMP 360	Microcomputer Applications	MIS 490	Database Management Systems
COMP -	One course from the following: COMP 555, BUAD 409, or COMP 520.	MIS 510	Application Development Workshop
COMP -	3 SH of an object oriented programming language such as C++, Visual BASIC, or Java		

Electives:

21 SH of electives are required.

Courses Offered (COMP)

COMP 360	Microcomputer Applications	3 SH
	Survey of contemporary tools of office automation, using microcomputers. Provides a practical sampling of computerized resources for management and increasing business productivity, including state-of-the-art word processing, spreadsheets and graphical user interfaces. Suitable for non-majors as well as MIS majors.	
COMP 520	Computer Operating Systems	3 SH
	Covers topics relevant to operating systems internals such as error and interrupt handling, kernels, and memory management. Examines various memory managements schemes	

50/Undergraduate Programs

such as virtual memory and fixed and dynamic memory partitioning. Prerequisite: COMP 330 or permission from the Department Chair.

- COMP 530 Object-Oriented Programming 3 SH**
Provides an introduction to the characteristics of object-oriented programming. The course will cover material emphasizing advanced implementation of object-oriented topics, such as: class, object models, encapsulation, overloading, inheritance, and polymorphism. Prerequisite: MIS 270, MATH 220 or permission of instructor
- COMP 540 Programming Using Visual BASIC 3 SH**
This course introduces an object-based/event driven general-purpose language that affords a simplified approach to programming business applications. The emphasis of Visual Basic is on the objects included in the user interface and the events that occur when those objects are used. Topics include business applications design and implementation, creating graphical user interfaces, objects, properties, values, events, object-oriented design concepts, class modules, and database access. Prerequisite: MIS 270, MATH 220 or permission of instructor.
- COMP 555 The Internet and Java 3 SH**
Provides students an introduction into to the fastest growing computer infrastructure in the world. Using JAVA programming language, essential topics of Internet programming will be presented. Creating executable content on the web will be the main focus of the class. Prerequisite: MIS 330 or permission of instructor.

Courses Offered (MIS)

- MIS 270 Introduction to MIS and Program Logic 3 SH**
This course will introduce students to basics terminology and concepts related to Information Technology. The purpose of this course is to provide students with the elementary foundation required for MIS courses. Topics in this course will include data structures and elements, programming logic, flowcharting and use of pseudo code.
- MIS 330 Computer Networking 3 SH**
The course provides an introduction to how computer networking affects the management of an organization. Topics include mainframe versus microcomputer networks, client-server strategies, and issues such as throughput and response time. MIS 460 or permission of instructor.
- MIS 460 Introduction to MIS Project Management 3 SH**
Provides an introduction to information systems, and information systems development. Includes description of the software development life cycle. Also includes an introduction to project management as it applies to software development. Numerous approaches to the project life cycle will be explored with discussions concentrating on the various project tasks associated with the various life cycle phases.
- MIS 470 Systems Analysis and Design 3 SH**
Provides an overview of tasks associated with the phases of the software development life cycle. Approaches and techniques for systems analysis and system design are discussed. Topics such as selecting the most effective development methodologies and life cycle planning are covered in this course. Prerequisite: MIS 460 or permission of instructor.
- MIS 490 Database Management Systems 3 SH**
The course uses case studies of design and implementation to focus on how data base technology is relevant to organizations. Topics covered include structures of data base management systems, application of data structures, differences between hierarchical, relational and networked data bases, query design, and data base access and file concepts. Prerequisite: MIS 470 or permission of instructor.

Organizational Communication/51

MIS 510 **Application Development Workshop** **3 SH**
This course puts to practical use all the aspects of management information systems the student has learned. Students create and implement a project of specific interest to the management of an organization. Prerequisite: Senior Status.

NOTE: To register for SPECIAL TOPICS or INDEPENDENT STUDY, refer to p. 34.

Organizational Communication (ORGCA)

Students majoring in Organizational Communication will gain knowledge in human resources and professional training. Majors learn mediation, assessment, implementation, and human relations skills. The major fosters the development of oral and written communication skills essential in the constantly changing job market while also developing the broad knowledge base characterizing the liberally educated graduate. In this vein, all organizational communication majors will take a slate of core courses that form the foundation of study along with focus courses that develop skills and knowledge related to applying organizational communication in the workplace.

General Education: Please refer to page 35.

Major

ORGANIZATIONAL COMMUNICATION
(42 Semester Hours plus 6 SH of Foreign Language)

Core Courses :

COMM 230	Intro to Communication Studies	COMM 511	Organizational Communication
COMM 301	Public Speaking		Internship OR
COMM 360	Organizational Communication	COMM 520	Senior Project
COMM 380	Communication Theories	ENGL 360	Rhetoric
COMM 419	Evaluating Organizations		

Electives - Choose 7 courses (2 at the 400 level) from the following (21 SH):

COMM 250	Media and Society	COMM 414	Conflict Transformation
COMM 300	Career Life Planning	COMM 418	Advanced Public Speaking
COMM 311	Intercultural Communication	COMM 420	Media Law
COMM 316	Small Group Communication	COMM 480	Ethics and Morality in Media
COMM 320	Film Art	COMM 490	Training and Development
COMM 350	Relational Communication	ENGL 410	English Language and Linguistics
COMM 355	Issues of Diversity		

Language Requirement - Each major must complete at least six semester hours of a classical or modern foreign language. This requirement may be met through an examination certified by the Department Chair.

Electives:

27 SH of electives are required.

Courses Offered

COMM 205 **Fundamentals of Oral Communication** **1 SH**
Students will prepare and deliver brief oral presentations as in-class exercises. The course focuses upon developing poise and confidence at Public Speaking through practice before audiences.

52/Undergraduate Programs

- COMM 230 Introduction to Communication Studies 3 SH**
An introduction to the study of communication as a scholarly discipline. Required for all majors and minors.
- COMM 250 Media and Society 3 SH**
History and evolution of the major mass media, including books, magazines, newspapers, radio, records, television, and motion pictures and the Internet; study of the primary functions of the media; examination of basic theories of communication.
- COMM 300 Career Life Planning 3 SH**
Intrapersonal, interpersonal, and group dynamics as they relate to career decision-making; the processes of both entering the work world, changing from the role of student and changing careers. Theory related to the perceptual process, impression formation and social influence will be examined throughout. Opportunities for personal assessment will be provided and examined objectively as options available for personal choices.
- COMM 301 Public Speaking 3 SH**
Speech-making; students prepare and deliver short, informative, entertaining and persuasive speeches.
- COMM 311 Intercultural Communication 3 SH**
In this course, students will gain up-to-date knowledge of major world cultures, socio-economic trends, demographic shifts, inter/intra cultural relations, and the implications of technical progress. This course satisfies the oral communications requirement. Besides public speaking practice, students will receive training in cross cultural effectiveness for the workplace, and for social situations. First semester international students may enroll only with the instructor's permission.
- COMM 316 Small Group Communication 3 SH**
Theoretical and practical aspects of small group communication, focusing on use of small groups in the organizational and business sector.
- COMM 320 Film Art 3 SH**
Introduction to the art of filmmaking. Students will learn how to analyze and critique film as an art form.
- COMM 330 Public Relations 3 SH**
Study of the practice of public relations and promotion in various communication contexts. Prerequisites: ENGL 202 and COMM 250.
- COMM 345 Business Communication 3 SH**
Forms and techniques of business communication including presentations, business letters, resumes, reports, and business vocabulary. Regular drills in grammar, punctuation, and usage. Research paper on a business-oriented topic required. Prerequisite: ENGL 202 or permission of the instructor.
- COMM 350 Relational Communication 3 SH**
A survey of concepts, theories, and research related to human interaction. Issues related to how communication affects personal relationships will be explored. Special emphasis on small group processes including including decision-making, problem-solving, power, and leadership. Prerequisite: COMM 230.
- COMM 355 Issues of Diversity 3 SH**
Examines relationships and foundational theories that address communication between and among men, women, races, and various ethnic groups. The focus is on the similarities and differences in communication behaviors associated with gender and race. Emphasizes the contribution of communication research in improving relationships among these various constituencies. Prerequisite: COMM 230.

Organizational Communication/53

- COMM 360 Organizational Communication 3 SH**
Students will investigate theoretical and practical issues in various business, educational, social, and industrial organizations. Students will consider traditional and modern concepts of communication behaviors, efficiency, and effectiveness issues, information flow, and the effect of individual characteristics in the work group as well as the work group's influence on the individual. The concept of change will be integrated throughout the course.
- COMM 380 Theories of Communication 3 SH**
Serves to connect theories, systems and models commonly covered in communication and media studies to research methodology. Critical study of published reports in the contemporary literature of the field. Prerequisite: COMM 230.
- COMM 414 Conflict Transformation 3 SH**
Study of conflict management theory and skill processes, including active listening, assertion, negotiation, and mediation. Students will develop knowledge about the nature of conflict, the growing opportunities to utilize conflict management skills, and will develop awareness of personal styles of dealing with communicative discord.
- COMM 415 Creating A Newscast 3 SH**
Students learn the skills of producing, anchoring, writing, reporting and shooting for a local newscast. This course functions as a journalistic laboratory with students working in the field as well as the classroom. Prerequisite: COMM 335 or permission of the instructor.
- COMM 416 Investigative Reporting 3 SH**
Students learn the tools needed to research, report and write investigative news pieces. Students will combine interviewing and writing skills with computer-assisted reporting and research to produce in-depth pieces for publication. Prerequisite: COMM 325.
- COMM 417 Ethics And Morality In Media 3 SH**
Students will analyze the ethical and moral dilemmas faced by journalists and media institutions. Students will apply philosophical theories to practical case studies in order to gain a greater understanding of the difficult decisions faced by news managers and entertainment executives on a daily basis.
- COMM 418 Advanced Public Speaking 3 SH**
This course will build on the knowledge and skills developed in COMM 301. Students will learn how to make presentations that require extensive research, use of various technologies, and delivery of presentations in various contexts such as simulated press conferences and speeches of public advocacy. Prerequisite: COMM 301.
- COMM 419 Evaluating Organizations 3 SH**
Practical training along with organizational communication theory are used to evaluate various characteristics of organizations. Special emphasis on methodology used to conduct organizational audits (participant observation, focus groups; planning, conducting and interpreting surveys). Prerequisite: COMM 360
- COMM 420 Media Law: Judging Journalism 3 SH**
A look at the laws governing media and journalism, including TV, print and internet. Includes discussions of libel, slander, privacy, fair use and copyright laws. Focus on the Socratic method for case studies. Prerequisite: COMM 250.
- COMM 480 Advanced Topics in Mass Communication 3 SH**
Examination of specific topics in journalism, film, and/or television. May be taken up to four (4) times for credit if different topics are offered each time. Prerequisite: Junior standing
- COMM 490 Training and Development 3 SH**
Will examine the training function in various types of organizations with particular focus on the role of the manager/leader in the process of assessing needs, coaching for employee development, training and facilitating collaborative work groups. Will involve students in the

54/Undergraduate Programs

development and delivery of a training project. Students will research, propose, and present a module to meet the needs of a specific organization. Prerequisite: COMM 360.

INTERNSHIPS IN ORGANIZATIONAL COMMUNICATION STUDIES

(Note: All students must complete a departmental application before enrolling in the internship)

- COMM 511 Organizational Communication Internship 3-6 SH**
Students may complete a suitable internship or produce a senior project. Internships and projects must be approved by the department and must be appropriate for organizational communication professions.
- COMM 520 Senior Project UD 3 SH**
Supervised research or production project completed during the senior year and presented to a faculty panel for evaluation. Faculty panels for interdisciplinary concentrations will include at least one faculty member from the department in which the minor is earned. Prerequisite: Senior standing **and** completion and approval of research or production project proposal by supervising faculty member and the Department Chair.

NOTE: To register for SPECIAL TOPICS or INDEPENDENT STUDY, refer to p. 34.

Spanish Institute at Pfeiffer University (INST)

Spanish Certification for Law Enforcement Agencies

This program prepares students to better communicate with the Latino population. The program will focus on mastering Spanish grammar essentials, while acquiring a vast knowledge of Spanish vocabulary appropriate for tasks characteristically performed by law enforcement officers. A task-driven program has the advantages of providing students ample practice using the target vocabulary of everyday occurrences.

Another vital aspect of this program is that provides students not just of knowledge of the Spanish language but that also makes students aware of the intricacies of Latin American political and social history and how it affects the Latin American population. In turn, students will have more realistic expectations about Latinos' responses to law enforcement, state institutions and their approach and expectations when encountered with a law enforcement situation. By having a better understanding of the general background of the Latino population, officers will be able to make better informed decisions when working with Latino clients.

The proposed five courses are to be completed within a year and should equip students with the necessary basic language skills in the five main instructional areas (Communication, Cultures, Connections, Comparisons, and Communities) as designated by the American Council on the Teaching of Foreign Languages).

- INST 1001 Spanish I (15-16 weeks) 3 SH**
This course—first in a series of three—provides students with a basic understanding of Spanish grammatical concepts, as well as vocabulary and phonetics. Vocabulary acquisition and its use in field-related task drills will be central to this course. Students will be encouraged to communicate in the target language as much as possible in order to develop skills in speaking, listening, reading, and writing.
- INST 1002 Spanish II (15-16 weeks) 3 SH**
This intermediate course will continue to strengthen knowledge of Spanish language with special attention to vocabulary and oral communication. The main objectives are to build on the students' knowledge and elementary skills acquired in previous course, to introduce them to more complex grammar concepts (subjunctive verb mode and commands), and to

Supplemental Courses/55

improve accuracy in pronunciation and gain more basic vocabulary not covered previously. This course will continue emphasizing a task-based approach, increasing student's exposure to target language as well as to culturally relevant contexts for communication.

- INST 1003 Spanish III (12 weeks) 3 SH**
This last course in the language sequence will be devoted specifically to developing effective strategies for oral communication. Use of language ranges from informal to formal situations and concrete topics through the use of computer oral chats, debates, presentations, contemporary articles, role playing, short stories, television clips, web sites etc. The content of the course focuses on Latin American and US Latino cultural, political, economic and historical issues. At the end of this course, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish.
- INST 1004 Cultural Understanding I: Latin American Politics & its Socioeconomic reality (8 weeks) 3 SH**
This course aims at mapping Latin American political and socioeconomic history and how it affects the dynamic of the encounters between Latinos and the main population in the US. At the completion of this course, students would have a better understanding of Latin American culture and the challenges faced by immigrants in the U.S. (through readings, oral reflection, films, etc.).
- INST 1005 Cultural Understanding II: Cultural Diversity: Latinos in the US (8 weeks) 3 SH**
Students would be able to explore awareness in the following areas: cultural and national identity of self and others; describe perceptions and impressions about cultural phenomena based on material presented in class; and, compare and contrast concepts of culture, ethnicity and diversity within American society-with emphasis on the Latino population-and its role in effective communication between different segments of our society.

Additional Courses Offered

The following courses are offered to complete requirements for the majors or general education requirements.

- ACCT 221 Principles of Accounting I 3 SH**
Conceptual framework of accounting; measurement of income and recording economic activity; the accounting cycle and preparation of statements; introduction to generally accepted accounting principles.
- ACCT 222 Principles of Accounting II 3 SH**
A study of basic accounting theory, corporate financing and reporting; financial planning; and an introduction to managerial accounting. Prerequisite: ACCT 221.
- ACCT 421 Managerial Accounting 3 SH**
An analysis of the use of accounting data in planning, controlling and decision-making processes of business enterprises. Prerequisite: ACCT 222 and BUAD 321. Not open to Accounting majors.
- ACCT 423 Cost Accounting 3 SH**
Determination of costs in inventory valuation and performance evaluation; standard costs and variance analysis. Prerequisite: ACCT 222 and BUAD 230.
- ACCT 424 Budgeting and Valuation Theory 3 SH**
A concentrated study of operating budgets, cash budgets, capital budgets, and time-adjusted valuations. Prerequisites: ACCT 423, BUAD 321.
- ACCT 425 Fund Accounting 3 SH**
General theory and techniques in accounting for foreign operations; interim reporting;

56/Undergraduate Programs

financial disclosures and presentation for non-profit units. Prerequisite: ACCT 428.

ACCT 426	Internal Control and Auditing	3 SH
	An analysis of the accounting control systems and the independent auditor's examination of the system and other evidence as a basis for expressing an opinion on financial statements. Prerequisites: ACCT 428, BUAD 321, COMP 360.	
ACCT 427	Intermediate Accounting I	3 SH
	An in-depth analysis of the requirements of outsiders (investors, auditors and governments) for information about the status and operations of firms. The application of various theories and concepts will be stressed. Prerequisite: ACCT 222.	
ACCT 428	Intermediate Accounting II	3 SH
	A continuation of ACCT 427 with an emphasis on accounting problems peculiar to corporate organizations and governmental units. Prerequisite: ACCT 427.	
ACCT 511	Taxation I	3 SH
	A study of federal income tax laws and regulations applying to individuals. Prerequisite: ACCT 222.	
ACCT 512	Taxation II	3 SH
	A study of federal income tax laws and regulations as they apply to property transactions and corporations. Prerequisite: ACCT 511.	
ACCT 523	Advanced Accounting	3 SH
	Basic concepts and procedures applicable to specialized areas of accounting, including partnership organizations and liquidation and consolidated financial statements. Prerequisite: ACCT 428.	
ACCT 591	Fundamentals of Accounting	3 SH
	An accelerated introduction to fundamental concepts and principles of accounting. Appropriate as a foundation for further studies in finance and accounting in both the public and private sectors. May not be taken for credit by undergraduate majors in Accounting or Business Administration.	
ART 201	Introduction to Art	3 SH
	Introductory course in art history and art making. Students will explore the various art movements and techniques that have shaped art as we know it. Traditional as well as contemporary methods of creation will be emphasized. Satisfies General Education degree requirements for all majors.	
ART 303	Studio I	3 SH
	Creative art production; media and techniques used in drawing, painting, and printmaking. Prerequisite: Permission of instructor.	
ART 304	Studio II	3 SH
	Creative art production; media and techniques used in sculpture, ceramics, and fibers. Prerequisite: Permission of instructor.	
ART 305	History of Art before 1500	3 SH
	Chronological survey of the history of art from the prehistoric period to the Renaissance. A research paper is required.	
ART 306	History of Art since 1500	3 SH
	Chronological survey of the history of art from the Renaissance to the present. A research paper is required.	
BUAD 201	Principles of Business	3 SH
	A survey of the major functional areas of business - accounting, human resources and	

Supplemental Courses/57

organization theory, marketing, finance and operations management - even as well as the legal, risk, social responsibilities related to the business environment. Emphasis will be placed on learning the language of business.

BUAD 221	Personal Finance Lifelong financial planning and decision-making; personal credit; insurance; income taxes; estate planning; personal investments; retirement planning. A general interest course for persons not majoring in a business area.	3 SH
CHEM 201	Science, Technology and Modern Society I This course serves as an introduction to the philosophy and methodology of the physical sciences, the basic laws of physical sciences and how the earth as a physical entity falls under those laws. Inventions of man and their impact on society and the planet are examined. Laboratory consists of experiments to illustrate physical principles, reenactment of important discoveries and exploration of facets of pollution.	4 SH
CHEM 202	Science, Technology and Modern Society II A continuation of CHEM 201. Prerequisite: CHEM 201 or permission of the instructor.	4 SH
COMM 481	Advanced Topics in Organizational Communication This course involves intensive study of a particular aspect of organization communication. Students may take this course twice providing different topics are offered each time. Prerequisite: Junior standing.	3 SH
COMP 400	The "C" Programming Language Covers basic topics such as variables, data types, functions, as well as relational and arithmetic operators. Additional topics include advanced function handling, arrays, files handling, pointers and structures. Prerequisites: COMP 270 and MATH 220 or above, or permission of the Department Chair.	3 SH
ECON 221	Principles of Macroeconomics Economic theory and public policy; national income; money and banking; economic growth; business fluctuations.	3 SH
ECON 222	Principles of Microeconomics Analysis of supply and demand and their role in prices; types of competition; elements of business costs and incomes and the factors which determine them.	3 SH
ECON 326	Comparative Economic Systems Description, analysis, and evaluation of capitalism, socialism, and communism in terms of their philosophies, goals, and economic functioning on both the macroeconomic and micro-economic levels. Prerequisite: ECON 221.	3 SH
ECON 421	Money and Banking Analysis of the financial system, financial instruments, interest rates, and the relationship between money, credit, and economic activity. Prerequisites: ECON 221, ECON 222.	3 SH
ECON 521	Labor Relations and Economics The legal, social, and psychological environment of labor-management relations, including collective bargaining and the grievance procedure; wage-rate determination; employment theory; productivity; and social insurance. Prerequisites: ECON 221, ECON 222.	3 SH
ECON 526	Quantitative Forecasting and the Business Cycle Quantitative techniques for business and economic forecasting; analysis of the business cycle and the impact of the cycle on individual industries and firms. Prerequisites: ECON 221, ECON 222, BUAD 321.	3 SH
ECON 591	Fundamentals of Macro and Microeconomics Major topics include: national income accounting; national income determination; money,	3 SH

58/Undergraduate Programs

banking, and monetary policy; fiscal policy; supply and demand; production theory; cost theory; and price theory. May not be taken for credit by undergraduate majors in Business. Credit for ECON 591 may **not** be applied towards Microeconomics and Macroeconomics.

- ENGL 200 English Proficiency 3 SH**
Review of fundamentals of English grammar, mechanics, and usage. Extensive practice with in-class writing, revision and editing will be included.
- ENGL 201 Introduction to College Writing 3 SH**
An introduction to academic reading, writing and critical thinking, students in this course will undertake a review of the grammar of standard written English and the mechanics of collegiate writing through the study of exemplary texts drawn from across the academic disciplines. Students will produce short essays, paraphrases, summaries, and explore the concept of plagiarism and learn how to avoid it through the use of proper attribution of sources. This course must be passed with a grade of C- or better to meet the University writing requirement. Students must successfully complete or place out of this course before enrolling in ENGL 202 College Writing.
- ENGL 202 College Writing 3 SH**
Through the close study of exemplary texts chosen from across the academic disciplines, students will explore the art of academic argumentation and the rhetoric of the academic essay. Students in this class will produce short documented essays that demonstrate their understanding of the practices of quoting, summarizing and paraphrasing source materials, developing and supporting a position on an issue, and researching topics on-line and in the library. This course must be passed with a grade of C- or better to meet the University writing requirement. Completion of this course or its equivalent is prerequisite for all writing intensive courses.
- ENGL 306 Approaches to Literature 3 SH**
Theme and genre in literature, moving from simple myths to complex modern works. Critical composition and research writing are required. Recommended as an introduction to all other literature courses.
- ENGL 308 Introduction to Poetry 3 SH**
Study of forms and practices related to the creation, criticism and interpretation of poetry.
- ENGL 314 Introduction to Literary Studies 3 SH**
Introduction to the formal study of literature as an academic discipline including the practices of interpretation, criticism, and research in the context of contemporary literary theory and classical critical texts. Required of all English majors and minors. Prerequisites: ENGL 202 and sophomore standing. This is a writing intensive course.
- ENGL 315 Creative Writing I 3 SH**
Forms and techniques of imaginative writing, mainly fiction and poetry. Students complete various writing projects, including a completed manuscript consisting of fiction, poetry, or a reasonable combination of both. Students coordinate reading assignments with their creative writing projects.
- ENGL 317 American Literature to 1865 3 SH**
Survey of American poetry, drama, and fiction from the precolumbian period through 1865.
- ENGL 318 American Literature from 1865 to the Present 3 SH**
Survey of American poetry, drama, and fiction from 1865 to the present.
- ENGL 319 Topics in Literature 3 SH**
Special topics in literary themes and genres such as African American Writers, Detective Fiction, Fiction of the American West, Southern Writers, and Women Writers. Course may be taken more than once providing a different topic is offered each time.

Supplemental Courses/59

ENGL 325	British Literature I Study of major authors in the British tradition from the Restoration to the end of the 20th century.	3 SH
ENGL 326	British Literature II Study of major authors in the British tradition from the middle ages to the Restoration.	3 SH
ENGL 330	Contemporary World Literature Study of major works and trends in world literature since 1945, including writers from Africa, India, the West Indies, the Americans, and Australia.	3 SH
ENGL 354	Myth and Literature of the Ancient World Study of mythology across cultures. Myths of Europe, Africa, Asia, and the Americas will be examined.	3 SH
ENGL 360	Rhetoric Introduction to the field of rhetoric, including study of major rhetoricians from Plato to Burke and the changing position of rhetoric in the field of literary and communication studies.	3 SH
ENGL 410	English Language and Linguistics Examination of the history and development of the English language in its social contexts. Topics covered include: grammars and correctness, dialect, development of English, spread of English, impacts of language on society. Prerequisite: Junior standing. Note: This course does not meet the general education requirement in literature.	3 SH
ENGL 411	Children's Literature Children's reading interests; significant authors and illustrators; indices to children's literature; bibliographies and aids in the selection of children's books; readings in books for children through the intermediate level. Prerequisite: Permission of the instructor.	3 SH
ENGL 415	Creative Writing II Further study and practice in imaginative writing with emphasis in the student's special interest: Poetry, fiction, or play-writing. An extensive writing portfolio will constitute the final exam. Prerequisites: ENGL 315 and Junior standing or instructor's permission. All seminars will examine a specific topic related to the general topic listed here. These specific topics will be indicated in the course listings as offered. All seminars require the in-depth study of specific themes, periods, or authors. All seminars will require independent research and the writing of a seminar paper of at least 15 pages.	3 SH
ENGL 432	Seminar in American Literature	3 SH
ENGL 433	Seminar in British Literature	3 SH
ENGL 501	Shakespeare Selected comedies, tragedies, histories, and sonnets of Shakespeare. Prerequisite: ENGL 327 and Junior standing or permission of the instructor.	3 SH
GEOG 202	World Regions Survey of eight world regions, including their world importance, geographical characteristics, and major problems.	3 SH
HSRV 430	Intervention in Human Services Focuses on establishing relationships, interviewing and intervention techniques including basic counseling. Considers theoretical approaches such as cognitive-behavioral, reality therapy, and communication-based models. A service component of 15 hours is included in order to gain a working knowledge of the techniques. Prerequisite or corequisite: SOCY 320 or PSYC 425.	3 SH
HSTY 221	United States History to 1865 Colonial foundations; national origins; constitutional development; territorial and economic expansion; cultural development; civil discord and war.	3 SH

60/Undergraduate Programs

HSTY 222	United States History Since 1865 A continuation of HSTY 221 Reconstruction: industrial growth: the rise of progressivism; involvement in world affairs; changing social and economic patterns.	3 SH
HSTY 303	North Carolina History Social, political, and economic development from colonial times to the present. Prerequisite: Declared major or minor in History, Social Studies, or Education.	3 SH
HSTY 316	History of England since 1688 Constitutional, political, social, cultural, and economic developments from the “Glorious Revolution” to the present; imperial policy and Commonwealth problems.	3 SH
HSTY 320	The Novel as Social History: Victorian England History of English society in transition during the century of industrialization, urbanization, and imperialism. A study of changing manners, morals, and institutions as perceived by such novelists as Elizabeth Gaskell, Charles Dickens, Thomas Hughes, George Eliot, and Thomas Hardy. Offered in alternate years by the English and History Programs. (Crosslisted as ENGL 440). Prerequisite: ENGL 202.	3 SH
HSTY 405	United States 1850-1877— Civil War and Reconstruction The causes and consequences of the abortive “Southern War for Independence”; social, economic, and political developments in the disunited states during and after the war; problems of racial adjustment; constitutional and political change during the postwar era of Reconstruction. A research project is required.	3 SH
HSTY 408	Europe 1815-1914 Interpretive survey of European history from the Congress of Vienna to the outbreak of WWI. Social, economic, and political transformation; imperial crises in Africa and Asia.	3 SH
HSTY 409	Europe 1914-Present Interpretive survey of world problems from World War I to the present.	3 SH
HSTY 411	Current Events: The Present as History Significant current events, issues, or movements such as the Cold War, the Arab-Israeli conflict, the women’s movement, etc. are studied in their contemporary historical context. A research/service project on a major current topic is required. Prerequisite: Sophomore standing.	3 SH
MATH 101	Fundamentals of Mathematics Arithmetic and algebraic skills needed for additional work in mathematics; including sets, algebraic operations, linear equations, radicals, quadratic equations, systems of equations, and graphing. This course does not satisfy the general education mathematics requirement.	3 SH
MATH 210	Basic Mathematical Concepts I Significance of mathematics in human culture; conceptual aspects of mathematical thought. Topics selected from: logic, real numbers, elementary algebra and geometry, probability and statistics, matrices, and computers. Designed for the mathematics requirement in general education for the non-science, non-business major. Does not count toward the Mathematics major.	3 SH
MATH 211	Basic Mathematical Concepts II Geometric patterns; measurement; planar and solid figures and their properties; geometric construction; informal topology; geometric transformations; congruence and grid motion; symmetry and similarity. Prerequisite: MATH 210.	3 SH
MATH 220	College Algebra Basic concepts of algebra; sets; algebraic operations; linear equations and systems of	3 SH

Supplemental Courses/61

equations; radicals and quadratic equations; equations of degree higher than two; matrix algebra. This is the basic course for all subsequent courses in Mathematics.

- MATH 302** **Calculus with Analytical Geometry I** **3 SH**
An integrated study of analytic geometry and the calculus; fundamental concepts of variables and functions; limits and continuity; differentiation and applications of differentiation; integration.
- MUSC 201** **Music Appreciation** **3 SH**
Elements of music necessary for the enjoyment and understanding of music; music vocabulary and the ability to become an intelligent listener. Designed for the general student.
- MUSC 301** **Survey of Music Literature** **3 SH**
An introduction to the various style periods of music. The development of music listening skills.
- MUSC 430** **Music Before 1750** **2 SH**
The history and development of music from its ancient beginnings to the end of the Baroque period. Study of musical styles and concepts with their representative composers. Listening and analysis of selected compositions. Prerequisite: MUSC 301.
- MUSC 431** **Music 1750-1900** **2 SH**
The history and development of music during the Classical and Romantic periods. Study of musical styles and concepts with their representative composers. Listening and analysis of selected compositions. Prerequisite: MUSC 301.
- MUSC 432** **Music Since 1900** **2 SH**
The history and development of music in the twentieth century. Study of musical styles and concepts with their representative composers. Listening and analysis of selected compositions. Exercises in twentieth-century techniques culminating in a public performance of original works by members of the class. Prerequisite: MUSC 301.
- PHIL 203** **Introduction to Philosophy** **3 SH**
An introduction to a range of philosophers, ancient and modern. This course will cover theories of knowledge, metaphysics, philosophy of science, ethical theory, social and political philosophy, and philosophy of religion. This course gives students a knowledge of philosophical theories and assists them in developing their own analytical and critical skills in doing philosophical reflection.
- PHIL 205** **Philosophical and Christian Ethics** **3 SH**
An exploration of various theories and approaches in philosophical and Christian ethics and their application to current social issues. This course gives students a knowledge of theory and method in both philosophical and Christian ethics and assist them in developing their own analytical and critical skills in doing ethical assessment.
- PHIL 304** **Introduction to Logic and Critical Thinking** **3 SH**
An introduction to the study and practice of reasoning. This course assists students in analyzing various types of arguments by identifying stated and unstated assumptions, evaluating the use of, recognizing the ambiguity in language, and spotting faulty reasoning. It also helps students to present coherent and logical arguments of their own.
- PHIL 307** **Environmental Philosophy and Ethics** **3 SH**
An exploration of various ecophilosophies and their application to environmental issues. This course gives students a knowledge of environmental philosophy and assists them in developing their own analytical and critical skills for ethical assessment of environmental issues. This course includes a group service-learning project that puts theory into practice and contributes to a healthier environment.

62/Undergraduate Programs

PHIL 308	Social Justice and the Common Good A philosophical examination of social injustice, namely racism, sexism, classism, heterosexism, and ableism, as well as a philosophical exploration of both theoretical and practical approaches to social justice and a common good. This course gives students a knowledge of social and political philosophy and assists them in developing their analytical and critical skills for ethical assessment of social issues. This course includes a service-learning project that puts theory into practice and contributes to a more just society.	3 SH
PHIL 598	Special Topics Topics for the class are chosen from a wide range of possibilities, such as computers and the human mind, existentialism, theories of knowledge, images of the human; or studies of individual philosophers or schools of philosophy.	3 SH
PHYS 200	Physics in the Arts This course describes some of the unique relationships between Physics and Music, between Physics and Art. Sounds, colors, rhythm and other topics of interest will form the essence of the material to be varied at the interest of the class or skills of the instructor. Prerequisite: Permission of any one of the following: the Chair of Chemistry and Physics; or the Head of the School of Natural and Health Sciences; or the Dean of the Undergraduate or Adult Studies programs.	2 SH
PLSC 201	American Politics Examination of the fundamental political principles of our Constitutional Republic-liberty and equality and federalism, and how they are embodied in our national, state and local political institutions and processes. The contemporary debate over various public policy issues will also be analyzed.	3 SH
PLSC 289	Topics in Political Science Explores contemporary issues in American Politics (Campaigns and Elections, Liberals and Conservatives) and in World Politics (national security studies and strategies of political development). In addition other topics are explored through the medium of the "Politics and Film" courses such as "American Politics (298A);" "Political Issues (298I);" "Science Fiction: Alternative Futures (298S);" "Law & Justice (298L);" and "World Issues (298W)." All topics courses are conducted in the seminar format. Topics courses may be taken for credit more than once provided that course content had changed. Prerequisite: PLSC 201, sophomore standing, or consent of the instructor.	3 SH
PLSC 303	Introduction to Law Students examine the following concepts: judicial review, the debate over judicial activism vs. judicial restraint; and conflicting interpretations of the Constitution. Federal Rules of Civil Procedure and the Rules of Evidence are also examined. Prerequisite: PLSC 201.	3 SH
PLSC 307	Law and Society Analysis of the intersection of law and politics focusing on the uses of law as either a catalyst of societal change or as an obstacle to change. Complexities of litigation strategies are examined in specific case studies such as school desegregation and environmental litigation. Prerequisite: PLSC 201.	3 SH
PLSC 401	Comparative Politics A survey of types of government ranging from democratic to totalitarian. Examines the parliamentary alternatives to presidential democracy, political modernization and revolution. Prerequisite: PLSC 201 or sophomore standing.	3 SH
PLSC 402	Modern Political Thought Exploration of fundamental political alternatives through a critical examination of the teachings of the architects of modern political thought such as Machiavelli, Bacon, Locke, Madison, Rousseau, John Stuart Mill, Marx, Nietzsche and Lenin. Emphasizes the distinctive features of modern political consciousness and its evolution along diverse cultural lines.	3 SH

Supplemental Courses/63

May be taken for credit more than once provided that course content has changed.
Prerequisite: PLSC 201 or sophomore standing.

- PLSC 405 Public Policy 3 SH**
In-depth examination of the political process by which public policy initiatives are encouraged or thwarted in the American regime. Will focus on issues either in domestic politics such as the efficacy of governmental regulations and the performance of federal social programs, or on issues in the foreign policy realm, such as the exercise of Presidential War Powers. May be taken for credit more than once provided that course content has changed. Prerequisite: PLSC 201 or sophomore standing.
- PLSC 406 The American Presidency 3 SH**
Examination of the evolution of the Presidency as an institution in the American Constitutional order with a focus upon the triumphs and travails of the contemporary occupants of the office.
- PLSC 407 International Law and Organizations 3 SH**
We will begin with a survey of the fundamental principles of international law as well as remaining areas of contention and ambiguity in the global code. Next we will trace the evolving role of international organizations as they have moved from their unrealized role in collective security arrangements to their Post Cold War efforts at "nationbuilding," "peacekeeping," and "peacemaking". Prerequisite: PLSC 203.
- PLSC 411 Constitutional Law I - Powers 3 SH**
Examination of the establishment of the Supreme Court's power of judicial review, the scope and limits of the powers of the Legislative, Executive and Judicial branches of the national government and relationship of the national government to the states.
- PLSC 412 Constitutional Law II - Rights 3 SH**
Analysis of the judicial interpretation of the Bill of Rights including the First Amendment and the Equal Protection Clause of the Fourteenth Amendment. Prerequisite: PLSC 303 or PLSC 307.
- PSYC 202 Introduction to Psychology 3 SH**
Psychology as a science of human behavior; the work of the psychologist; modes of thought and methods of study; motivation; sensing; learning; preceiving; thinking; emotion; personality; testing.
- PSYC 222 Statistics for Psychology 3 SH**
Basic statistics and statistical concepts as related to the design of experiments; the analysis and interpretation of data obtained in psychological research. Satisfies the general education requirement in Mathematics. Prerequisite: CRIM 202.
- PSYC 323 Psychology of Adjustment 3 SH**
Discovering and applying dynamic, positive principles of constructive behavior. Emphasis is placed on applying course concepts to students' individual life experience as well as potential therapeutic applications. Involvement with a campus or community service project assists students in applying course knowledge to everyday life. Prerequisite: PSYC 202 or SOCY 301.
- PSYC 420 Group Processes 3 SH**
Exploration of communication and influence in groups, including persuasion, leadership styles, and group decision-making. Students will apply knowledge through an evaluation of an actual group and/or a group described in literary works. Prerequisite: PSYC 221.
- PSYC 423 Psychology of Adult Development and Aging 3 SH**
Physical, emotional, social, and cognitive development of adults and of the aging; psychopathology of these groups. Students will apply their knowledge through a course project that puts them directly in touch with adults at various stages of development. Prerequisite: PSYC 221.

64/Undergraduate Programs

PSYC 424	Behavior Problems Personality disorganization and deviant human behavior; biological, sociological, and psychological causation. Students will apply knowledge through the evaluation of case studies. Prerequisite: PSYC 202 or SOCY 301 and Junior Standing.	3 SH
PSYC 428	Community Psychology Exploration of historical and conceptual foundations of community psychology with emphasis on humanitarian values, cultural diversity, and promotion of community among individuals and groups. Emphasis is placed on the concept of prevention and the need for psychologists to engage in systematic community research and action. This course supports the University's servant leadership values through students' direct involvement with community organizations. Prerequisite: PSYC 202.	3 SH
PSYC 430	Child and Adolescent Psychology Physical, mental, social, and emotional development of children and adolescents with particular emphasis on the influences which affect these areas of development. Students are given the opportunity to directly apply developmental concepts through in-class activities and/or projects conducted outside the classroom.	3 SH
PSYC 436	Organizational Psychology The study of people at work. The application of psychology to organizational and management issues, including what motivates people to work, what leads to job satisfaction, organizational structure, and processes of communication, selection and training, individual performance measurement, the design of work itself, innovative ways to change organizations.	3 SH
PSYC 499G	Deviant Behavior To gain a basic understanding of personality disorganization and deviant behavior examined from biological, sociocultural, and psychological viewpoints. Topics of discussion include social, behavioral, biological, and emotional characteristics of children and adults who are diagnosed with disorders as identified by the Diagnostics and Statistics Manual of Mental Disorders.	3 SH
PSYC 521	Personality Analysis and discussion of the major theories of personality. Theorists studied include Freud, Jung, Horney, Cattell, Allport, Adler, Mischel, Bandura, and others. Students will apply their theoretical knowledge through the analysis of biographical materials. Prerequisite: PSYC 202 or SOCY 301.	3 SH
PSYC 522	Social Psychology Individual human behavior in a social context; social perception; attitude development and change; group processes; socialization. Students design and conduct a research project. Prerequisite: Introduction to Psychology and one other course in Psychology or Junior Standing.	3 SH
RELG 201	Old Testament An introduction to the study of the Old Testament using various modern methods of biblical study.	3 SH
RELG 202	New Testament An introduction to the study of the New Testament using various modern methods of biblical study.	3 SH
RELG 204	Religion and Modern American Culture This course provides an introduction to religious beliefs and behaviors in the United States. While this course will look at influences from earlier centuries, the focus will be upon the last 100 years and the relationship of culture and religion in America, especially Christianity.	3 SH

Supplemental Courses/65

RELG 208	World Religions A study of the beliefs and practices of the major religions in the world, excluding Christianity. Attention will be paid to those major world religions being practiced in America.	3 SH
RELG 211	Introduction to the Study of Religion Various tools are used to study religion: archaeology, psychology, sociology, literary techniques, history, mythology, and more. This course explores several religions and shows how they help us to understand religion.	3 SH
RELG 309	Helping Relationships This course surveys basic concepts for developing helping relationships in a variety of contexts. Judeo-Christian principles form the foundation for guiding the study of relationships and their impact on the formation of positive self-concepts. The course provides an initiative for servant leadership.	3 SH
RELG 320	American Christendom A study of Christian American Church History with special emphasis on the current state of American Christendom. This is a service-learning course.	3 SH
RELG 513	Topics in Religion Each time this course is offered it will feature some special aspect of the study of religion: cults, new developments in ancient religions, ethics and modern religion, new theologians, ritual and myth, contemporary Christian theology, etc. Prerequisite: RELG 201 or RELG 202 or RELG 204 or RELG 208.	3 SH
SOCY 301	Introduction to Sociology A survey of basic concepts and methods in sociology. It presents significant research and theory in areas such as socialization, culture, social structure, deviance, social stratification and social institutions emphasizing comparative analyses, historical developments and changes in society. Prerequisite: CRIM 202.	3 SH
SOCY 302	Social Problems An analysis of social problems from various sociological perspectives including social inequality, poverty, race and ethnic relations, gender issues, crime, health and health care, issues in education, and environmental problems.	3 SH
SOCY 402	Sociology of the Family Examines family as a social institution. Includes sociological overviews of modern family in its diverse forms and its relationship to economy, government, and stratification systems of gender, race, and class. Other topics include functions of the family as a social unit; trends in family organization; problems of domestic violence, marriage, children, divorce, remarriage, and blended families. Prerequisites: SOCY 301 or junior status and the permission of the instructor.	3 SH
SOCY 406	Gerontology Concepts and controversies about aging and the adult life course in society. Topics include the biology of aging as it relates to current social issues and trends, population aging and related demographic trends, the economics and politics of aging, the trajectories and transitions of the adult life-course, healthy aging, age as a social status, health care rights and responsibilities, retirement as a social institution, generational equity, and the conditions and choices at the end of life.	3 SH
SOCY 408	Social Theory A survey of the classical theories which form the basis of sociology as well as a variety of contemporary sociological theories. This course provides an overview of the development of sociology as a science and includes an analysis of the thoughts, ideas, and beliefs about the workings of societies and the people in them. Prerequisites: SOCY 301 and Junior status.	3 SH

66/Undergraduate Programs

SOCY 420	Medical Sociology Covers the historical development of the field of medical sociology, health professional-patient relationship, relationships between health professionals, the nature of care in different health facilities, social and environmental causes of illness, death and dying, and the general quality of health care and delivery in American society. Other topics include the medicalization process, medical education and organizations, and current issues and debates in the health field.	3 SH
SOCY 425	Sociology of Death and Dying The phenomena of death and dying in the context of western culture are examined. Issues of euthanasia, abortion, and suicide are examined as is the experience of the dying individual in relation to self, significant others, the family, and other care-providing institutions. The plight of widows and other survivors is also discussed in relation to the grieving process and bereavement.	3 SH
SOCY 450	Race and Ethnic Relations An examination of the characteristics of racism, prejudice, and discrimination and how the structure of society perpetuates inequalities. The course investigates the origins and causes of inequality as well as the changing patterns of race/ethnic relations in terms of economics, health, education, politics and the legal system. Prerequisite: Junior status or permission of the instructor.	3 SH
SPAN 201	Spanish I Exercises in pronunciation; fundamental grammar; reading, composition, and simple conversation. 3 hours of classroom work and 1 hour of laboratory work each week.	3 SH
SPAN 202	Spanish II Continuation of SPAN 201.	3 SH
SPAN 301	Intermediate Spanish I This is an intermediate level course intended to improve the conversation skills needed for a wide variety of communicative contexts. To accomplish this goal, classes are devoted primarily to speaking and listening activities designed to give students practice in different conversational registers: everyday and practical interaction, expressing and defending opinions, and literary and cultural analysis. This course uses learning tools such as movies and music, paintings, and photography. Readings include periodical articles, essays, short stories, and poetry. Prerequisite: Spanish 201 and 202 or the equivalent in the Spanish placement exam	3 SH
SPAN 302	Intermediate Spanish II This intermediate writing course is designed to develop a student's abilities in narrative, expository and argumentative writing through a review of grammar, development of vocabulary, and discussion of rhetorical techniques. The writing process will be explored through multiple drafts of compositions with the help of peer-editing and comments from the instructor. By reading different genres the student will analyze various writing styles and view authentic writing strategies. The student will be expected to work individually and collaboratively on various projects that are designed to enhance his or her written communication skills. Prerequisite: SPAN 301 or the equivalent in the Spanish Placement Exam.	3 SH
THTR 200	Theatre Appreciation Students will develop a personal definition of what "theatre" is through exposure to the different genres of dramatic literature and the components of a theatrical production. Part of the class involves attending live theatrical performances and critiquing them.	3 SH
THTR 310	Introduction to Acting Students will begin to understand how to utilize their voice and body as an acting tool through exposure to several different acting methods. Students will also be introduced to the fundamentals of script analysis. In addition, a monologue and selected scenes will be performed on the stage.	3 SH

Supplemental Courses/67

- UNIV 214** **College Success** **3 SH**
College Success is a comprehensive course designed to help first year and returning adult learners to develop a balance of academic achievement and personal growth. Topics include goal setting, study skills, time management, exam preparation, academic decision making, human relation skills, active learning, critical thinking, diversity, and college and career planning. Students are introduced to the support services as well as the university's core values, including development as a servant leader and life-long learner. Classes will consist of lectures, discussions, and small group exercises. Topics include use of the library and citing and documenting research papers, leadership skills, creating a budget and adhering to it, diversity, stress management, and career planning. A scholarly paper and oral presentation are required.
- UNIV 221** **Critical Thinking** **3 SH**
This course introduces the fundamental skills of clear thinking and critical assessment in context of human interaction. Emphasis is placed on problem solving, approaching cross-cultural perspectives, information gathering, researching, and resolving controversies and dilemmas. Upon completion students will be able to demonstrate their knowledge of critical thinking skills in analysis of the appropriate text. How the Internet is changing research and critical thinking will also be explored. This course may be used by Liberal Arts majors to meet a Philosophy/Religion requirement but may not be used to meet the Religion/Philosophy requirement for general education.

NOTE: To register for SPECIAL TOPICS or INDEPENDENT STUDY, refer to p. 34.

Pfeiffer
UNIVERSITY



SCHOOL OF GRADUATE STUDIES

Master's Degree Programs in:

Business Administration

Business Administration/Health Administration

Business Administration/Leadership and
Organizational Change

Elementary Education

Health Administration

Health Administration/Leadership and Organizational
Change

Marriage and Family Therapy

Leadership and Organizational Change

Leadership and Organizational Change
with a Specialization in International Management

Practical Theology

Teaching (Elementary Education)

Teaching (Special Education)

Certificate Program in:

Health Services Administration

The School of Graduate Studies serves working adults by providing graduate instruction at convenient times in classroom settings and online. Classes are offered at Pfeiffer's Charlotte campus located at 4701 Park Rd, Charlotte, and at Pfeiffer's Triangle campus, located at 5001 South Miami Blvd. in the Research Triangle Park. Charlotte contact information: (704)521-9116; Fax (704)521-8617; E-Mail: charcamp@pfeiffer.edu. Triangle contact information: Phone (919)941-2920; Fax (919)941-2920; E-Mail: tricamp@pfeiffer.edu.

70/Graduate Programs

GRADUATE ACADEMIC PROGRAMS AND POLICIES

GRADUATE ACADEMIC POLICIES

GRADUATION REQUIREMENTS

Students must complete their graduate degree program with a minimum GPA of 3.0, a "B", on work attempted at Pfeiffer University. Not more than two (2) grades of "C" are allowed towards the satisfaction of graduation requirements. Additionally, in the MFT Program, a student may not earn a grade of "C" or lower in their experiential coursework, MMFT 606 or MMFT 690. In this event, a student will be required to enter remediation and retake the course at the discretion of the Faculty Remediation Committee. MSEE, MAT, MBA, MHA, and MSL degree requirements must be completed within five (5) years after enrolling in the program. Master of Arts in Practical Theology degree requirements must be completed within seven (7) years after enrolling in the program. Requirements for the dual MBA/MHA and the dual MBA/MSL must be completed within seven (7) years after enrolling in the program. Requirements for the MFT Program must be completed within (7) years after enrolling in the program.

Students who have been awarded the MBA, MHA, or MSL degree may upgrade their degree to the appropriate dual degree, provided they reapply, are accepted, and complete the additional requirements, including any additional prerequisites, for the dual degree within seven (7) years from the date that they enrolled in their original degree program. The original diploma must be surrendered prior to the time the new degree is awarded, and the original degree will no longer be reflected on the official transcript.

APPLICATION FOR CANDIDACY

Admission to graduate study does not carry with it candidacy for the degree. Students are required to apply for candidacy at least one semester prior to completing all program requirements. As part of the application, students request an audit of their academic performance. The official audit determines candidacy status. Application forms are available through the Program Director or through the Assistant Dean for Student Services.

Students become eligible to apply for candidacy upon the completion of:

MBA program - 30 graduate semester hours with a minimum GPA of 3.0 and satisfaction of specified undergraduate prerequisites.

MBA/MHA program - 24-27 MBA graduate semester hours and 24 MHA graduate semester hours with a minimum GPA of 3.0 and satisfaction of specified undergraduate prerequisites.

MBA/MSL program - 24-27 MBA graduate semester hours and 24 MSL graduate semester hours with a minimum GPA of 3.0 and satisfaction of specified undergraduate prerequisites.

MFT program - 51-54 graduate semester hours with a minimum GPA of 3.0, mastery of specified COAMFTE competencies, and a passing grade on the comprehensive exit exam.

MHA program - 36 graduate semester hours with a minimum GPA of 3.0.

MSL program - 30 graduate semester hours with a minimum GPA of 3.0 and satisfaction of specified undergraduate prerequisites.

Master of Arts in Practical Theology program - all but nine (9) required graduate semester hours with a minimum GPA of 3.0.

Master of Arts in Teaching Elementary Education - 18 graduate semester hours.

Master of Arts in Teaching Special Education - 18 graduate semester hours.

Master of Science in Elementary Education - 18 graduate semester hours.

Application for candidacy is required at least one (1) semester prior to graduation.

Graduate Academic Policies/71

TRANSFER CREDITS

MBA, MHA, and MS� students may transfer up to nine (9) semester hours of comparable business-related graduate level work into the Pfeiffer program. Master of Arts in Practical Theology students may transfer up to fifteen (15) semester hours of graduate level work; only three (3) courses (9 SH) of the MAPT core curriculum will be accepted from transfer credits. MBA/MHA students may transfer up to nine (9) semester hours of comparable business-related graduate level studies and nine (9) semester hours of comparable health administration-related graduate level studies into the Pfeiffer program. MBA/MSL students may transfer up to nine (9) semester hours of comparable business-related graduate level studies and nine (9) semester hours of comparable organizational management-related graduate level studies into the Pfeiffer program. Students in the MFT program may transfer up to nine (9) semester hours of comparable accredited marriage and family program-related graduate level course work with case by case approval as evidenced by an official transcript, and catalog course description and course syllabus concurrent with the semester the course was taken. Students in the Master of Science in Elementary Education, Master of Arts in Teaching Special Education, and the Master of Arts in Teaching Elementary Education may transfer up to nine (9) semester hours of comparable elementary education graduate level work into the Pfeiffer program. The following provisions apply to transfer credits:

1. The credits must have been earned from a regionally-accredited institution.
2. A grade of at least "B", or its equivalent, must have been earned.
3. The credits must satisfy a program requirement.
4. These credits **must be less than five (5) years old**; for the MCE, no **more than ten (10) years** old.
5. Transfer grades do not change the official grade point average. Only work attempted at Pfeiffer University is used in calculating the GPA.
6. Transfer of credits into Pfeiffer University **must be completed during the semester in which the student enrolls, either with provisional or formal admission status.**
7. All credits transferred into Pfeiffer University must have the approval of the appropriate School Head and Registrar.

ON-LINE COURSES

Students who have met the requirements for admission to the School of Graduate Studies or who are seeking to complete certain prerequisite courses are eligible to take on-line prerequisite or graduate courses. Students are also required to have the computer hardware and software required to access the course information. The grading standards and all other academic policies of the School of Graduate Studies apply to on-line courses. The cost for on-line courses (distance delivery) is specified on p. 10.

CHANGE OF CATALOG

Students normally graduate under the provisions and requirements of the Catalog in effect at the time of their initial registration at Pfeiffer University, unless changes in curricula, graduation requirements, etc., make that impossible. Students may choose to graduate under the requirements of a subsequent Catalog. However, they must meet all of the requirements of one Catalog and may not interchange requirements. Students who reenter after an interval of 2 or more semesters must meet the requirements of the Catalog in effect at the time of reregistration, or of a subsequent Catalog.

COURSE SUBSTITUTIONS

Substitutions for courses specifically required in various majors may be made with the written approval of the Program Director and the Head of the appropriate school.

CORRESPONDENCE CREDITS

Except for certain credits completed while in military service, credits earned in correspondence or through work/life experience may not be used to satisfy foundation or graduate requirements.

GRADING NOTATIONS

The following are the grading standards in the graduate program:

- A — Superior
- A- — Excellent
- B+ — Very Good

72/Graduate Programs

- B** — Good
- C** — Below Average
- F** — Failure
- I** — Incomplete

Although calculated for GPA as an "F", this grade is assigned where satisfactory progress is being made, but due to reasons beyond the student's control, final course requirements cannot be completed. Such records must be cleared within one semester following the semester in which the "I" was awarded or the "I" will automatically become an "F".

IP — In Progress Students enrolled in CHED 660, 661, or 652A, B, or C, MBA 690, 693 or 695, MHA 676, 690, or 695 or MSL 690 have three (3) semesters to complete their course work. The grade of "IP" is not calculated for the GPA. **If work is not completed within the two (2) semesters following the semester in which the "IP" was awarded, the grade will automatically become an "F" unless prior arrangements with the Program Director have been made and approved by the Vice President for Academic Affairs.**

W — Withdrawal Students may withdraw from classes without any academic penalty with approval of the appropriate Program Director.

Only work attempted at Pfeiffer University is used in calculation of the GPA. Refer to the Grade Point Average computation information for the School of Adult Studies (p. 26) for more information on Graduate School GPA calculation.

ACADEMIC PROBATION

Students must maintain a GPA of 3.0, a "B", to continue in good academic standing. Students who do not maintain a 3.0 average are placed on probation. Students on probation must achieve a semester GPA of at least 3.0 in the semester following being placed upon probation and must achieve an overall GPA of at least 3.0 within two (2) semesters. Failure to maintain this standard will result in suspension from the program. Students who receive a grade of "F" will be suspended from the program. **Only two grades of "C" may be applied toward graduate degrees at Pfeiffer University.**

REAPPLICATIONS

Students who have been suspended from a program may request permission from the Program Director and respective school Head to re-apply after two (2) semesters of suspended activity.

ACADEMIC LOAD

A full academic load is defined as six (6) semester hours during any semester. During the six week summer sessions (in Charlotte) a full academic load is defined as one course per session. Students wishing to register for more than a full load in any semester must submit a written request to their respective Program Director. Except under unusual circumstances, individuals who hold full time jobs are not permitted to enroll for more than the specified full academic load.

NON-DEGREE STUDENTS

Students who wish to take courses, but do not wish to seek a degree, may register for courses provided they have satisfied the appropriate prerequisites. Such registrations may be for credit or audit. Audits are permitted on a space available basis. Refer to specific program requirements for non-degree students.

GRADUATE ENTRANCE EXAMS

Pfeiffer University accepts scores from several recognized graduate entrance assessment sources, including the Graduate Management Admissions Test (GMAT), Graduate Record Examination (GRE), and the Miller's Analogy Test (MAT). Pfeiffer University developed and uses the Pfeiffer Graduate Entrance Assessment (PGEA) as a convenience to adult working students. Pfeiffer will accept the entrance assessment scores from the GMAT, GRE, LSAT, MAT, MCAT and PGEA.

Many graduate students elect to take the PGEA. An entrance exam requirement is waived for any student who already possesses a graduate degree earned from an accredited institution.

ADVISING

Graduate students are advised by graduate faculty who are available to assist them in planning their work. Students should meet with their advisors during each registration period.

Graduate Academic Policies/73

REGISTRATION

Students are expected to register during the normal registration period. Classes meet once a week during the fall and spring and summer semesters (twice a week during the summer, in Charlotte only, as scheduled).

DROP/ADDS

Students may add courses during the first 7 calendar days of each session with the written permission of the advisor or program director.

Students may withdraw from courses with the written permission of the advisor or program director before the last 7 calendar days of a session. Students may NOT withdraw from courses during the last 7 calendar days of a session.

REPEAT POLICY

If a course at Pfeiffer is repeated at Pfeiffer, the new grade becomes the official grade, even if it is lower than the previous grade. Previous grades will not be calculated into hours or averages. If a course taken at Pfeiffer is repeated elsewhere, the new work will be credited (if it has received the proper prior approval), but the Pfeiffer grade will stay on record and will be calculated in the Grade Point Average. The hours toward graduation will, however, be credited only once. If a course previously taken at another school is repeated at Pfeiffer, the prior grade will be removed from the transfer credit and the Pfeiffer grade will be the official mark (even if lower).

There is no limit on the number of times for a course to be repeated. "B" grades may be repeated, but this practice is not encouraged since a lower grade could result.

APPLICATION FOR DEGREE

Students in **all programs** are REQUIRED to complete an Application for Degree **one academic year** prior to their anticipated graduation date. These dates are published on the academic calendar which is available in the catalog and online through MyPfeiffer. Failure to complete the application for degree prior to one year before graduation will result in additional charges (late fee) and a delay in processing your graduation audit.

Students will incur a late fee of \$75 for any application received after the deadline published on the academic calendar regardless of the program or cohort one belongs to. The late fee will be applied to the student's account.

CHECKLIST to aid in preparing for graduation audit:

1. One year prior to your anticipated graduation (May, August, December), stop by the Registrar's office or download the application for degree from MyPfeiffer.
2. Meet with your Academic Advisor to review degree audit and proposed graduation date.
3. Submit completed paperwork, along with copy of completed Student/Advisor audit showing any changes/substitutions in course requirements. This is to be done prior to the deadline posted in the catalog and online.
4. After the Registrar's office has reviewed the degree audit, the student will receive an email to only their Pfeiffer University student email account. This email will be sent indicating if all requirements have been met and if not, the need for the student to contact the department to determine a plan of action. *Please contact Registrar if email is not received ONE semester prior to the anticipated graduation.
5. Once the student receives the email and verifies their status with their Advisor, the student must sign an acknowledgement form and return to the Registrar's office within 10 days of the receipt of the email. Online students or those who are at remote campuses can scan, mail or fax the signed document to the Registrar's office at (704)463-1363.

GRADUATE ATTENDANCE POLICY

Students are expected to attend classes regularly. Instructors, as well as departments or degree programs, may establish specific attendance requirements in conjunction with The Pfeiffer University Attendance Policy. University policy requires students to attend at least $\frac{3}{4}$ (75%) of scheduled class meetings (excluding final exams) in a course. Students who are absent for any reason for more than $\frac{1}{4}$ (25%) of the scheduled class meetings cannot receive a passing grade, regardless of course average. It is the student's responsibility to ascertain the effect attendance may have on the grade in a course. Students receiving financial aid **must** be certified as attending classes regularly to maintain their eligibility.

Student attendance in online courses is defined as active participation in the course as described in the individual course syllabus. Online courses will, at a minimum, have weekly mechanisms for student

74/Graduate Programs

participation, which can be documented by any or all of the following methods:

- Completion of tests
- Submission/completion of assignments
- Communication with instructor

Students who fail to maintain active participation in an online course as defined in the course syllabus will be processed in accordance with the College's current attendance policy.

APPEALS FOR GRADE CHANGES

All appeals for grade changes must be presented to the student's Program Director no later than 30 calendar days following the end of the semester in which the challenged grade was issued. Students wishing to register complaints concerning a final grade should follow these steps:

Step 1. The student will discuss the grade with the instructor who issued the grade and attempt to resolve the matter.

Step 2. If resolution is not achieved in step one, the student will submit a Request to Appeal Form, a letter registering his/her complaint to his/her Program Director and concrete evidence that the student can provide to further his/her request for grade change. This concrete evidence will show how the current grade is inappropriate and why the change is necessary. Examples of such evidence follow: incorrect mathematical calculations of grades, examples of work marked incorrect coupled with examples from the text or lectures that show that the work is indeed correct and incorrectly marked, evidence from the Bb administrator that work was submitted on time although the student was not given credit for timely submission, or other such pieces of concrete evidence. This evidence will expedite the resolution process. The Program Director will contact the instructor and discuss the matter. The Program Director will convey, in writing, the outcome of the discussion to the student. If the matter is not resolved, the Program Director will request that a Grade Appeal Committee be convened.

Step 3. The Program Director will review and request that a Grade Appeal Committee be convened when the student is unable to resolve a grade dispute with his/her instructor and Program Director. The Program Director will review and request that a Grade Appeal Committee be convened when the student is unable to resolve a grade dispute with his/her instructor and Program Director. The Director of Graduate Student Services will convene the Grade Appeal Committee. The Grade Appeal Committee consists of the Director of Graduate Student Services, Program Director, the Head of the School in which the student is enrolled, and one or more faculty member. The Director of Graduate Student Services will serve as chairperson. The request for appeal, written statement, and evidence provided in Step 2 will be reviewed in advance by the committee. The committee will meet with the student to discuss the complaint. Neither faculty nor students are permitted to bring third party representation or other individuals to a grade appeal hearing; however, written documentation may be submitted by other faculty members and/or students. The committee will recommend a decision in writing to the Vice President for Academic Affairs (VPAA). The VPAA will review the grade appeal. After considering all factors presented, the VPAA will render a decision. The decision of the VPAA is final.

The VPAA will convey the decision in writing to the student. Copies of the correspondence will be provided to the committee members and the student's Program Director.

WITHDRAWAL FROM PFEIFFER UNIVERSITY

Students leaving the University during an academic term without notifying the appropriate Program Director in writing will receive a grade of "F" in each course for which they are registered. Students who return to Pfeiffer after an absence of 2 semesters or longer must use the catalog in effect at the time of their return, or a subsequent catalog.

WITHDRAWAL POLICY FOR MILITARY CALL-UP

In the event a student is called to active duty, he or she must complete a formal withdrawal process and provide a copy of his or her deployment orders at the time of withdrawal. A student will not receive special consideration under this policy until a formal withdrawal is initiated by the student and a copy of the student's deployment orders are received by Pfeiffer University.

If the student withdraws during the Drop period, his or her classes will be dropped with no academic record. If the withdrawal occurs after the end of the Drop period, the student's transcript shall show a "W" for all classes. Grade Point Average (GPA) will not be affected. A note will be placed in the Registrar's files together with a copy of the deployment orders to indicate that the "W" was due to military call-up.

Master of Business Administration

The Master of Business Administration (MBA) is a professionally oriented degree program intended for persons seeking or holding management positions in business, engineering, scientific, technical, governmental, or health care organizations in both for-profit and not-for profit sectors. The goals of the program are to develop competence in decision making, skill in interpersonal and group relations, the ability to integrate and interrelate the various functions of the firm, a sense of responsibility to society, and a commitment to ethical action within and outside the firm.

The Master of Business Administration (MBA) with a focus or concentration on Human Resource Management (HRM) program is specifically designed to provide the student with an overall understanding of the key functional areas of an organization as well as an understanding of key Human Resource Management activities.

It is intended to provide individuals seeking or holding management positions with advanced knowledge and competence in the key functional areas that modern day managers - leaders must possess. In addition, in order to effectively manage people, the modern day manager to maximize their effectiveness in leading others, must possess an understanding of contemporary leadership practices, effective management of change initiatives and an understanding of the key functional areas making up the field of Human Resource Management.

This concentration will enable an individual to enhance their overall ability to carry out their management - leadership responsibilities in any organizational environment, as well as prepare for entry level or advanced positions within the fields of: HRM, HRD or OD.

The MBA program is available through Pfeiffer University at Charlotte and is designed for adult students who wish to pursue their degree in evening or weekend classes.

All foreign students who want to receive the ACQUIN accredited Pfeiffer University MBA need to follow the guidelines stated in the "Student Handbook for the ACQUIN accredited Pfeiffer MBA degree Program". The handbook will be on file in the Office of the German Academy and subsequently on-line.

ADMISSION

Admission is granted MBA applicants who satisfy ALL of the criteria stated below:

- an earned baccalaureate degree with a satisfactory grade point average (GPA) from an accredited college or university.
- three letters of recommendation.
- satisfaction of undergraduate prerequisite requirements.
- satisfactory completion of either (1) the Pfeiffer Graduate Entrance Assessment (PGEA), (2) Graduate Management Admissions Test (GMAT), (3) Graduate Record Examination (GRE) or of another standardized graduate admissions test. This requirement is waived for applicants who have earned a previous graduate degree from an accredited institution. The graduate entrance assessment requirement must be satisfied prior to beginning graduate studies.

Students have until the end of the first year of graduate study to satisfy the undergraduate prerequisite requirements. All other admission requirements must be satisfied prior to beginning graduate level courses.

NON-DEGREE STUDENTS

Applicants who, at the time of their application, do not intend to pursue the MBA degree at Pfeiffer University at Charlotte may be permitted to take graduate courses as a non-degree student. Non-degree students, subsequently admitted to the Pfeiffer MBA Program, may count no more than twelve (12) graduate hours taken as a non-degree student, toward the MBA degree. Non-degree students must meet the same GPA requirements as degree-pursuing students in order to continue taking graduate courses with the University.

Master of Business Administration/77

MBA 602	Organizational Behavior Organizational structure and theory, work redesign, perception and attribution, learning, motivation, groups, conflict, power, influence, leadership, and decision-making. Organizational behavior within complex work organizations.	3 SH
MBA 603	Quantitative Decision Making The use of mathematical models, statistical analysis and management information systems to improve individual and organizational decision making. Prerequisite: BUAD 321.	3 SH
MBA 604	Managerial Accounting Development and use of accounting information for management planning, control, and decision making. Prerequisites: ACCT 221 and ACCT 222.	3 SH
MBA 605	Managerial Economics Application of the analytical tools of economic theory to decision making by management. Prerequisites: ECON 221 and ECON 222.	3 SH
MBA 606	Managerial Finance Provides insights and understanding of financial concepts along with practical approaches to analysis and decision-making. Includes topics such as financial planning, management of working capital, analysis of investment opportunities, source of long-term financing, and dividend policy. Prerequisites: ACCT 221 and ACCT 222.	3 SH
MBA 607	Marketing Management Techniques and practical application of planning, market analysis, and strategic design. Emphasis on integration of product, price, promotion, and distribution.	3 SH
MBA 608	Strategic Management Integration of the sub-disciplines, including ethical and societal considerations; analytical procedures in business; decision-making within a case-oriented context. A capstone course in which attention is paid to clarity of thought and method, oral and written communications, and strategic planning methods. Intended to be taken after all other graduate core courses have been taken or with permission of Program Director. Prerequisites: MBA 606 and MBA 607.	3 SH
MBA 609	Professional Speaking and Presentation Combination lecture/seminar designed to explore all aspects of business and professional public speaking and presentation. Focus will include formal presentation and speaking to groups larger than 10; informal presentation and speaking; one-on-one image and idea presentation. Focus also includes voice and diction as well as image.	3 SH
MBA 611	Operations Management Management of the functions required to produce goods or services by an organization. Focus will be on open systems approach. Emphasis will be placed on manufacturing, but service industries and not-for-profit organizations will be integrated into the theory. Prerequisite: MBA 606 Managerial Finance.	3 SH
MBA 614	Legal Issues in International Business This course explores the legal implications of international business. Legal foundations, principles, and processes will be emphasized. A major element will be the impact of the legal system on international business.	3 SH
MBA 615	Seminar in International Business This course covers issues in international business. The course requires international study through current programs or through international agreements with foreign universities through the Network of International Business Schools, of which Pfeiffer Charlotte is a member institution. The international study option may be waived by permission of the Program Director and the Head of the School of Business if the student has had significant practical experience in international business. Prerequisite: Permission of Program Director.	3 SH

78/Graduate Programs

MBA 630	International Business This course will provide a format for conducting business operations within a global format, prepare the student for dealing with the cultural, social and ethical issues of working within the world market, and will focus on how and why the world's countries differ and the economics and politics of world trade. Also, this course will investigate the global monetary system, the strategies and structures of international business and the roles of international business's functions.	3 SH
MBA 631	Seminar in International Business Understanding This course will provide first-hand experience within a foreign setting. It will involve the history and culture of the country visited for a better understanding of the social, business, and governmental infra-structure.	1 SH
MBA 640	Legal and Ethical Environment of Business Legal and ethical issues affecting the manner in which businesses operate, including contracts, product liability, regulation, anti-trust, and employment.	3 SH
MBA 641	MIS Theory and Design Represents a managerial approach to information systems concepts and applications. Includes topics such as systems planning, development, and implementation. Emphasizes MIS resource allocation and the use of MIS to support business strategy and decision-making.	3 SH
MBA 646	Managerial Negotiations Explores the processes of bargaining and negotiation as social and managerial activities. Emphasis is given to areas of interpersonal and intergroup conflict resolution.	3 SH
MBA 676	MBA International Experience This course will provide a first hand experience within a foreign setting. The course includes a trip to an international setting for on-site lectures and discussions with foreign business leaders and managers and visits to a foreign business. It will involve the history and culture of the country visited for a better understanding of the social, business and governmental interactions. Prerequisite: permission of the program director.	3 SH
MBA 690	Applied Field Project A faculty-guided independent study offered in cooperation with the student's employer or an organization of choice. The student is required to demonstrate the application of knowledge and skills, acquired from selected MBA core courses, to management situations. The applied field project may begin in any semester. Students have three (3) semesters to complete this course.	3 SH
MBA 693	Applied Field and Research Project This course is an integration of research and the subsequent application of that research within a work environment. The research portion introduces students to research methods utilized within the marketplace. Resources used will include industry journals, professional publications and primary and secondary research sources. The Applied Field Project component is a faculty guided independent study offered in cooperation with the student's employer or an organization of choice. The student is required to demonstrate the application of knowledge and skills acquired through his/her graduate course work to a management situation. Students have three (3) semesters to complete this course.	3 SH
MBA 694	Comparative International Business Law Comparative International Business Law is designed to cover the basic laws of international trade, licensing and investment from a managerial perspective. Students will be introduced to the risks of international business and examine how the risks differ from domestic business risks. Particular attention will be paid to the increasing risks and legal complexities associated with greater penetration by firms into foreign markets. The course will examine the role of public and private organizations in setting standards and guidelines for engaging in international business operations. Emphasis will be placed on understanding the legal,	3 SH

cultural and ethical problems associated with economic integration, particularly with the European Community and in North America. In addition, the course will examine the basics of: buying and selling goods in foreign countries, the comparative analysis of host country employment laws, transitional environmental law development, the regulations of competition and a comparative analysis on international antitrust policies. Prerequisite: MBA 640.

MBA 695 Applied Research in Business 3 SH
Faculty-supervised independent study course to introduce the student to research techniques in business. Emphasis will be placed on research methods as well as the research of others from professional publications. A major research paper will be prepared and submitted for evaluation. Students have three (3) semesters to complete this course. Prerequisite: Approval of the MBA Program Director.

MBA 698 Special Topics 3 SH
Formal courses on topical or special interest subjects on a rotating basis. Several different topics may be taught in one year or one semester. A specific title will be used in each instance and will be entered on the student's transcript. The intention of this course is to permit the student some flexibility in his or her curriculum to accommodate special interests. Prerequisites: Will vary depending upon subject matter.

Master of Business Administration/Master of Health Administration

The Dual Degree MBA/MHA program incorporates an efficient combination of the most significant components of the Master of Business Administration and Master of Health Administration programs. The course of study culminates with neither a separate MBA or a separate MHA; rather, the Dual Degree MBA/MHA is an intensive single degree program. The program is intended primarily for clinicians and healthcare managers whose career paths require advanced competencies in both quantitative and qualitative aspects of management. The program will be of significant benefit to persons who have worked in healthcare for at least five years. Individual arrangements may be developed for persons with less tenure in the health sector. A highlight of the program is an eight to ten day international study where students travel in Europe, the United Kingdom or Canada under the direct supervision of Pfeiffer professors.

ADMISSION

Admission is granted MBA/MHA applicants who satisfy ALL of the criteria stated below:

- an earned baccalaureate degree with a satisfactory grade point average (GPA) from an accredited college or university.
- three letters of recommendation.
- satisfaction of undergraduate prerequisite requirements.
- satisfactory completion of either (1) the Pfeiffer Graduate Entrance Assessment (PGEA), (2) Graduate Management Admissions Test (GMAT), (3) Graduate Record Examination (GRE) or of another standardized graduate admissions test. This requirement is waived for applicants who have earned a previous graduate degree from an accredited institution. The graduate entrance assessment requirement must be satisfied prior to beginning graduate studies.

Students have until the end of the first year of graduate study to satisfy the undergraduate requirements. All other admission requirements must be satisfied prior to beginning graduate level courses.

Master of Business Administration/Master of Science in Leadership and Organizational Change

The dual degree Master of Business Administration/Master of Science in Leadership and Organizational Change program is specifically designed to integrate key elements from both existing programs to provide a degree option for students.

The primary focus of most existing MBA programs is to provide the student with an overall understanding of the key functional areas of an organization with a heavy emphasis on systems and quantitative approaches. As such, most MBA programs do not provide the student with an adequate understanding of the human behavior-leadership side of an organization. On the other hand, students focusing on the behavioral-leadership side of an organization can benefit from an enhanced understanding and appreciation of the key functional areas of organizations.

This dual degree program is designed to provide the student with the best of both worlds, i.e., a solid background in the key functional areas of an organization, coupled with a major focus on effective leadership and change management knowledge and skill.

ADMISSION

Admission is granted MBA/MSL applicants who satisfy ALL of the criteria stated below:

- an earned baccalaureate degree with a satisfactory grade point average (GPA) from an accredited college or university.
- three letters of recommendation.
- satisfaction of undergraduate prerequisite requirements.
- satisfactory completion of either (1) the Pfeiffer Graduate Entrance Assessment (PGEA), (2) Graduate Management Admissions Test (GMAT), (3) Graduate Record Examination (GRE) or of another standardized graduate admissions test. This requirement is waived for applicants who have earned a previous graduate degree from an accredited institution. The graduate entrance assessment requirement must be satisfied prior to beginning graduate studies.

Students may be accepted into the program and will have until the end of the first year of graduate study to satisfy the undergraduate prerequisite. MBA courses (other than MBA 601 and MBA 602) may not be taken until all required prerequisites have been met. All other admission requirements must be satisfied prior to beginning graduate level courses.

NON-DEGREE STUDENTS

Applicants who, at the time of their application, do not intend to pursue the MBA/MSL degree with Pfeiffer University at Charlotte may be permitted to take graduate courses as a non-degree student. Non-degree students, subsequently admitted to the Pfeiffer MBA/MSL Program, may count no more than twelve (12) graduate hours taken as a non-degree student, toward the MBA/MSL degree. Non-degree students must meet the same academic standards as degree-pursuing students in order to continue taking graduate courses with the University.

CURRICULUM REQUIREMENTS - 54 Semester Hours

Prerequisite Requirements

Prerequisite competence at the undergraduate level is required for several courses in the MBA/MSL curriculum. Documentation of study and/or knowledge is required for:

Accounting I and Accounting II
Microeconomics and Macroeconomics
or course equivalent to ECON 591

Math and Statistics

82/Graduate Programs

Students admitted without prerequisite satisfaction may fulfill these requirements through a variety of methods with the prior approval of the MBA/MSL Program Director and the Head of the School of Business. Students may not enroll in a graduate course for which the prerequisite has not been satisfied.

MBA Curriculum Requirements - 27 Semester Hours

MBA 601	Organizational Communication	MBA 608	Strategic Management
MBA 602	Organizational Behavior	MBA 611	Operations Management
MBA 604	Managerial Accounting		or
MBA 605	Managerial Economics	MBA 630	International Business
MBA 606	Managerial Finance	MBA 640	Legal and Ethical Environment of Business
MBA 607	Marketing Management		

MSL Curriculum Requirements -- 27 Semester Hours

MSL 680	Ethical Behavior and Employment Law	MSL 688	Strategies for Building High Performance Organizations and Teams
MSL 681	Organizational Leadership	MSL 689	Negotiations and Conflict Resolution
MSL 682	Critical Thinking for Continuous Improvement	MSL -	Elective (three hours from any other MSL course or, another course from the MBA curriculum with the approval of the program director)
	or		
MSL 683	Managing a Diverse Workforce	MSL 690	Applied Field Practicum in Leadership and Organizational Change
MSL 685	Human Resource Management		or
	or		
MSL 686	Human Resource Development	MSL 679	Global Management
MSL 687	Organizational Change Management		

Master of Health Administration

The Master of Health Administration is designed for clinicians and healthcare managers whose career tracks require advanced competence in health services management. Although the program is intended primarily for those who have been working in health services for at least three years, individual arrangements may be developed for persons with less tenure in the health sector. A highlight of the program is a seven (8) to ten (10) day international study where students travel to either Austria, Canada, Germany, or the United Kingdom under the supervision of Pfeiffer professors.

ADMISSION

Admission is granted MHA applicants who satisfy ALL of the criteria stated below:

- an earned baccalaureate degree with a satisfactory grade point average (GPA) from an accredited college or university.
- three letters of recommendation.
- satisfaction of undergraduate microeconomics prerequisite requirement or course equivalent to ECON 591.
- satisfactory completion of either (1) the Pfeiffer Graduate Entrance Assessment (PGEA), (2) Graduate Management Admissions Test (GMAT), (3) Graduate Record Examination (GRE) or of another standardized graduate admissions test. This requirement is waived for applicants who have earned a previous graduate degree from an accredited institution. The graduate entrance assessment requirement must be satisfied prior to beginning graduate studies.

Master of Health Administration/83

Students have until the end of the first year of graduate study to satisfy the undergraduate prerequisite requirement. All other admission requirements must be satisfied prior to beginning graduate level courses.

NON-DEGREE STUDENTS

Applicants who, at the time of their application, did not intend to pursue the Master of Health Administration (MHA) degree but who later decide to pursue that degree may count no more than twelve (12) graduate hours taken as a non-degree student toward the MHA degree. Non-degree students must meet the same academic standards as degree-pursuing students in order to continue taking graduate courses with the University.

Prerequisite Requirement: Microeconomics and course equivalent to ECON 591. Students admitted without prerequisite satisfaction may fulfill the requirement through a variety of methods with the prior approval of the MHA Program Director. Students may not enroll in a graduate course for which the prerequisite has not been satisfied.

MHA Curriculum Requirements - 36 Semester Hours

The Master of Health Administration is a 36 semester hour curriculum that includes the following courses:

MBA 601	Organizational Communications	MHA 673	Legal and Ethical Environment of Health Services
MHA 650	Contemporary Health Administration	MHA 675	Health Services Policy
MHA 651	Health Economics	MHA 676	Comparative International Health
MHA 652	Health Services Financial Management	MHA 677	Health Services Information Management
MHA 653	Health Services Marketing	MHA 690	Practicum in Health Administration
MHA 672	Strategic Health Services Management		

Elective: One (1) 3 SH course from the MSL curriculum subject to specified course prerequisite requirements. MSL 681, MSL 682, MSL 683, MSL 687 and MSL 689 are recommended.

CONCENTRATION OPTION:

Leadership and Organizational Change Concentration:

The Leadership and Organizational Change concentration is designed to provide practical applications from both the health service and business leadership fields of knowledge. The four MSL courses provided in the concentration will provide the student with the essential specialized competencies necessary for successful leadership in the rapidly changing and extraordinarily complex health service enterprise of the 21st Century.

NOTE: This concentration is available only on the Charlotte Campus, the Triangle Campus, online or with special permission of the Department Chairperson.

Concentration Curriculum Requirements - 36 Semester Hours

MHA Curriculum Requirements - 21 Semester Hours

All MHA-Leadership and Change Concentration students must successfully complete a twenty one (21) semester hour, seven (7) course core health service curriculum which includes:

MBA 601	Organizational Communications	MHA 672	Strategic Health Services Management
MHA 650	Contemporary Health Administration	MHA 673	Legal and Ethical Environment of Health Services
MHA 651	Health Economics	MHA 675	Health Services Policy
MHA 652	Health Services Financial Management		

MHA Elective Requirement- 3 Semester Hours

All MHA-Leadership and Change Concentration students must successfully complete one of the following three (3) semester hour MHA elective courses:

MHA 676	Comparative International Health	MHA 677	Health Services Information Management
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84/Graduate Programs

MSL Curriculum Requirements - 12 Semester Hours

All MHA-Leadership and Change Concentration students must successfully complete a twelve (12) semester hour, four (4) course leadership and change curriculum which includes:

MBA 602	Organizational Behavior	MSL 687	Organizational Change Management
MSL 681	Organizational Leadership	MSL 689	Negotiations and Conflict Management

Courses Offered

MHA 650	Contemporary Health Administration	3 SH
	Major issues associated with the current and future organization and delivery of health services in the United States. Concepts and applications of organization and management in the health sector are explored	
MHA 651	Health Economics	3 SH
	Economic and statistical analysis applied to health sector; concepts of efficiency and effectiveness applied to the production and distribution of health services; institutional description of health insurance, government programs, and health organizations; analysis of policy issues from economics point of view. Prerequisites: ECON 222 or ECON 591.	
MHA 652	Health Services Financial Management	3 SH
	Application of accounting and finance to decision making for health care and managed care professionals; emphasis on financial statement analysis, working capital management, capital, cash and accrual budgets and capital budgeting techniques; and cost benefit analysis of projects.	
MHA 653	Health Services Marketing	3 SH
	Survey of marketing concepts as applied to service based organizations; emphasis on market analysis, consumer behavior, market segmentation, target marketing, relationship marketing and managing the market mix of services and communications.	
MHA 672	Strategic Health Services Management	3 SH
	An overview of health planning in the U.S. and its relationship to contemporary health services marketing. Emphasis will be placed on strategic marketing models for health organizations and methods for implementing these models within the total health care environment. Topics include the strategic management process, the marketing concept, organizational culture, ethics and marketing research.	
MHA 673	Legal and Ethical Environment of Health Services	3 SH
	Exploration on the ethical and legal implications of various situations found in health care settings. Legal foundations, principles and processes, including the origins of health law, will be emphasized. A major component will focus on issues in biomedical issues such as euthanasia, abortion, access to care, and biotechnology.	
MHA 674	Financial Management in Healthcare	3 SH
	Practical information on financial and management and control tools and techniques in the healthcare sector. Particular emphasis is placed on risk management, corporate compliance, and financial operations in a managed care environment. Prerequisite: Permission of the Program Director.	
MHA 675	Health Services Policy	3 SH
	Policy making and strategy making in the public and private health sectors. Governmental and corporate management of issues associated with access, cost and quality; influences of biomedical and corporate ethics; processes of innovation. Particular emphasis is placed on the processes of policy formulation, implementation, assessment and modification.	

Master of Health Administration/85

- MHA 676** **Comparative International Health** **3 SH**
A practical focus on the interrelationships between business and health in an international setting. The course includes a trip to an international setting for on-site lectures and discussions with foreign business and health leaders. Prerequisite: Permission of the Program Director.
- MHA 677** **Health Services Information Management** **3 SH**
Exploration of concepts and applications of information technology in the contemporary healthcare marketplace. Focus on design, development and operations of integrated administrative and clinical management information systems.
- MHA 690** **Practicum in Health Administration** **3 SH**
Faculty-guided independent study offered in cooperation with the student's employer or an organization of choice. The student is required to demonstrate the application of knowledge and skills from the curriculum to practical management situations. Students have three (3) semesters to complete this course.
- MHA 695** **Applied Research in Health Administration** **3 SH**
Faculty-supervised independent study course to introduce the student to research techniques in health administration. Emphasis will be placed on research methods as well as the research of others from professional publications. A major research paper will be prepared and submitted for evaluation. Students have three (3) semesters to complete this course.
- MHA 698** **Strategic Community Health Programming** **3 SH**
Addresses the development and analysis of community-based and regional health-related information regarding population status, organizational structure, control regulation and resource requirements to ensure successful program design, implementation and management. Prerequisite: BUAD 321.

Master of Health Administration/Master of Science in Leadership and Organizational Change

The Dual Degree MHA/MSL program incorporates an efficient combination of the most significant aspects of the single degree Master of Health Administration and Master of Science in Leadership and Organizational Change programs. The course of study culminates with neither the Master of Health Administration nor the Master of Science in Leadership and Organizational Change; rather, the MHA/MSL is an intensive single degree program. The program is intended primarily for clinicians and healthcare managers whose career paths require advanced competencies in qualitative and quantitative aspects of management. In addition to providing functional knowledge in the key managerial, finance, legal and ethical areas of the healthcare enterprise, it will provide the latest knowledge and skills necessary to effectively manage others and to successfully implement change initiatives. In so doing, the individual will be better prepared for leadership in the rapidly changing and extraordinarily complex health service environment of the 21st Century.

NOTE: This program is available only on the Charlotte Campus, the Triangle Campus, online or with special permission of the Department Chairperson.

ADMISSION

Admission is granted MHA/MSL applicants who satisfy ALL of the criteria stated below:

- an earned baccalaureate degree with a satisfactory grade point average (GPA) from an accredited college or university.
- three letters of recommendation.
- satisfaction of undergraduate prerequisite requirements.
- satisfactory completion of either (1) the Pfeiffer Graduate Entrance Assessment (PGEA), (2) Graduate Management Admissions Test (GMAT), (3) Graduate Record Examination (GRE) or of another standardized graduate admissions test. This requirement is waived for applicants who have earned a previous graduate degree from an accredited institution. The graduate entrance assessment requirement must be satisfied prior to beginning graduate studies.

Students have until the end of the first year of graduate study to satisfy the undergraduate requirements. All other admission requirements must be satisfied prior to beginning graduate level courses.

NON-DEGREE STUDENTS

Applicants who, at the time of their application, do not intend to pursue the MHA/MSL degree with Pfeiffer University may be permitted to take graduate courses as a non-degree student. Non-degree students, subsequently admitted to the Pfeiffer MHA/MSL Program, may count no more than twelve (12) graduate hours taken as a non-degree student, toward the MHA/MSL degree. Non-degree students must meet the same academic standards as degree-pursuing students in order to continue taking graduate courses with the University.

GRADUATE CERTIFICATE IN HEALTH SERVICES ADMINISTRATION

The Graduate Certificate in Health Services Administration is an option for those who either wish to enter or are already employed in the healthcare field. An attractive feature of this program is that it is designed to facilitate upward career mobility in a relatively short time frame. A master's degree or equivalent is required for admission. The Graduate Certificate in Health Services Administration is usually completed in one year. The following certificate curriculum may be also be applied towards satisfying requirements for the MHA/MSL degree program:

MHA	650	Contemporary Health Administration
MHA	652	Health Services Financial Management
MHA	672	Strategic Health Services Management
MHA	673	Legal and Ethical Environment of Health Services
MHA	675	Health Services Policy
MHA	677	Health Services Information Management

CURRICULUM REQUIREMENTS - 54 Semester Hours**Prerequisite Requirements**

Prerequisite competence at the undergraduate level is required for one course in the MHA/MSL curriculum. Documentation of study and/or knowledge is required for:

Microeconomics or course equivalent to ECON 591

Students admitted without prerequisite satisfaction may fulfill this requirement through a variety of methods with the prior approval of the MHA/MSL Program Director. Students may not enroll in a graduate course for which the prerequisite has not been satisfied.

MHA Curriculum Requirements - 33 Semester Hours

All MHA/MSL students must satisfactorily complete a ten (10) course core health service curriculum which includes:

MBA	601	Organizational Communications	MHA	673	Legal and Ethical Environment of Health Services
MHA	650	Contemporary Health Administration	MHA	675	Health Services Policy
MHA	651	Health Economics	MHA	676	Comparative International Health Services Information Management
MHA	652	Health Services Financial Management	MHA	677	Health Services Information Management
MHA	653	Health Services Marketing	MHA	690	Practicum in Health Administration
MHA	672	Strategic Health Services Management			

MSL Curriculum Requirements - 21 Semester Hours

All MHA/MSL students must satisfactorily complete an eight (8) course core leadership and change curriculum which includes:

MBA	602	Organizational Behavior	MSL	685	Human Resource Management for Health Services
MSL	681	Organizational Leadership	MSL	687	Organizational Change Management
MSL	682	Critical Thinking for Continuous Improvement OR	MSL	688	Strategies for Building High Performance Organizations and Teams
MSL	683	Managing a Diverse Workforce	MSL	689	Negotiations and Conflict Resolution

88/ Graduate Programs

Master of Science in Leadership and Organizational Change

The Master of Science in Leadership and Organizational Change (MSL) is a professionally-oriented degree program intended for individuals seeking or holding management positions within any type of organizational environment. It is a contemporary, cutting edge, advanced behavioral science program that places a focus on developing and/or enhancing an individual's leadership capability to manage individuals or teams for performance improvement, and to develop the knowledge and skills necessary to successfully plan for and manage change efforts within organizations. In addition to developing or enhancing an individual's leadership and change management skills, the program prepares an individual for entry level or advanced level careers in Human Resource Management, Human Resource Development, Organizational Development, and Organizational Consulting.

The program focuses on advanced organizational behavior concepts, interpersonal communication, conflict resolution, group dynamics, contemporary issues facing organizations and managers, diversity management, human resource development and management, productivity improvement, team building, managing change (OD), and successfully completing a mentored, applied field research/practicum experience within an organization. This unique feature of the program serves as a capstone integrative application of the knowledge, skills and tools obtained in the MSL curriculum, applied to the resolution of an organizational problem or to the design and implementation of a performance-enhancing project. The student or project team will work directly under the facilitating guidance of a Pfeiffer graduate faculty member in a one-on-one basis in the design, research, data collection, analysis and feedback and action planning elements of the project.

ADMISSION

Admission is granted MSL applicants who satisfy ALL of the criteria stated below:

- an earned baccalaureate degree with a satisfactory grade point average (GPA) from an accredited college or university.
- three letters of recommendation.
- satisfactory completion of either (1) the Pfeiffer Graduate Entrance Assessment (PGEA), (2) Graduate Management Admissions Test (GMAT), (3) Graduate Record Examination (GRE) or of another standardized graduate admissions test. This requirement is waived for applicants who have earned a previous graduate degree from an accredited institution. The graduate entrance assessment requirement must be satisfied prior to beginning graduate studies.

NON-DEGREE STUDENTS

Applicants who, at the time of their application, do not intend to pursue the MSL degree at Pfeiffer University at Charlotte may be permitted to take graduate courses as a non-degree student. Non-degree students, subsequently admitted to the Pfeiffer MSL Program, may count no more than twelve (12) graduate hours taken as a non-degree student toward the MSL degree. Non-degree students must meet the same GPA requirements as degree-pursuing students in order to continue taking graduate courses with the University.

Master of Science in Leadership and Organizational Change/89

CURRICULUM REQUIREMENTS - 36 Semester Hours

MSL Curriculum Requirements - 36 Semester Hours

MBA 601	Organizational Communications	MSL 687	Organizational Change Management
MBA 602	Organizational Behavior	MSL 688	Change Strategies for High Performance Teams and Organizations
MBA 608	Strategic Management		
MSL 680	Ethical Behavior and Employment Law	MSL 689	Negotiations and Conflict Resolution
MSL 681	Organizational Leadership	MSL 690	Applied Field Practicum In Leadership and Organizational Change
MSL 682	Critical Thinking for Continuous Improvement or MSL 683 Managing a Diverse Workforce		
MSL 685	Human Resource Management or MSL 686 Human Resource Development		Student needs to select a 3 SH elective from an MBA or MSL program course list with approval of the MSL Program Director.

MASTER OF SCIENCE IN LEADERSHIP AND ORGANIZATIONAL CHANGE : SPECIALIZATION IN INTERNATIONAL MANAGEMENT

As organizations struggle to survive and prosper in the international area of today's global economic environment, it will become increasingly critical for current and future leaders to obtain a background in international operations/leadership.

This new program is a modification of our existing Master of Science in Leadership and Organizational Change program (MSL). The degree offered will still be a Master of Science in Leadership and Organizational Change, but now provides students with an option to receive an MSL degree with a specialization in International Management.

Specialization Focus:

The four courses composing the specialization in International Management will provide the student with a general understanding of: the international legal environment that governs an organization's operations, and the essential elements of successful leadership in managing typical business functions and an organization's human resources. In addition, the student will gain an understanding and appreciation of the impact of culture in global settings.

CURRICULUM REQUIREMENTS: MSL with Specialization in International Management - 36 Semester Hours General MSL Degree Core Course Requirements (24 SH):

MBA 601	Organizational Communication	MSL 685	Human Resource Management
MBA 602	Organizational Behavior	MSL 687	Organizational Change Management
MSL 680	Ethical Behavior in Employment Law	MSL 688	Building High Performance Organizations/Teams
MSL 681	Organizational Leadership	MSL 689	Negotiations and Conflict Resolution

Specialization Course Requirements (12 SH):

MBA 630	International Business	MSL 679	Global Management
MSL 678	International HRM	MSL 694	Comparative International Law

Courses Offered

MSL 678	International Human Resource Management	3 SH
	This course will focus on the theories and practices necessary to gain the knowledge and skill to effectively manage an organization's human resources in the global economy of the 21st century. It will focus on human behavior across cultures, international human resource management and building high performance organizations/teams. Prerequisite: MSL 685 or permission of the program director.	

90/Graduate Programs

MSL 679	Global Management Globalization is clearly here to stay and is having a profound effect on the survival and profitability of organizations. The focus of this course will be to provide managers/leaders operating in an international setting with an enhanced understanding and appreciation for the cultural differences and challenges facing managers in a global organizational environment. It will also provide the knowledge and skill for managers/leaders to increase their effectiveness in carrying out their managerial responsibilities. Prerequisite: MSL 681 or permission of the instructor.	3 SH
MSL 680	Ethical Behavior and Employment Law The study of employment law is important because of the impact it has on businesses, management, and employees. This course, Ethical Behavior and Employment Law will focus on: (1) the parameters of the relationship between employer and employee and independent contractor, (2) the procedures for selecting and testing employees, (3) the Civil Rights Act, affirmative action and the various forms of discrimination found in employment, (4) the government regulation of the workplace with regard to unions, collective bargaining, minimum and maximum wage hours, safety, health, compensation, for injuries and pension/benefits.	3 SH
MSL 681	Organizational Leadership This course will examine current and significant issues in organizational leadership. Instruction focuses on existing theories and practical applications with emphasis given to new and emerging topics in the field. Prerequisite: MBA 602 or Permission of the Program Director.	3 SH
MSL 682	Critical Thinking for Continuous Improvement Organizational management decision making theories and techniques. Topics presented include factors and conditions that influence decision making in the workplace, the process of rationale decision making, stimulating creativity, and total quality management approaches. Emphasis is given to employee empowerment in the problem solving process and the development of critical thinking skills. Prerequisite: MBA 602 or Permission of the Program Director.	3 SH
MSL 683	Managing a Diverse Workforce This course focuses on one of the most controversial issues facing the workplace today: building a diverse workplace. It explores diversity, race and gender as well as other areas. Topics include: ageism, religious diversity, EEOC laws, family tracks vs. corporate ladder climbing, and other issues that will draw from current events in the workplace. Focus will be not only on the topic but also on possible solutions and tips for corporations to develop diversity in the workplace.	3 SH
MSL 684	Ethical Issues in Organizations The study of ethical behavior is important because of the impact it has on businesses, management, and employees. This course focuses on (1) the reintroduction of the impact of ethics on business operations, (2) the development of an ethical model appropriate for all organizations, (3) how ethical behavior impacts the interactions of organizations as they produce products or services, (4) an understanding of how international cultural-ethical perceptions differ and the impact of those differences on successful management of international operations. Prerequisite: MBA 601.	3 SH
MSL 685	Human Resource Management This course provides students with an overview of current knowledge and techniques used in managing human resources in organizations. Topics covered include: Employment Law, role of HR manager in developing job analysis, job description, job design, HR planning, recruiting, selecting, training, developing, performance appraisal, compensation, benefits, and international HR management. Prerequisite: MBA 602 or Permission of the Program Director.	3 SH
MSL 686	Human Resource Development Techniques and practical application of training processes within the organizational	3 SH

Master of Science in Leadership and Organizational Change/91

context with a focus on building a learning organization. Topics may include planning, development, curriculum design, and evaluation techniques. Prerequisite: MBA 602 or Permission of the Program Director.

- MSL 687 Organizational Change Management 3 SH**
Theoretical and conceptual foundations for change management (OD). This course is designed to provide students with an awareness of change theories and concepts with emphasis on intervention theory, change technologies, and consulting skills. Prerequisite: MBA 602 or Permission of the Program Director.
- MSL 688 Strategies for Building High Performance Teams and Organizations 3 SH**
Building knowledge and skill to manage change strategies within organizations with a focus on: resolving interpersonal issues, assessing organizations, with an emphasis on building high performance organizations and teams. Prerequisite: MSL 687.
- MSL 689 Negotiations and Conflict Resolution 3 SH**
Exploring the process, tactics and techniques of bargaining and negotiation. The course concentrates on interpersonal dynamics and the process of interpersonal and inter-group conflict resolution. Prerequisite: MBA 602 or Permission of the Program Director.
- MSL 690 Applied Field Practicum in Leadership and Organizational Change 3 SH**
A faculty-supervised independent study offered in cooperation with the student's employer or another organization. The student or student team will be required to demonstrate knowledge and skills and to apply them to the resolution of an organizational problem or to the design, implementation, and measurement of a performance enhancing project. Students have three (3) semesters to complete this course. Prerequisites: MSL 687 and Permission of the Program Director.
- MSL 694 Comparative International Business Law 3 SH**
Comparative International Business Law is designed to cover the basic laws of international trade, licensing and investment from a managerial perspective. Students will be introduced to the risks of international business and examine how the risks differ from domestic business risks. Particular attention will be paid to the increasing risks and legal complexities associated with greater penetration by firms into foreign markets. The course will examine the role of public and private organizations in setting standards and guidelines for engaging in international business operations. Emphasis will be placed on understanding the legal, cultural and ethical problems associated with economic integration, particularly with the European Community and in North America. In addition, the course will examine the basics of: buying and selling goods in foreign countries, the comparative analysis of host country employment laws, transitional environmental law development, the regulations of competition and a comparative analysis on international antitrust policies. Prerequisite: MSL 680 or permission of the program director.

92/Graduate Programs

Master of Arts in Marriage and Family Therapy

The Marriage and Family Therapy Program at Pfeiffer is designed to provide the required academic and experiential preparation for students who intend to pursue licensure as a marriage and family therapist in the state of North Carolina. In collaboration with the American Association for Marriage and Family Therapy (AAMFT), the MFT program is in candidacy status and is seeking accreditation from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Student admission to the program will be determined by a structured application process and the approval of the designated Admissions Committee. Graduation from the Marriage and Family Therapy Program will require rigorous clinical training through the completion of a supervised practicum and internship during a minimum of 3 consecutive semesters, 500 minimum clinical face-to-face hours (250 individual and 250 relational), mastery of specified COAMFTE competencies, a passing grade on the comprehensive exit exam, and a minimum of 66 graduate semester hours. Students will be in continuous enrollment with a minimum of 6 semester hours during the fall and spring semesters. During the summer semester, students will enroll in a minimum of 3 semester hours. Note: Clinical supervision will be provided by an AAMFT Approved Supervisor or AAMFT Supervisory Candidate.

ADMISSION REQUIREMENTS

- Bachelor's degree with 9 hours of coursework in the social sciences.
- Minimum undergraduate GPA in major: 3.00, overall: 2.75.
- Acceptable GRE scores: official scores mailed to Pfeiffer University.
- Official transcripts sent from all colleges/universities attended.
- 3 letters of recommendation and respective recommendation form, including one from a recent employer and two from academic professionals/instructors attesting to your ability.
- A writing sample describing how you anticipate that your degree and experiential training will influence your personal and professional goals
- Resume or vitae.
- Personal interview with Admissions Committee approval.
- Proof of satisfactory criminal background record check for all states of residence for the past (5) years.

CURRICULUM REQUIREMENTS

66 SEMESTER HOURS MINIMUM

I. Theoretical Knowledge (6 SH):

MMFT 601	Introduction to Family Systems
MMFT 602	Family Therapy Theories

II. Clinical Knowledge (30 SH):

MMFT 603	Theory and Practice of Group Therapy
MMFT 604	Diagnosis of Mental and Emotional Disorders
MMFT 605	Addiction in Family Systems
MMFT 606	Therapeutic Alliance--Pre-Internship
MMFT 608	Crisis Intervention
MMFT 620	Couples Therapy, Theory, and Techniques
MMFT 621	Advanced MFT Theories and Procedures
MMFT 630	Assessment and Treatment Planning in Family Therapy
MMFT 640	Family Therapy: Children and Adolescents
MMFT 670	Human Sexuality and Contextual Sex Therapy

III. Individual Development and Family Relations (12 SH):

MMFT 600	Emerging Cross-Cultural Issues in Families and Communities
PSYC 600	Advanced Human Growth and Development
PSYC 610	Advanced Theories of Personality in Family Dynamics
PSYC 615	Advanced Psychopathology in the Family Context

Master of Arts in Marriage & Family Therapy/93

IV. Professional Identity and Ethics (6 SH):

MMFT 610 Professional Identity and Issues in Marriage & Family Therapy
MMFT 680 Legal & Ethical Issues in Marriage & Family Therapy

V. Research (3 SH):

PSYC 625 Research Methods & Program Evaluation

VI. Supervised Clinical Practice (9-15 SH):

MMFT 690 Internship in Marriage & Family Therapy

VII. Thesis: Optional (6 SH):

PSYC 630 Statistical Application and Research Design
PSYC 635 Optional: Thesis

- Supervisors for MMFT 690 are AAMFT Approved Supervisors or AAMFT Supervisory Candidates under current ongoing supervision. The clinical internship will cover a minimum of (3) consecutive semesters, and include a full summer semester. Additional semesters may be required for those students who are not able to fulfill the clinical hour requirement in (3) semesters. Students will receive 1 hour of individual supervision and 2 hours of group supervision weekly. Please note that in order for applicants to be issued a license by the NCLMFT Board, the applicant must receive a passing grade on the Marriage and Family Therapy (AMFTRB) national examination, complete 1,500 hours of clinical experience in the practice of marriage and family therapy, (not more than 500 hours of which were obtained while the candidate was a student in a master's degree program and at least 1,000 of which were obtained after the applicant was granted a degree in the field of marriage and family therapy or an allied mental health field), and document ongoing supervision and coursework consistent with standards approved by the NCLMFT Board).
- Prior to enrolling in MMFT 690, the practicum/internship experience in Marriage and Family Therapy, students may apply for internship candidacy only after the successful completion of 21 semester hours as documented by the following coursework: MMFT 601, MMFT 602, MMFT 604, MMFT 606, MMFT 610, MMFT 630, and MMFT 680. Internship approval will require completion of the MFT Candidacy Form and the consensus of all current MFT Program Faculty, the Clinic Director, and the Program Director.
- 500 minimum clinical face-to-face hours (250 individual & 250 relational), mastery of specified COAMFTE competencies, a passing grade on the comprehensive exit exam, and a minimum of 66 graduate semester hours will be required for graduation. In lieu of the comprehensive practice exam, students may opt to take PSYC 630 AND PSYC 635 to write a thesis upon faculty recommendation and the approval of the Program Director. Students are encouraged to write a thesis if they plan to pursue doctoral studies in the future. Note: The successful completion of PSYC 630 with at least a grade of "B" is a prerequisite to enroll in PSYC 635.
- An additional lab fee for clinical training (MMFT 690) is charged each semester in the amount of \$110.00 per intern to defray the cost of clinic operating expenses and educational supplies. Effective August 2011, the lab fee will increase to \$125.00 per semester.
- The MFT program does not discriminate based on age, culture, ethnicity, gender, physical disability, race, religion, or sexual orientation.

Courses Offered

MMFT 600	Emerging Cross-Cultural Issues in Families & Communities	F	3 SH
	An exploration of therapy issues related to a culturally diverse population, including societal attitudes and behaviors based on gender, race, ethnicity, age, religion, socioeconomic status, sexual orientation, and disability status. The sensitive delivery of		

94/Graduate Programs

interventions to meet the special needs of clients and subsequent research on therapist-client cultural congruence will be also be addressed.

MMFT 601	Introduction to Family Systems	F	3 SH
	This course is an introduction to the history and systemic foundations of the study and understanding of family life with emphasis on the various theories of family process and development. Case examples to help students visualize the complexity of couple and family interaction and the need for both basic and specialized family counseling skills will be introduced.		
MMFT 602	Family Therapy Theories	S	3 SH
	A survey of contemporary, multicultural, and contextual analyses of the major models of marriage and family therapy, the integration of various approaches in relationship therapy, and the research outcomes which document the state of MFT effectiveness. Prerequisite: MMFT 601.		
MMFT 603	Theory and Practice of Group Therapy	F	3 SH
	This course is designed to provide students with theoretical understanding and training in the use of groups in clinical and educational settings. Included will be an application of effective psychotherapy skills and procedures to help prepare students to work with children, youth, and adults in a systemic context. Additionally, students will participate in an ongoing experiential process group throughout the semester. Prerequisites: MMFT 601, 602.		
MMFT 604	Diagnosis of Diagnosis of Mental and Emotional Disorders in Family Systems	F	3 SH
	This course is designed to examine the DSM-IV-TR major classifications of psychological disorders that impede healthy family functioning. Methods of assessment and diagnosis, evidence based research, treatment, and psychopharmacology of these disorders will be studied. Strengths and weaknesses of the current diagnostic system and a multi-dimensional individual assessment and social history approach including a biopsychosocial intake and mental status exam will be presented.		
MMFT 605	Addiction in Family Systems	Sum	3 SH
	This course examines the disease model vs. systemic views of addiction and treatment. Markers of abuse and dependence are identified as well as its impact on individuals, couples, and families. Specific attention to a systems perspective and various therapeutic approaches for the treatment of chemical dependency and substance abuse will serve as a critical guide to assessment and intervention efforts. Prerequisites: MMFT 610, 680.		
MMFT 606	Therapeutic Alliance--Pre Internship	F	3 SH
	The study of theory, processes, and techniques involved in establishing and maintaining the therapeutic alliance with individuals, couples, and family systems. This course is designed as a pre-internship experience, specifically the transition from the classroom to the clinical experience, and includes the application of basic attending skills, accurate assessment, and effective treatment through laboratory demonstration and direct supervisory appraisal to develop and maintain therapeutic alliance. Prerequisites: MMFT 601, 602, 604, 630.		
MMFT 608	Crisis Intervention	S	3 SH
	This course is intended for advanced students pursuing studies in psychology, criminal justice, counselor education, and the human services and mental health professions. Basic issues and strategies in the theory and practice of trauma and crisis intervention will be addressed including the application of practical helping skills and techniques. Special topics include normal assessment of situation stress and chronic stress, grief and loss, lethality, suicide/homicide, mass disaster, child and elder abuse, domestic violence, rape and assault, violence in the schools and in the work place, post traumatic therapy and recovery, Critical Incident Stress Debriefing (CISD), and compassion fatigue.		

Master of Arts in Marriage & Family Therapy/95

- MMFT 610 Professional Identity & Issues in Marriage & Family Therapy** **Sum** **3 SH**
A survey of current issues relating to professional identity and functioning in the field of Marriage and Family Therapy including a greater understanding of self-development and the therapist's understanding of self when working with systems. Students will be introduced to the organizational structure of ethical practice including therapist-client agreements, record keeping, professional liability, third party coding and billing, referral resources for special needs, certification and licensure requirements, and the utilization of supervision and consultation in both professional and therapeutic practice.
- MMFT 620 Couples Therapy, Theory, and Techniques** **S** **3 SH**
This course provides theoretical and practical foundations for the practice of couples therapy including marital and pre-marital work. Students will experience the application of current evidence-based methods for assessing and treating relationship problems from a systems perspective. Students will also have an opportunity to explore a variety of dyadic relationships in which individuals are struggling with common clinical issues that cause distress and dysfunction as well as problems in the therapeutic discourse. Attention will be given to the influence and impact of socio-economic and socio-cultural factors on couple relationships including gender and power, jealousy, infidelity, partner abuse/violence, and sexual abuse. Prerequisites: MMFT 601, 602, 604, 630.
- MMFT 621 Advanced MFT Theories and Procedures** **F** **3 SH**
Special focus will be given to advanced techniques and practical applications to individual, marital, couple, family, and group psychotherapy in the clinical setting, including an introduction to family mediation as an approach to helping families deal effectively with separation and divorce. Normative family transitions and processes, family competence, family resilience, and interactional patterns in marital success or failure are addressed. Interventions for the enhancement of family coping strategies also include special issues of diversity, acute relationship distress, child, spouse, and elder abuse in the family setting, disability, death, crisis intervention, and grief and loss. Prerequisites: MMFT 601, 602, 604, 620, 630 & 670.
- MMFT 630 Assessment and Treatment Planning in Family Therapy** **S** **3 SH**
An advanced look at clinical theory, systemic interviewing skills, biopsychosocial history, methods of assessment and interpretation, family assessment instruments, and systemic interventions for working with couples and families in marriage and family therapy. Prerequisites: MMFT 601 & 604.
- MMFT 640 Family Therapy: Children and Adolescents** **Sum** **3 SH**
This course will present principles of healthy child/adolescent development and techniques used in establishing effective parent-child relationships from the perspective of marriage and family systems. Research, theory, and practice regarding childhood/adolescent diagnostic categories of the DSM-IV-TR will also be studied. Special issues regarding therapy with minors and creative approaches for building mutually desired outcomes including the facilitation of play therapy will be explored. Prerequisites: MMFT 610 & 680.
- MMFT 670 Human Sexuality & Contextual Sex Therapy** **S** **3 SH**
Introduction to the theory and practice of sex therapy will be presented to investigate the dominant issues of dysfunctional and pathological sexual functioning, and its effects on individuals, couples, and family systems. Appropriate assessment and intervention methods utilizing a contextual approach will be studied. Prerequisites: MMFT 601, 602, 604, & 630.
- MMFT 680 Legal & Ethical Issues in Marriage & Family Therapy** **Sum** **3 SH**
This comprehensive overview stresses the ethical standards of professional therapy, ethical and legal issues, and their applications to various marriage and family tasks. Ethical dilemmas will be examined through a case approach and preparation and procedure for legal processes and court testimony will be addressed.

96/Graduate Programs

- MMFT 690 Internship in Marriage & Family Therapy** **F; S; Sum 9 SH**
The central goal of this course is to assist students in applying theory, modalities, and methods of therapeutic process to face-to-face counseling sessions. Interns will learn the process of proper record keeping, confidentiality, intake processes, and treatment planning. Interns will participate in the process of supervision of counseling and case conferencing which are processes that must evolve following graduation from the MFT program in preparation for licensure and onto clinical practice. Interns will be encouraged to integrate theory and practice into their client sessions. This class is designed for structured supervision of advanced students in Marriage and Family Therapy. Appropriate placement in a clinical marriage and family therapy setting will include 500 hours of client contact hours (250 individual & 250 relational) over a minimum of 3 consecutive semesters, and a total of 100 hours of supervision by an AAMFT Approved Supervisor or AAMFT Supervisory Candidate (30 hours of individual supervision and 70 hours of group supervision). Note: Of the 100 required hours, 50 must be live supervision. Lab fee: \$110.00 per semester. Prerequisite: Permission of MFT Program Faculty, Clinic Director, and Program Director.
- MMFT 698 Special Topics** **F; S; Sum 3 SH**
Formal courses of specialized interest will be offered on a rotating basis. At least one topic may be offered during any one semester as an elective course. A specific title will be used for each course and will be entered on the student's transcript. The intention of this course is to permit the student to pursue special topics in professional therapy, e.g., Career Development and Life Skills, Analysis of the Individual, Play Therapy, Gerontological Counseling, Art Therapy, etc.
- PSYC 600 Advanced Human Growth & Development** **S 3 SH**
An examination of the principles of human development and a survey of the stages of lifespan development from prenatal & neonatal development to death and bereavement with emphasis on the resultant issues influencing family development and its subsequent therapeutic process. Developmental crises, play therapy, elder care, addictive behavior, psychopathology, biopsychosocial factors, and environmental influences are discussed.
- PSYC 610 Advanced Theories of Personality in Family Dynamics** **F 3 SH**
This is an advanced course designed to expose students to the most prominent theories of personality with emphasis on the various theoretical models, the historical context in which they were developed, and how the empirical research has been informed by these theories. In order to establish a therapeutic alliance with clients, students will effect therapeutic change by developing a better understanding of their own personality and the personalities of others. Special attention will be given to "positive psychology," and the knowledge about what makes human life most worth living.
- PSYC 615 Advanced Psychopathology in the Family Context** **S 3 SH**
This course is designed for advanced students in the helping professions who will need a broader and firmer background in psychopathology and psychopharmacology to administer client care at a professional level. Students will examine the interactive processes hypothesized in the etiology and maintenance of various mental and emotional disorders, and be introduced to effective treatment planning and the combined effects of currently used psychotropic medications. Diagnostic dilemmas and approaches with special emphasis on cultural and ethical considerations will be presented with an overall focus on the development of strong diagnostic skills.
- PSYC 625 Research Methods & Program Evaluation** **F 3 SH**
This introductory course is designed to enable graduate level students to read and understand existing research literature, to understand principal research methods, and to apply research principles to the conduct of research projects. This course lays a foundation upon which other counseling courses build during the graduate program in preparing students for the counseling profession.

Master of Arts in Practical Theology/97

PSYC 630	Optional: Statistical Application and Research Design	S	3 SH
	This course includes an overview of statistical theory and application for students planning to complete a master's thesis in marriage and family therapy. Students will learn basic statistical concepts including appropriate research design, and how to conduct research aimed at enhancing their studies in marriage and family counseling. An original research project will be required using the SPSS computerized data analysis method. Prerequisite: Permission of MFT Program Faculty and Program Director.		
PSYC 635	Optional: Thesis Completion	Sum	3 SH
	Prerequisite: Permission of MFT Program Faculty and Program Director.		

Master of Arts in Practical Theology

The Master of Arts degree in Practical Theology aims to prepare women and men who feel called to serve God and neighbor in a variety of settings. The degree program fosters theological reflection with implications for practical ministry and servant leadership. In addition to the eight required core courses, students may choose from four major tracks according to their academic and vocational interests. Students and faculty engage in vital interrelated topics as how people come to faith, develop it and live their faith in their daily lives.

By drawing on Pfeiffer's historical strengths in Christian Education and Spiritual Formation, students critically engage biblical, theological, historical, ethical, and missional perspectives in the church's ministry. They explore innovative approaches to ministries with people of all ages in numerous services and contexts. Students consider the world as it is and participate in God's intent for creation.

The MAPT degree is fully accredited and approved by the General Board of Higher Education and Ministry of The United Methodist Church and satisfies the academic requirements for certification in Christian Education, Youth Ministry, Children's Ministry, and Spiritual Formation, as well as the requirements for Christian Education certification in the Presbyterian Church.

The Center for Deacon Education at Charlotte, a Pfeiffer University-Wesley Theological Seminary partnership, offers the Basic Graduate Theological Studies required for candidates seeking ordination as deacons in The United Methodist Church and the advanced course of study for local pastors.

ADMISSION

Admission is granted to MAPT applicants who satisfy ALL of the criteria stated below:

- an earned baccalaureate degree with a grade point average (GPA) of at least 2.75 from an accredited college or university
- one page essay describing why the applicant desires to enter the program

Applicants who do not meet the undergraduate GPA may be admitted to the program provided that they exhibit promise as a graduate student and must maintain a minimum GPA of 3.0 during their first twelve (12) semester hours of graduate study at Pfeiffer University at Charlotte.

EXPEDITED ADMISSION PROCESS

Applicants who have not documented satisfaction of the above requirements may enroll in classes on a provisional basis.

TRANSFER OF CREDITS

Students who choose to enroll in the Master of Arts program may transfer up to fifteen (15) semester hours of graduate level work. Only three (3) courses (9 SH) of the core curriculum will be accepted from transfer credits. Transfer credits must be earned from an accredited graduate school or seminary with a grade of "B" and earned within the past ten years. Only credits earned at Pfeiffer University are used in calculating the

98/Graduate Programs

GPA. Since the degree program in Practical Theology endeavors to relate the theoretical to the practical and to provide for individual needs, courses in religion, practical theology, social sciences, fine arts, business, and education are useful in the profession. Credits transferred must be courses which are deemed as educational experiences with functional application in the ministry of Practical Theology by the admissions committee.

Advanced standing is available for those students who have undergraduate degrees in Christian Education from an accredited college or university. While the credit hours needed for graduation remain the same, one may be able to substitute electives for up to two (6 SH) required courses. The decision to grant advanced standing rests with the Vice President for Academic Affairs upon the recommendation of both the Dean of the School of Religion and the Director of the MAPT program.

NON-DEGREE STUDENTS

Applicants who, at the time of their application, do not intend to pursue the MAPT degree at Pfeiffer University at Charlotte may be permitted to take graduate courses as non-degree students. For instance, students seeking to fulfill certification requirements only within a certain denomination may register as non-degree students. A non-degree student must meet the same GPA requirements as degree-pursuing students in order to continue taking graduate courses with the University.

DEGREE CANDIDACY

All students who wish to become a candidate for a Master of Arts degree must make application to the Director of the Masters Degree Programs in Practical Theology. Application must be made after satisfactory completion of thirty-three (33) semester hours.

CURRICULUM REQUIREMENTS

Core Courses:

MAPT 609	Servant Leadership in the Church	MAPT 630	Survey of the Old Testament
MAPT 615	Systematic Theology in the Contemporary World	MAPT 631	Survey of the New Testament
MAPT 616	Critical Issues in Christian Ethics	MAPT 651	Practical Theology Seminar
MAPT 618	Spiritual Formation	MAPT 652	Masters Culminating Experience

SPECIALIZATION TRACKS FOR THE MAPT DEGREES

1. CHRISTIAN EDUCATION/AGE LEVEL MINISTRIES

MAPT 608 Teaching/Learning: Foundations for Christian Education

MAPT 642 Teaching for Biblical Faith and Spiritual Formation

Choose one age level course from the following: MAPT 611, MAPT 612, MAPT 613,

MAPT 614, MAPT 623

Youth Ministries Specialization Options:

MAPT 612 Adolescent World

MAPT 613 Christian Education with Youth

MAPT 661 Field Work with Youth

Children's Ministries Specialization Options:

MAPT 611 Ministries with Children and Families

MAPT 623 Godly Play: A Ministry of Christian Formation for Children

MAPT 660 Field Work with Children

2. PASTORAL CARE & COUNSELING (with Carolina Health Care System)

MAPT 601 Integrative Pastoral Psychotherapy

MAPT 603 Pastoral Theological Method in Pastoral Psychotherapy

MAPT 607 Clinical Pastoral Education (in place of Core Culminating Experience CHED 652)

MAPT 619 Spiritual Direction

MAPT 641 Counseling

Master of Arts in Practical Theology/99

3. MISSIONS /EVANGELISM

- MAPT 602 Introduction to the History of the Church
MAPT 605 Mission in the Contemporary Church and World
OR
MAPT 606 Evangelism in the Contemporary Church & World
MAPT 625 Christian Worship
MAPT 640 World Religions in America

4. CHURCH ADMINISTRATION

- MAPT 642 Teaching for Biblical Faith and Spiritual Formation
MBA 602 Organizational Behavior
MSL 685 Human Resource Development
MSL 687 Organizational Change Management

FOR UNITED METHODIST STUDENTS SEEKING ORDINATION AS DEACONS

Those students who are United Methodist and are seeking ordination as permanent Deacons need to be in contact with their Conference Board of Ordained Ministry for specific instructions. Generally, The United Methodist Church accepts the Master of Arts in Christian Education plus the completion of the Basic Graduate Theological Studies from an approved seminary. Pfeiffer University offers these courses through the Center for Deacon Education.

CENTER FOR DEACON EDUCATION

In partnership with Wesley Theological Seminary, Courses offered through the Center for Deacon Education are specifically designed to prepare persons for ordination and ministry as deacons in The United Methodist Church. All of the Basic Graduate Theological Studies courses are offered in a two-year cycle on the Pfeiffer University Charlotte Campus.

ADVANCED COURSE OF STUDY

More than 32 semester hours are available through the Pfeiffer MAPT program and the Center for Deacon Education to fulfill the requirements for Advanced Course of Study in The United Methodist Church.

UNITED METHODIST CERTIFICATION STUDIES

Through Pfeiffer University many of the educational certifications overseen by The United Methodist Church may be obtained including certification in Christian Education, Youth Ministry, Children's Ministries and Music, and Spiritual Formation. These courses are offered in both the undergraduate and graduate curriculum. Undergraduate courses may not be applied toward the graduate degree. Please contact the Director of the Masters Program for more detailed information.

Courses Offered

- MAPT 601** **Integrative Pastoral Psychotherapy** **3 SH**
This course is an introduction to the biological-psychological-systemic-spiritual model of pastoral psychotherapy. Counseling theory, techniques, and clinical use of self are addressed through a collaborative perspective which integrates the literature of psychotherapy, medicine, body energy, cybernetics, systems, theology, and spirituality. The teaching team is drawn from psychotherapy supervision, medicine (psychiatry, sleep medicine, and collaborative family medicine) as well as Healing Touch. This course is designed to meet specific academic requirements of these disciplines: American Association of Pastoral Counselors - Area I. Core Clinical Theory 1.a. Counseling and Psychotherapy: Theory and Techniques as applicable to Fee-Based Practicing. Pastoral Counselor, Licensed Professional Counselor - Category A. Counseling Theory and Techniques. Licensed Marriage and Family Therapist - General Core Courses pertinent to specialization, specifically pastoral psychotherapy.

100/Graduate Programs

- MAPT 602** **Introduction to the History of the Church** **3 SH**
Students survey the Christian movement beginning with the first century through the medieval period and the Protestant Reformation to the Enlightenment.
- MAPT 603** **Pastoral Theological Method in Pastoral Psychotherapy** **3 SH**
This course is an introduction to methods for integrating theological reflection and pastoral psychotherapy. Participants survey the historical and theological foundations for pastoral psychotherapy, its grounding and contextualization in congregational and specialized ministry, and its critical relationship to behavior and other sciences. Students will approach methodological issues historically and relate various methods to contemporary and inter-cultural contexts. Methods for critical reflection and decision making will be applied to case studies and psychotherapy to foster the student's own theological method. This course is designed to meet the AAPC Fellow Body of Knowledge Area II. A.3. Pastoral Theological Method as well as the Licensed Professional Counselor academic area Social and Cultural Diversity.
- MAPT 604** **Pastoral Diagnosis In Pastoral Psychotherapy** **3 SH**
The purpose of this course is to assist students in their ability to assess persons and systems synthesizing a theological lens with other perspectives such as learning style, developmental theory, systems, cybernetics, resiliency, and psychopathology as described in the DSM-IV-TR. Treatment strategies will be applied through case studies to religious understandings of persons, functional theological norms, and pastoral roles and tasks. This course is designed to meet the AAPC Fellow Body of Knowledge Area II. A.3. Pastoral Diagnosis as well as the Licensed Professional Counselor academic area Appraisal.
- MAPT 605** **Mission in the Contemporary Church & World** **3 SH**
This course will reflect on God's mission in the world. It will examine the role of the Church to the *Misio Dei* with special attention to the relationship between gospel and culture. Starting with the Bible, the course will reflect on mission models used in Christian tradition up to the present. The course will also critically analyze the history of missions and raise current missiological questions such as ethnocentrism, secularism, religious fundamentalism and the relationship to people of other faiths.
- MAPT 606** **Evangelism in the Contemporary Church & World** **3 SH**
Students engage theological foundations of Christian evangelism in today's global context. Students explore various models of theological praxis from the early to the contemporary church. Particular emphasis is given to contemporary strategies for evangelism and theological criteria for critical evaluation. This course fulfills the evangelism requirement for election to probationary membership and commissioning in The United Methodist Church as specified in The Book of Discipline.
- MAPT 607** **Clinical Pastoral Education** **3 SH**
This course provides an opportunity to apply and practice pastoral care skills with patients and their families under faculty supervision. Students gain the opportunity to hone their listening and care-giving skills and will learn to integrate theological, psychological, and sociological aspects of spiritual care. The course brings theological students and ministers of all faiths into supervised encounter with persons in crisis. This course requires 300 hours of clinical (in the hospital or congregation) ministry. Enrollment in this course is restricted to students in the Pastoral Care and Counseling track.
- MAPT 608** **Teaching/Learning: Foundations for Christian Education** **3 SH**
This course surveys historical, theological, and philosophical bases of Christian Education with attention to ways that people learn. It includes how to facilitate learning, what to teach, choosing and creating appropriate curriculum resources. It is the foundational course for anyone engaged in educational ministries. This course meets the requirements for certification in Christian Education for The United Methodist Church.
- MAPT 609** **Servant Leadership in the Church** **3 SH**
An introduction to the administrative and educational ministries of the Church. This course

Master of Arts in Practical Theology/101

involves an examination of leadership styles, church organizational structures, group processes, recruitment and training as both professional and lay persons join together in the Christian Educational ministry of the Church. May be taken by non-degree students for undergraduate credit.

- MAPT 611 Ministries with Children and Families 3 SH**
This course assists Christian religious educators with their ministries with children and families. Students learn prevalent developmental theories and philosophies about accompanying children, parents, siblings and other significant mentors on their spiritual journeys. They examine resources, programs, weekday education, policies, supervision, and methodologies for effective ways that the church can meet the needs of contemporary families.
- MAPT 612 Adolescent World 3 SH**
A course designed to develop an understanding of youth in today's world. Attention will be given to the personal, moral, social and religious development of youth and how these factors impact the educational ministry with youth.
- MAPT 613 Ministries with Youth 3 SH**
A survey of practical strategies for Christian Education with youth. A major focus of the course will be the exploration of resources and the development of program planning for a ministry with youth in the local church.
- MAPT 614 Ministries with Adults 3 SH**
This course examines the development of adults as they move through the various stages of adult life. The transitions in the adult life will be the basis for surveying approaches to the Christian Education with adults, including ways adults learn, faith development and resources for program planning with adults.
- MAPT 615 Systematic Theology in the Contemporary World 3 SH**
This course will examine the contemporary Christian theological understanding of God, sin/evil, Jesus Christ, salvation, church and ethics. From exploration of these perspectives, students will begin to formulate and articulate their own theological beliefs.
- MAPT 616 Critical Issues in Christian Ethics 3 SH**
This course is an introduction to the field of Christian ethics. By practicing disciplined reflection on ethical issues, students will learn to use various methods in ethics, and how to employ responsibly different sources, such as Scripture, Christian traditions, social sciences/philosophy, and experience, in ethical argument.
- MAPT 618 Spiritual Formation 3 SH**
An orientation to the history and practices of spiritual disciplines for personal and parish renewal, this course particularly emphasizes prayer and its relationship to worship, discernment processes, prophetic witness, and Christian servant leadership. It provides resources for personal and corporate spiritual formation. This course meets the academic requirements for certification in Spiritual Formation in The United Methodist Church.
- MAPT 619 Spiritual Formation - Spiritual Direction/Companionship 3 SH**
Students will practice focusing attentiveness to God, listening skills, psychological awareness, personal spiritual disciplines, spiritual formation's historical background, including formative Wesleyan spirituality, and ethical issues for fostering this supportive relationship. They acquire training in ways to offer spiritual guidance and friendship. The course emphasizes many prayer practices, spiritual guidance, personal and professional development. This course is required for Spiritual Formation Certification in the United Methodist Church.
- MAPT 620A United Methodist History, Doctrine and Polity 3 SH**
An examination of the historical tradition, doctrine, and structure of the United Methodist Church. This course fulfills the United Methodist Studies requirement for certification in Christian education, youth, music and evangelism. This does not fulfill the requirement for

102/Graduate Programs

those seeking ordination as Deacons. May be taken by non-degree students for undergraduate credit.

- MAPT 623 Godly Play: A Ministry of Christian Formation for Children 3 SH**
A study of the educational and theological foundations, and of the resources and story materials for implementing a particular ministry of Christian formation for children. Opportunity will also be provided for examining the spirituality and learning styles of children, exploring sacred space and the classroom environment, and practicing the teaching roles and skills involved in this approach to the Christian nurture of children.
- MAPT 625 Christian Worship 3 SH**
An exploration of the history, development and meaning of worship. Attention will be given to designing worship for various settings and experimenting with creative forms of worship.
- MAPT 626 Theology and Christian Education 3 SH**
This course will examine traditional Christian doctrines through the writings and teachings of selected twentieth century theologians. Students will learn both the historical development of major doctrines and the particular meanings offered by contemporary interpreters. The course will also include the use given to these doctrines in the faith, worship, and work of the modern Church community. May be taken by non-degree students for undergraduate credit.
- MAPT 627 Communication Through Creative Arts Media 3 SH**
An introduction to various ways of expressing Biblical stories, religious and theological thoughts and concepts. The course varies depending on the selection of subject matter. Some possible topics are: mime, storytelling, puppetry, and the use of media in Christian Education.
- MAPT 630 Survey of the Old Testament 3 SH**
A survey of the Old Testament and the issues most relevant to its academic study. Both historical and theological approaches to the text will be emphasized, as well as the integration of these approaches with the tasks of Christian Education.
- MAPT 631 Survey of the New Testament 3 SH**
A survey of the New Testament and the issues most relevant to its academic study. Both historical and theological approaches to the text are emphasized, as well as the integration of these approaches with the tasks of Christian Education.
- MAPT 640 World Religions in America 3 SH**
This course is an exploration into the major religious traditions in America.
- MAPT 641 Counseling 3 SH**
An introduction to basic theories and skills related to an understanding of the human personality and the ministry of counseling in the effort to establish helping relationships in Christian Education.
- MAPT 642 Teaching for Biblical Faith and Spiritual Formation 3 SH**
This course is a study of the biblical message, the nature of the Bible, its role in congregational contexts and processes that nurture spiritual formation and discipleship. Students ascertain the relation of the Bible to Christian Education and Spiritual Formation. They experience teaching approaches and methodologies appropriate for the Church's book of faith and life.
- MAPT 651 Practical Theology Seminar 3 SH**
This seminar offers an orientation to the field of practical theology and an overview of methodologies for doing practical theological reflection in a variety of contexts. Practical Theology is concerned with Christian action; therefore we utilize practical theological methods to help us explore the connections between our religious traditions and convictions and the way that we do ministry.

Master of Arts in Practical Theology/103

MAPT 652

Master's Culminating Experience

3 SH

In the "Culminating Experience" students demonstrate their competency in Christian education and integration of course work in their ministry of Christian education. Three options for the same course are available for students to demonstrate this integration and competency. Pfeiffer University reserves the right to assign professors to the various segments of this course, although student requests for professors are always welcomed.

Research Segment

This segment is usually developed from work done in other courses or of interest spurred by work done in other courses. Students may take this segment after 33 SH have been earned. This may be seen as a "Master's Thesis" type segment and should be of quality to be published. The student will present a research proposal of 250-500 words that describe the research, including requests (if any) for a particular faculty supervisor, to the Director of the M.A. Program in Christian Education. Proposals must be submitted no later than April 1 for a fall semester research paper and November 1 for a spring research paper. No summer offering of this segment is available. A word of caution: many proposals are either too vague OR too specific.

Field Segment

This segment involves students in a structured experience in an approved ministry setting. This segment is especially recommended for students with limited church experience. Students taking this segment must take it during the LAST semester of their graduate work so their integration of course work can be fully examined. Students will submit a proposal of their intent to take this segment to the Director of the M.A. program at least two months prior to the actual semester start date. This proposal will include the place of ministry, the on-site supervisor, and the request (if any) for a specific faculty supervisor. During this segment students will: (1) Submit a Learning-Service Covenant with specific learning goals and means of establishing those goals to the directing professor; (2) Submit evaluations of their ministry; (3) Meet at least weekly with an on-site supervisor; (4) Meet, if possible, with a peer group to evaluate and explore ministry issues; (5) Set up evaluation consultations with an on-site supervisor to discuss self AND supervisor-evaluations; (6) Submit evaluations from the supervisor and one's self to the directing professor.

"Project" Segment

This project segment is designed to be flexible to meet the established of the institution and the student. Nevertheless a proposal needs to be submitted no later than two months before the start of the semester in which the student registers for this course to the Director of the M.A. program. Students are eligible to take this segment after 33 SH have been completed. The proposal will include a clear description of the "project;" including rationale, the project to be completed, the anticipated outcome of the project, and evaluation criteria. It is helpful, but not required, that prior faculty consent to help with this "project" be obtained. Consent is evidenced by the faculty member signing the submitted proposal. Projects can take many forms such as: the producing of specific curriculum, drama, video, photo-essay, program development, multimedia expression, course development and teaching, mission development, etc.

CPE

Students on the Pastoral Care & Counseling track are required to do supervised Clinical Pastoral Education (CPE) as their master's culminating experience. CPE develops the capacity for the pastoral and spiritual care of individuals, families, and systems.

MAPT 660

Field Work With Children

3 SH

This course provides opportunities for observation and practice in the field of children's ministry under the guidance of a supervisor. The purpose of this field work is to focus on children's ministry within the context of the local church. This course is a requirement for specialization in children's ministry.

MAPT 661

Field Work With Youth

3 SH

This course provides opportunities for observation and practice in the field of youth ministry

104/Graduate Programs

under the guidance of a supervisor. The purpose of this field work is to focus on youth ministry within the context of the local church. This course is a requirement for specialization in youth ministry.

- MAPT 662 Field Study 3 SH**
Year-long or semester-long field education placement in Christian Education (register for two SH consecutively, Summer, Fall, and Spring) is required for the 3-2 program. An additional semester-long course is required for specialization in Youth Ministry or Children's Ministry.
- MAPT 665 Practicum in Spiritual Direction/Companionship 3 SH**
The practicum provides supervised field education in spiritual guidance of individuals and groups, extending over an academic year. This includes students' own regular engagement with a spiritual director, monthly participation in a peer supervision group, personal written reflection, and a minimum of one spiritual retreat with professor. Prerequisite: CHED 618 and CHED 619. This course is required for Spiritual Formation Certification in The United Methodist Church.
- MAPT 697 Special Topics in the Bible 3 SH**
Courses of special interest in the Bible will be offered, such as studies on specific biblical texts, for example, the Pauline epistles, eschatological or wisdom literature.
- MAPT 698 Special Topics 1-3 SH**
Courses given on topical or special interests. A special title will be used in each instance and will be entered on the student's transcript. The intention of this provision is to permit flexibility in the curriculum for the student and to provide opportunities for study of issues not contained in the curriculum. Some special topics are: Christian Education and the Future, Drug Education, Christian Education, and Human Sexuality.
- MAPT 699 Independent Study 3 SH**
With the guidance of their faculty advisor, students who have completed the required foundation courses may request an independent study. The purpose of this course is to meet specific needs of the student and to provide opportunity for intense research on a topic not in the curriculum. A professor with competence in the student's area of study will guide the course and set requirements acceptable to the MAPT Program Director and the Dean of the School of Religion.

Master of Arts in Teaching Elementary Education/105

Master of Arts in Teaching Elementary Education

The Master of Arts in Teaching -- Elementary Education Program (MAT-EE) is a 46-semester hour degree program. It is designed for candidates who desire North Carolina licensure in elementary education and seek excellence in instructional design and delivery systems.

Seven students completed the MAT-EE program during academic year 2007-2008. During the fulltime internship, they were supervised by two faculty members, providing a faculty to student ratio of 1:3.5. Pfeiffer University's MAT-EE candidates had a 100% pass rate on the Praxis II. 65% were employed in public school settings in North Carolina.

The conceptual framework for the Teacher Education Program at Pfeiffer University is **Developing Servant Leaders for Professional Practice: Preparation and Planning, Establishing a Respectful Environment, Instructing Effectively, and Assuming Professional Responsibilities**. Since 1970, the primary focus of the Pfeiffer Teacher Education Program has been articulated as "Developing Servant Leaders." Consistent with the vision and mission of Pfeiffer University, this concept remains in place as the goal toward which our program strives. The **teacher as servant leader** helps to set high standards for the learning community in which they serve. Through daily interaction, teachers encourage academic and civic excellence among the students they serve. Moreover, because of their unique position in the community and society, teachers who are both servants and leaders have the ongoing opportunity through their collaborative relationships with school colleagues, parents, and community agency personnel to model advocacy and high standards of ethics on behalf of the students they serve.

The leading phrase of the conceptual framework recognizes the work of the **teacher as professional**. The teacher is not a technician, but rather is a professional, informed about the discipline, the nature of the learner, and learning, who must make innumerable independent decisions daily for the benefit of students' affective, cognitive and physical development.

The conceptual framework of the Pfeiffer Teacher Education Program embodies **four domains** that specify areas of a teacher's responsibility. These domains are based on the work of Charlotte Danielson (*Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007) and are consistent with the North Carolina Professional Teaching Standards, approved by the North Carolina State Board of Education on June 7, 2007.

Domain 1. Planning and Preparation - The teacher as servant leader approaches the teaching function with a fund of knowledge about the discipline, the learner, and learning that must be continually renewed and elaborated. This fund of knowledge is buttressed by continued engagement in professional development opportunities and reflection. The teacher's knowledge provides the bases for informed planning.

Domain 2. Establishing a Respectful Environment - The teacher provides the leadership for establishing and maintaining respectful learning environments in which each child has a positive, nurturing relationship with caring adults. In the classroom the teacher is that adult along with teacher assistant and volunteers.

Domain 3. Instructing Effectively - Instructional effectiveness lies at the heart of the role of the professional teacher. The teacher as servant leader instructs to encourage student development based upon knowledge of content, the structure of the discipline, students, teaching methods, the community, and curriculum goals.

Domain 4. Professional Responsibilities - The professional teacher is responsible, not only to the students, but also to the entire learning community and to the teaching profession. Therefore, the teacher as servant leader models excellence in support of the school and the profession. Moreover, the teacher has an advocacy role to help assure that settings outside the classroom in which the student participates also promotes healthy development.

REQUIREMENTS FOR ADMISSION

Applicants may obtain an application packet from the Coordinator of Admissions - Charlotte campus. An individual applying for entrance into the MAT-EE program will be admitted to the University after submitting the following to the Coordinator of Admissions - Charlotte Campus:

- Completed application form with a nonrefundable fee of \$75.00 made payable to Pfeiffer University.

106/Graduate Programs

- Official transcript(s) indicating completion of a bachelor's degree from a regionally accredited college or university.
- Official transcripts of all undergraduate work and graduate work, if any.
- A proctored essay in response to a prompt asking the applicant to describe and reflect on two or more experiences that demonstrate the applicant's commitment to lifelong learning, enthusiasm for teaching, and ability to establish productive and ethical relationships with others.
- Three letters of recommendation from credible individuals familiar with the applicant's abilities to teach or potential for teaching.

Admission to the University permits the applicant to take up to 6 semester hours of graduate courses in the School of Education.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Formal admission to the Teacher Education Program is required for a student to take more than 6 graduate semester hours in Teacher Education.

When the student has taken 6 semester hours, the , the Program Coordinator submits the record of the applicant's credentials to the School of Education Graduate Committee. This committee is made up of graduate faculty in the School of Education.

The School of Education Graduate Committee will review the student's qualifications for admission to the Teacher Education Program. For review, the applicant must provide the following:

- A letter requesting admission to the Teacher Education program.
- Evidence(s) of having satisfied content area (English, mathematics, science, and social studies) requirements
- Recommendations to the Teacher Education Program by all Pfeiffer School of Education faculty members who have taught the student. These faculty members must assess the student's academic performance and dispositions.
- A minimum GPA of 3.0, based on graduate courses taken in the School of Education at Pfeiffer.
- All documents required for admission to the University.
- Demonstration of computer competence in basic applications as approved and evidenced by successful completion of computer application course(s) or portfolio.

Considering these evidences, the School of Education Graduate committee determines admission to the Teacher Education Program.

TRANSFER CREDITS

Students may transfer up to nine (9) semester hours of comparable elementary education graduate level work into the Pfeiffer University program. All credits transferred into Pfeiffer University must meet the following criteria and be approved by the Program Director:

1. The credits must have been earned from a regionally accredited institution.
2. A grade of at least "B," or its equivalent, must have been earned.
3. The credits must satisfy a program requirement.
4. The credits must be less than five (5) years old.
5. Transfer of credits into Pfeiffer University must be completed by the end of the semester in which the applicant's initial enrollment occurs.

Only work attempted at Pfeiffer University is used in calculating the GPA. Grades in courses transferred do not affect the official grade point average

SPECIAL ADMISSIONS

The Office of Admissions may admit a student as a non-degree seeking or transient student.

Non-degree Seeking Student is an applicant who does not intend to pursue a graduate degree but wants to enroll in courses for renewal or professional development purposes. This student may take a maximum of 6 semester hours. An application must be completed and submitted to the Coordinator of Admissions - Charlotte campus three weeks prior to course enrollment.

Transient Student is an applicant who is enrolled in a graduate program at another regionally accredited college or university who wants to take graduate courses at Pfeiffer University. This student may

Master of Arts in Teaching Elementary Education/107

take a maximum of 6 semester hours. An application must be completed and submitted to the Coordinator of Admissions - Charlotte campus three weeks prior to course enrollment.

CREDITS FOR CORRESPONDENCE COURSES AND WORKSHOPS

Credits earned in workshops may not be counted toward a master's degree in the M.A.T. program. Except for certain credits completed while in military service, credits earned in correspondence or through work/life experience may not be used to satisfy the master's degree requirements. Awarding of such credit is at the discretion of the Dean of the School of Education.

ACADEMIC ADVISING

After acceptance into the graduate program, candidates are assigned faculty advisors in the School of Education who will assist them in planning their academic programs. Candidates must meet with their advisors during each registration period. Advisors assist in program planning and consult with candidates regarding their academic progress. However, **graduate candidates are responsible for monitoring their own academic performance.**

ACADEMIC LOAD

A full academic load is defined as six (6) credit hours during any semester. During the six week summer sessions, a full academic load is defined as two courses per session. Candidates wishing to register for more than a full load in any semester must submit a written request to their respective advisors. Individuals employed full time wishing to enroll for more than 6 semester hours must submit a "Request for Waiver Form" to the School of Education Graduate Committee. Applicants will be notified in writing of the committee's decision.

ACADEMIC DEFICIENCIES

The School of Education Graduate Committee reviews each candidate's undergraduate transcript for specific content competencies. Content deficiencies are reported to the candidate and the Program Director. The University reserves the right to make curricular recommendations to the candidate's program. These recommendations could require that the candidate take undergraduate courses without receiving credit toward the MAT-EE Program.

ACADEMIC PROBATION

Candidates must maintain a GPA of 3.0 on a 4.0 scale to be in acceptable academic standing. At the graduate level, a grade of "C" indicates below average performance. Only two grades of "C" may be applied to the MAT-EE degree. Candidates who do not maintain a 3.0 GPA are placed on academic probation. Candidates on probation must achieve a GPA of at least 3.0 in the semester following placement on probation and must achieve an overall GPA of at least 3.0 within two (2) semesters. Failure to maintain this standard may result in suspension from the program by action of the School of Education Graduate Committee.

Candidates who have been suspended from the program may reapply after two (2) semesters, not including summer terms. Readmission is not guaranteed.

Readmitted candidates must achieve a GPA of 3.0 in the semester in which the candidates re-enter the program. The School of Education Graduate Committee will review candidates who do not maintain a 3.0 GPA for possible suspension. A second suspension will result in permanent dismissal.

Only course work at Pfeiffer University is used in calculating the GPA.

CONTINUOUS ENROLLMENT

Candidates are expected to maintain continuous enrollment during the regular academic year. If a fully admitted candidate does not enroll in a course for a period of two semesters, the candidate will be moved from active to inactive status. After such placement, the candidate must reapply for admission as a degree-seeking candidate.

Candidates will not be permitted to advance to degree candidacy, or apply for a degree during any semester in which they are not officially enrolled.

ATTENDANCE

Attendance is expected at all class sessions. Candidates must meet with the course instructor to discuss any absences. If candidates know they will miss a class session, regardless of reason, they must inform the instructor of the impending absence and must make up all the missed work. The instructor will determine what candidates must do to make up the missed class.

108/Graduate Programs

The School of Education's policy requires candidates to attend at least 75% of the scheduled class meetings. Candidates who are absent, for any reason, for more than 25% of the scheduled class meetings cannot receive a passing grade from the course instructor regardless of course average.

DROP/ADDS

Candidates may add courses to their schedules prior to the second-class meeting during the regular semester with the written permission of their advisors.

Candidates may drop courses prior to the third meeting of the class without having the courses appear on the candidate's record. Thereafter, the instructor must assign a "WF" (withdrew failing) or "WP" (withdrew passing). Withdrawal without notifying the Registrar results in a grade of "F". Candidates cannot drop or add courses without the written permission of their advisor.

TEACHER LICENSURE

The Master of Arts in Teaching -- Elementary Education program leads to initial North Carolina licensure in Elementary Education K-6. The program is offered in two (2) phases. During Phase I, the student completes 34 semester hours and must pass the Praxis II tests required by the North Carolina State Board of Education to qualify for initial licensure. The program of study in the first phase includes twelve (12) courses, including a teaching internship of 15 full weeks in a public school setting. **A special fee of \$150 is assessed during the internship semester.** The School of Education recommends candidates to the State Board of Education for initial licensure after the candidates satisfies all requirements.

CURRICULUM REQUIREMENTS

Phase I: Initial Licensure Phase (34 SH):

EDUC 570	Licensure Prep
EDUC 605	Diversity/Multiculturalism/Exceptionalities
EDUC 621	Internship
EDUC 624	Elementary Pedagogy I
EDUC 625	Elementary Pedagogy II
EDUC 642	Child Growth and Development
EDUC 643	The Elementary Classroom
EDUC 644A	Children's Literature (PK-8)
EDUC 649	Science Content for Elementary Teachers
EDUC 650	Social Studies Content for Elementary Teachers
EDUC 651	21st Century Literacy Skills for Elementary Teachers
EDUC 652	Mathematics Content for Elementary Teachers

A special fee of \$150 is assessed during the internship semester.

Also required: Demonstration of computer competence in basic applications.

Phase II: Professional Studies Phase (12 SH):

Phase II of the Master of Arts in Teaching - Elementary Education program prepares candidates to meet the requirements for advanced ("M") licensure based on achieving the Graduate Standards of the North Carolina Department of Public Instruction (NCDPI). Entry to Phase II requires the completion of Phase I and one year of teaching experience.

EDUC 601	Introduction to Educational Research
EDUC 614	Master's Project
EDUC 656	Diagnostic and Corrective Reading
EDUC 659	Clinical Experience and Seminar

*Course descriptions follow information on the Master of Science in Elementary Education.

Master of Arts in Teaching Special Education/109

Master of Arts in Teaching

Special Education

The Master of Arts in Teaching -Special Education (MAT-SPED) is a 45-semester hour degree program. It is designed to prepare special education teachers for students with high incidence disabilities in 21st Century schools, characterized by diversity and continuing improvement.

CONCEPTUAL FRAMEWORK

This Pfeiffer University Teacher Education Program is based on the conceptual framework of **Developing Servant Leaders for Professional Practice: Preparation and Planning, Establishing a Respectful Environment, Instructing Effectively, and Assuming Professional Responsibilities.**

Since 1970, the primary focus of the Pfeiffer Teacher Education Program has been articulated as "Developing Servant Leaders." Consistent with the vision and mission of Pfeiffer University, this concept remains in place as the goal toward which our program strives. The **teacher as servant leader** helps to set high standards for the learning community in which they serve. Through daily interaction, teachers encourage academic and civic excellence among the students they serve. Moreover, because of their unique position in the community and society, teachers who are both servants and leaders have the ongoing opportunity through their collaborative relationships with school colleagues, parents, and community agency personnel to model advocacy and high standards of ethics on behalf of the students they serve.

The leading phrase of the conceptual framework recognizes the work of the **teacher as professional**. The teacher is not a technician, but rather is a professional, informed about the discipline, the nature of the learner, and learning, who must make innumerable independent decisions daily for the benefit of students' affective, cognitive and physical development.

The conceptual framework of the Pfeiffer Teacher Education Program embodies four domains that specify areas of a teacher's responsibility. These domains are based on the work of Charlotte Danielson (*Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007) and are consistent with the North Carolina Professional Teaching Standards, approved by the North Carolina State Board of Education on June 7, 2007.

Domain 1. Planning and Preparation - The teacher as servant leader approaches the teaching function with a fund of knowledge about the discipline, the learner, and learning that must be continually renewed and elaborated. This fund of knowledge is buttressed by continued engagement in professional development opportunities and reflection. The teacher's knowledge provides the bases for informed planning.

Domain 2. Establishing a Respectful Environment - The teacher provides the leadership for establishing and maintaining respectful learning environments in which each child has a positive, nurturing relationship with caring adults. In the classroom the teacher is that adult along with teacher assistant and volunteers.

Domain 3. Instructing Effectively - Instructional effectiveness lies at the heart of the role of the professional teacher. The teacher as servant leader instructs to encourage student development based upon knowledge of content, the structure of the discipline, students, teaching methods, the community, and curriculum goals.

Domain 4. Professional Responsibilities - The professional teacher is responsible, not only to the students, but also to the entire learning community and to the teaching profession. Therefore, the teacher as servant leader models excellence in support of the school and the profession. Moreover, the teacher has an advocacy role to help assure that settings outside the classroom in which the student participates also promotes healthy development.

TEACHER LICENSURE

The MAT-SPED program includes two phases and leads to North Carolina licensure in Special Education-General Curriculum. Students who complete Phase I and pass the required Praxis II tests will qualify for initial North Carolina Standard Professional I license. With completion of Phase II and two years of successful fulltime teaching experience, candidates will be recommended for the Advanced ("M") license. In Phase II of the program, candidates must meet the advanced level standards specified by the North Carolina Department of Public Instruction.

ADD-ON LICENSURE

Persons who hold a North Carolina license in a teaching area and have at least three (3) years experience

110/Graduate Programs

as a teacher may be recommended for licensure upon successful completion of SPED 602 and the 15 semester hours in specialty courses. Also, the candidate must pass the required Praxis II tests.

Persons who already hold a North Carolina license in a teacher area but who do not have classroom experience must complete EDUC 602, EDUC 621, and the 15 semester hours in the specialty courses. **A special fee of \$150 is assessed during the internship semester.** These candidates also must pass the required Praxis II tests.

Any alternatives to the specified program of study to qualify for recommendation for add-on licensure will be determined by the School of Education Graduate Committee, based on the applicant's request, a review of the candidate's transcripts, documented experiences, and recommendation by the Teacher Education Program's licensure officer. The School of Education Graduate Committee is composed of the School of Education's graduate faculty.

REQUIREMENTS FOR ADMISSION

Applicants for entrance into the MAT-SPED program will be eligible for admission to the University by submitting the following to the Office of Admissions - Charlotte Campus:

- Transcripts of all undergraduate and graduate study if any
- Official transcripts indicating an earned bachelor's degree from an regionally accredited college or university
- Response to a proctored essay asking the applicant to describe and reflect on two or more experiences that demonstrate the applicant's commitment to lifelong learning, enthusiasm for teaching, and ability to establish productive and ethical relationships with others
- Three (3) letters of recommendation from individuals familiar with the applicant's dispositions that are related to teaching
- Praxis II: 20511 Fundamental Subjects: Content Knowledge (The Praxis II score may be submitted after admission to the University but before the student has completed 6 SH of coursework)
- Documentation of Computer Literacy by portfolio or approved course work from an accredited 2-year or 4-year institution of higher education. (Documentation of computer literacy may be submitted after admission to the University but before the student has completed 6 SH of coursework)

ADMISSION TO THE TEACHER EDUCATION PROGRAM

The School of Education Graduate Committee reviews all applicants for admission to the Teacher Education Program to make the following assessments:

- Content Knowledge - based on transcripts of all undergraduate and graduate study and score on the Praxis II: 20511 Fundamental Subjects: Content Knowledge
- Computer literacy - based on a portfolio to include word processing, spreadsheet, and a multimedia presentation; or approved coursework from an accredited 2-year or 4-year institution of higher education
- Dispositions - based on evaluation of the admissions essay and letters of recommendation

If an applicant has a GPA of 2.75 from a regionally accredited college or university, a score of at least 148 on the Praxis II 20511 Fundamental Subjects test, three satisfactory reference letters, documentation of computer literacy, and an acceptable response to the admissions essay, the applicant may be admitted directly to the Teacher Education Program at time of admission to the University.

If an applicant is **not** admitted to the Teacher Education Program at the time of admission to the University, the applicant must request admission to the Teacher Education Program after successful completion of six (6) semester hours. At this time, the School of Education Graduate Committee reviews the student's qualifications for admission to the Teacher Education Program. The School of Education Graduate Committee will assess the candidate on the following standards: content knowledge, and dispositions in the four domains of the conceptual framework. The following data will be used for this assessment.

- A grade of "B" or higher on six (6) semester hours of course work in the MAT-SPED program.
- Score on the Praxis II 20511 Fundamental Subjects test
- Documentation of computer literacy.
- Assessment of the candidate's dispositions by all Pfeiffer School of Education faculty members who have taught the student.

Master of Science in Teaching Special Education/111

Additional content area course work at the undergraduate level may be required for candidates for admission in to the Teacher Education Program.

A student must be approved for admission to the MAT-SPED program after completing 12 semester hours to continue in the program.

CURRICULUM REQUIREMENTS

Phase I (33 SH):

Professional Core and General Education Courses:

SPED 601	Contemporary Issues in Special Education
SPED 602	Development and Learning in Students with Special Needs
EDUC 611	Mathematics: Curriculum, Instruction, and Assessment
EDUC 635	The School Curriculum PK-12
EDUC 644A or B	(A) Children's Literature K-8 or (B) Adolescent Literature (6-12)
SPED 621A, B, or C	Internship (Either 621A, 621B, or 621C based on experience)

A special fee of \$150 is assessed during the internship semester.

Specialty Courses:

SPED 603	Literacy and Language Development for Students with Special Needs
SPED 604	Differentiated Instruction for Students with Special Needs
SPED 605	Assessment of Students with Special Needs
SPED 606	Classroom & Behavior Management for Students with Special Needs
SPED 607	Special Education Service Coordination

Phase II (12 SH):

EDUC 601	Introduction to Educational Research
EDUC 605	Diversity/Multiculturalism/Exceptionalities
EDUC 606	Advanced Curriculum & Instruction
EDUC 648	Professional Development Practicum

*See course descriptions that follow information on the Master of Science in Elementary Education.

ATTENDANCE

Attendance is expected at all class sessions. Candidates must meet with the course instructor to discuss any absences. If a candidate knows s/he will miss a class session, regardless of the reason, the candidate should inform the instructor of the impending absence and must make up all the missed work. The instructor will determine what a candidate must do to make up for a missed class.

The School of Education's policy requires candidates to attend at least 75% of the scheduled class meetings. Candidates who are absent from a course for any reason for more than 25% of the scheduled class meetings will not receive a passing grade regardless of the grade average in the course.

Master of Science in Elementary Education

The Master of Science degree in Elementary Education (MSEE) is designed for teachers who possess elementary certification and who seek excellence in instructional design and instructional delivery systems. The purpose of the program is to provide an educational environment in which teachers who are committed to continuous learning can further their knowledge of content and refine their professional competencies. Program curriculum extends the conceptual framework, **Developing Servant Leaders for Professional Practice: Preparation and Planning, Establishing a Respectful Environment, Instructing Effectively, and Assuming Professional Responsibilities** and strongly encourages reflection upon both student and teacher performances.

Graduate students are expected to demonstrate abilities in analyzing, planning and critical thinking in

112/Graduate Programs

relation to specific problems and issues in elementary education. These skills are evaluated in each course as well as in a culminating experience.

Servant leadership is emphasized throughout the MSEE graduate program. Courses include community service components in which students collaborate with community partners and other professionals to develop learning experiences in which the students deliver needed services to entities within the community.

The conceptual framework for the Teacher Education Program at Pfeiffer University is **Developing Servant Leaders for Professional Practice: Preparation and Planning, Establishing a Respectful Environment, Instructing Effectively, and Assuming Professional Responsibilities.**

Since 1970, the primary focus of the Pfeiffer Teacher Education Program has been articulated as "Developing Servant Leaders." Consistent with the vision and mission of Pfeiffer University, this concept remains in place as the goal toward which our program strives. The **teacher as servant leader** helps to set high standards for the learning community in which they serve. Through daily interaction, teachers encourage academic and civic excellence among the students they serve. Moreover, because of their unique position in the community and society, teachers who are both servants and leaders have the ongoing opportunity through their collaborative relationships with school colleagues, parents, and community agency personnel to model advocacy and high standards of ethics on behalf of the students they serve.

The leading phrase of the conceptual framework recognizes the work of the **teacher as professional**. The teacher is not a technician, but rather is a professional, informed about the discipline, the nature of the learner, and learning, who must make innumerable independent decisions daily for the benefit of students' affective, cognitive and physical development.

The conceptual framework of the Pfeiffer Teacher Education Program embodies **four domains** that specify areas of a teacher's responsibility. These domains are based on the work of Charlotte Danielson (*Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007) and are consistent with the North Carolina Professional Teaching Standards, approved by the North Carolina State Board of Education on June 7, 2007.

Domain 1. Planning and Preparation - The teacher as servant leader approaches the teaching function with a fund of knowledge about the discipline, the learner, and learning that must be continually renewed and elaborated. This fund of knowledge is buttressed by continued engagement in professional development opportunities and reflection. The teacher's knowledge provides the bases for informed planning.

Domain 2. Establishing a Respectful Environment - The teacher provides the leadership for establishing and maintaining respectful learning environments in which each child has a positive, nurturing relationship with caring adults. In the classroom the teacher is that adult along with teacher assistant and volunteers.

Domain 3. Instructing Effectively - Instructional effectiveness lies at the heart of the role of the professional teacher. The teacher as servant leader instructs to encourage student development based upon knowledge of content, the structure of the discipline, students, teaching methods, the community, and curriculum goals.

Domain 4. Professional Responsibilities - The professional teacher is responsible, not only to the students, but also to the entire learning community and to the teaching profession. Therefore, the teacher as servant leader models excellence in support of the school and the profession. Moreover, the teacher has an advocacy role to help assure that settings outside the classroom in which the student participates also promotes healthy development.

The Pfeiffer University Master of Science in Elementary Education degree program enables teachers to achieve the advanced level standards of the North Carolina Department of Public Instruction for advanced teacher preparation. Completion of the MSEE degree leads to the advanced "M" licensure in North Carolina.

REQUIREMENTS FOR ADMISSION

Applicants may obtain an application packet from the Coordinator of Admissions - Charlotte campus. An individual desiring to complete the M.S.E.E. program will be admitted to the University after submitting the following to the Coordinator of Admissions - Charlotte Campus:

- Completed application form with a nonrefundable fee of \$75.00 made payable to Pfeiffer University.
- Official transcript indicating an earned bachelor's degree from a regionally accredited college or university.
- Official transcripts of all undergraduate work and graduate work, if any.
- A proctored essay in response to a prompt asking the applicant to describe and reflect on two

Master of Science in Elementary Education/113

or more experiences that demonstrate the applicant's commitment to lifelong learning, enthusiasm for teaching, and ability to establish productive and ethical relationships with others.

- Three letters of recommendation from creditable individuals familiar with the applicant's abilities to teach.
- A Graduate Record Examination (GRE) score or a Miller's Analogy Test score.
- A copy of the candidate's current teaching license.
- Documentation of at least two years of successful teaching experience at the elementary school level.

No scores for examinations taken five years prior to the time of application to the Teacher Education graduate program will be accepted. Entrance examination requirements may be waived for an applicant who already possesses a graduate degree earned from an accredited institution. A letter requesting a waiver of the entrance examination must be included in the application packet when the applicant submits it to the Coordinator of Admissions - Charlotte Campus.

Admission to the University permits the applicant to take up to 6 semester hours of graduate courses in the School of Education.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

The Program Coordinator submits the record of the applicant's credentials to the School of Education Graduate Committee. This committee is made up of graduate faculty in the School of Education.

The School of Education Graduate Committee reviews the applicant's academic credentials, teaching experiences and dispositions relevant to the Pfeiffer University Teacher Education Programs Conceptual Framework, by using the candidates' responses to an admissions essay and the applicant's references.

Formal admission to the Teacher Education program is required for a student to take more than 6 graduate semester hours in Teacher Education.

When the student has taken 6 semester hours, the School of Education Graduate Committee will review the student's qualifications for admission to the Teacher Education Program. For review, the applicant must provide the following to the School of Education Graduate Committee:

- A letter requesting admission to the Teacher Education program.
- Recommendations to the Teacher Education Program by all Pfeiffer School of Education faculty members who have taught the student. These faculty members must assess the student's academic performance and dispositions.
- A minimum GPA of 3.0, based on graduate courses taken in the School of Education at Pfeiffer.
- All documents required for admission to the University.

Considering these evidences, the School of Education Graduate committee assesses the candidate on the following standards: Content Knowledge; and dispositions of the four domains in the conceptual framework. Admission to the Teacher Education Program is made on the basis of this assessment. Applicants will be notified in writing of the Committee's decision.

TRANSFER CREDITS

Students may transfer up to nine (9) semester hours of comparable elementary education graduate level work into the Pfeiffer University program. A candidate seeking to have course requirements waived should request an application from the advisor. The School of Education Graduate Committee will review and approve course waivers. All credits transferred into Pfeiffer University must meet the following criteria:

1. The credits must have been earned from a regionally accredited institution.
2. A grade of at least "B," or its equivalent, must have been earned.
3. The credits must satisfy a program requirement.
4. The credits must be less than five (5) years old.
5. Transfer of credits into Pfeiffer University must be completed by the end of the semester in which the applicant's initial enrollment occurs.

MSEE candidates who have active National Board certification status may request waiving the EDUC 607/608 Servant Leadership Seminar and Internship course requirement and one additional course in the MSEE course sequence. Documentation must support waiver of a specific course requirement.

114/Graduate Programs

Only work attempted at Pfeiffer University is used in calculating the GPA. Grades in courses transferred do not affect the official grade point average.

SPECIAL ADMISSIONS

The Office of Admissions may admit a student as a non-degree seeking or transient student.

Non-degree Seeking Student is an applicant who does not intend to pursue a graduate degree but wants to enroll in courses for renewal or professional development purposes. This student may take a maximum of 6 semester hours. An application must be completed and submitted to the Coordinator of Admissions - Charlotte campus three weeks prior to course enrollment.

Transient Student is an applicant who is enrolled in a graduate program at another regionally accredited college or university who wants to take graduate courses at Pfeiffer University. This student may take a maximum of 6 semester hours. An application must be completed and submitted to the Coordinator of Admissions - Charlotte campus three weeks prior to course enrollment.

CREDITS FOR CORRESPONDENCE COURSES AND WORKSHOPS

Credits earned in workshops may not be counted toward a master's degree in the M.S.E.E. program. Except for certain credits completed while in military service, credits earned in correspondence or through work/life experience may not be used to satisfy the master's degree requirements. Awarding of such credit is at the discretion of the Dean of the School of Education.

ATTENDANCE

Attendance is expected at all class sessions. Students must meet with the course instructor to discuss any absences. If students know they will miss a class session, regardless of reason, they must inform the instructor of the impending absence and must make up all the missed work. The instructor will determine what the students must do to make up the missed class time.

The School of Education's policy requires students to attend at least 75% of the scheduled class meetings. Students who are absent, for any reason, from more than 25% of the scheduled class meetings cannot receive a passing grade from the course instructor regardless of course average.

CURRICULUM REQUIREMENTS

36 Semester Hours

The Master of Science in Elementary Education requires 36 semester hours of course work. No undergraduate courses will be accepted for credit toward this degree. Students will take the following:

Core:

EDUC 601	Intro. to Educational Research	EDUC 615	Assessment in the Instructional Program
EDUC 607	Servant Leadership Seminar	EDUC 616	Contemporary Issues in Education
EDUC 608	Servant Leadership Internship	EDUC 655	School Law and Professional Ethics
EDUC 614	Master's Project	SPED 604	Differentiated Instruction for Students with Special Needs

Specialty -- Elementary Education:

EDUC 611	Mathematics: Curriculum, Instruction & Assessment	EDUC 658	Teaching 21st Century Literacy Skills in the Multicultural Classroom
EDUC 656	Diagnostic & Corrective Reading	EDUC 659	Clinical Experience & Seminar
EDUC 657	Integrating the Curriculum Through Science and Social Studies		

Courses Offered

EDUC 570	Licensure Preparation	1 SH
	This course will prepare candidates preparing to fulfill criteria for North Carolina licensure. Specifically, candidates will receive assistance in synthesizing knowledge and skills acquired throughout the master's degree program to effectively respond to tasks on the licensure examination. This course is required prior to taking EDUC 621A, EDUC 621B, or EDUC 621C.	

Master of Science in Elementary Education/115

- EDUC 601 Introduction to Educational Research 3 SH**
The purpose of this course is to introduce students to research methods in education and to develop an understanding of the research process. An overview of different types of research is included. Students critically read, analyze, and evaluate the quality of research studies related to education. In addition, they develop a research proposal.
- EDUC 602 Managing The Instructional Environment 3 SH**
This course focuses upon the most recent research findings relative to managing the instructional environment. Teachers analyze various instructional management procedures and review numerous active learning strategies to involve all students in the learning process. Several theoretical approaches to discipline are addressed. This course includes 10 hours of supervised field experience for students in the MAT program.
- EDUC 603 Advanced Technology in Education 3 SH**
This course focuses on the development of strategies, concepts, and materials for the use of computer technology in enhancing instruction. The course explores the impact that computer technology can have on the nature of the teaching and learning process. Recent developments in educational software, the Internet, and computers have provided educators with a new array of tools for enriching the educational process. The course prepares educators to create technology-integrated lessons for learning.
- EDUC 604 Advanced Educational Psychology 3 SH**
The purpose of this course is to provide teachers with an in depth study of the principles of learning theories and their impact upon instructional planning. Attention is given to perceptual and cognitive processes, emotion and motivation, social perspectives, communication theory, instructional practices, individual needs and assessment.
- EDUC 605 Diversity/Multiculturalism/Exceptionalities 3 SH**
The purpose of this course is to focus upon the development of instructional practices and materials to meet the needs of various student populations including learners with special needs, the culturally different learner, and learners representative of diverse ethnic groups. Social and cultural contexts of teaching are also addressed.
- EDUC 607 Servant Leadership Seminar 1 SH**
The Servant Leadership Seminar will introduce the master's degree candidate to principles of servant leadership. Candidates will explore these principles in terms of their application to the school setting and the development of a service leadership project. Co-requisite: EDUC 608.
- EDUC 608 Servant Leadership Internship 2 SH**
During the Servant Leadership Internship, the master's degree candidate will demonstrate skills and dispositions related to servant leadership in the implementation of a project that will serve the candidate's school community. The project also will reflect the criteria of service projects required for National Board Certification by the *National Board for Professional Teaching Standards*. Candidates who have already achieved NBCT status may present their credentials for waiver from the EDUC 607 and EDUC 608 requirement. Co-requisite: EDUC 607.
- EDUC 611 Mathematics: Curriculum, Instruction & Assessment 3 SH**
The focus of this course is upon the review of research relative to mathematics education in grades K through 6. The teacher analyzes and discusses current research findings and applications to classroom practice. A variety of instructional materials and approaches are evaluated for their effectiveness to meet the needs of diverse learners including students at risk. Teachers demonstrate their knowledge of content by developing lessons that integrate the *National Council of Teachers of Mathematics* standards and the competencies from the *North Carolina Standard Course of Study*. Additionally, they demonstrate their ability to use audiovisual aids and electronic technology. A service-learning component is included.
- EDUC 613 Thesis 3 SH**
The master's degree candidate plans, implements, and presents an action research study that demonstrates mastery of the North Carolina advanced level standards in education, including:

116/Graduate Programs

instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional development and leadership. The thesis is a formal written document, consisting of a literature review and other elements of formal presentation of research. The thesis is presented to other graduate students and the graduate faculty in the School of Education. A panel of graduate faculty members in the School of Education reads and evaluates the thesis.

- EDUC 614 Master's Project 3 SH**
The master's degree candidate plans, implements, and presents an action research study that demonstrates mastery of the North Carolina advanced level standards in education, including: instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional development and leadership. This non-thesis culminating project is presented to other graduate students and the graduate faculty in the School of Education, using a multi-media presentation. A panel of graduate faculty members in the School of Education reads and evaluates the project.
- EDUC 615 Assessment in the Instructional Program 3 SH**
Teachers study the selection, construction, administration, and interpretation of appropriate assessment methods to assess individual student progress and the effectiveness of the instructional program. Teachers develop traditional and alternative assessment instruments for diagnostic, formative and summative evaluation. They also develop action research studies to assess instructional methods.
- EDUC 616 Contemporary Issues in Education 3 SH**
The purpose of this course is to involve teachers in the analysis of current educational issues with a specific focus upon service learning. It provides a platform for reflection and in depth discussions of contemporary practices in elementary education. Students select specific issues for focused study and use multimedia to present their understanding of the issues in class. Content focus includes legal, political, and socio-cultural issues in education.
- EDUC 621A Teaching Internship 3 SH**
This course provides supervised clinical practice for lateral entry elementary classroom teachers. University supervision is provided for 15 weeks in the assigned classroom with at least four formal observations by the University supervisor, the principal, and the mentor teacher. Content knowledge, lesson planning, teaching strategies, student assessment, and classroom management will be evaluated. Candidates will work in collaboration with the instructor to design a product of learning that demonstrates the candidate's ability to develop and implement curriculum for positive learning outcomes. The course culminates in the presentation of the product of learning to graduate faculty and students. Prerequisite: Praxis II Scores Required for North Carolina Licensure in Elementary Education. **Fee of \$150.**
- EDUC 621B Teaching Internship 3 SH**
This course provides supervised clinical practice for elementary classroom teacher assistants. Candidates are provided supervision for a minimum of 15 weeks for supervision with at least six formal observations by the University supervisor, the principal, and the cooperating teacher. Content knowledge, lesson planning, teaching strategies, student assessment, and classroom management will be evaluated. Formal lesson plans are required for all lessons taught. Candidates will work in collaboration with the instructor to design a product of learning that demonstrates the candidate's ability to develop and implement curriculum for positive learning outcomes. The course culminates in the presentation of the product of learning to graduate faculty and students. For the internship, elementary teacher assistants are assigned to classrooms other than the one in which they serve as teacher assistant. Prerequisite: Praxis II Scores on Examinations Required for North Carolina Licensure in Elementary Education. **Fee of \$150.**
- EDUC 621C Teaching Internship 3 SH**
This course provides supervised clinical practice for candidates who have no experience in the elementary classroom. Candidates are provided supervision for a minimum of 15 weeks with at least seven formal observations by the University supervisor, the principal, and the

Master of Science in Elementary Education/117

cooperating teacher. Content knowledge, lesson planning, teaching strategies, student assessment, and classroom management will be evaluated. Formal lesson plans are required for all lessons taught. Candidates will work in collaboration with the instructor to design a product of learning that demonstrates the candidate's ability to develop and implement curriculum for positive learning outcomes. The course culminates in the presentation of the product of learning to graduate faculty and students. Prerequisite: Praxis II Scores on Examinations Required for North Carolina Licensure in Elementary Education. **Fee of \$150.**

- EDUC 624 Elementary Pedagogy I 3 SH**
In this course, candidates will examine the foundational components of educational planning for the elementary classroom including motivation, lesson planning, instructional strategies for meeting the diverse learning needs of students within a classroom, unit design and organization of the school day.
- EDUC 625 Elementary Pedagogy II 3 SH**
In this course, candidates will explore methods specific to the content taught within the elementary school. Candidates will also examine interdisciplinary teaching and learning, formative and summative assessment, and management of time, resources, and behavior within the classroom.
- EDUC 635 The School Curriculum PK-12 3 SH**
This course will examine the internal and external influences on curriculum and types of curriculum that impact student development. The candidate will examine the rationale and content of the *North Carolina Standard Course of Study* with implications for instructional practice.
- EDUC 642 Child Growth and Development 3 SH**
This course focuses on the impact of childhood experiences on lifelong behaviors and attitudes, and on understanding the physical, psychosocial and cognitive aspects of development. Participants will explore both traditional and current theories; draw upon their own personal histories and auto/biographical writings; and apply theories to classroom observation, management and instruction. The impact of race, class, ethnicity, and gender issues will also be examined.
- EDUC 643 The Elementary Classroom 3 SH**
This course will examine the history and philosophy of elementary education in the United States as a foundation for reviewing current practice in elementary schools. Through discussion, guest speakers, and field experiences, candidates will explore the components that make up elementary schools including schedules, diversity, management, curriculum standards, ethics, and professionalism. A fifteen hour field experience is required as part of this course.
- EDUC 644A Children's Literature (PK-8) 3 SH**
This course provides an overview of the history and development of literature for children in grades pk-8. The various genres of literature will be explored. Book selection, evaluation, and resources will be included in this exploration. Students will engage in learning experiences that involve literary criticism, relationships between principles of human development and text interpretation, and applications of course content to teaching practice and curriculum organization.
- EDUC 644B Adolescent Literature (6-12) 3 SH**
This course provides an overview of the history and development of literature for children in grades 6-12. The various genres of literature will be explored. Book selection, evaluation, and resources will be included in this exploration. Students will engage in learning experiences that involve literary criticism, relationships between principles of human development and text interpretation, and applications of course content to teaching practice and curriculum organization. Connections to content area reading will also be examined.
- EDUC 649 Science Content for the Elementary Teacher 3 SH**
This course is designed to provide candidates with the content knowledge necessary to be effective science teachers in the elementary school. Through inquiry, candidates will examine and explore topics related to life, chemical, physical, and earth and space science as prescribed by the standards issued by the National Science Teachers' Association. Likewise, candidates will examine scientific inquiry, process skills, and applications of science to their lives.

118/Graduate Programs

- EDUC 650 Social Studies for the Elementary Teacher 3 SH**
This course is designed to provide candidates with the content knowledge necessary to be effective social studies teachers in the elementary school. Candidates will examine topics related to the ten thematic strands adopted by the National Council for the Social Studies including: culture; time, continuity, and change; people, places and environments; individual development and identity; individuals, groups, and institutions; power, authority and governance; production, distribution and consumption; science, technology and society; global connections; and civic ideals and practices.
- EDUC 651 21st Century Literacy Skills for the Elementary Teacher 3 SH**
This course is designed to provide candidates with the knowledge and skills necessary to be effective communicators and collaborators within the educational environment. Candidates will explore critical reading, writing, speaking, listening, viewing, critical and creative thinking, and information and media literacy skills.
- EDUC 652 Mathematics Content for the Elementary Teacher 3 SH**
This course is designed to provide candidates with the content knowledge necessary to be effective mathematics teachers in the elementary school. Candidates will examine topics related to each of the content strands set forth by the National Council of Teachers of Mathematics including numbers and operations, algebra, geometry, measurement, and data analysis and probability.
- EDUC 655 School Law and Professional Ethics 3 SH**
This course is intended to provide classroom teachers with knowledge of the legal rights and responsibilities of those involved with the operation of public schools. Candidates will examine the legal framework of public education through a study of constitutional provisions, state legislation, regulations of the department of education/public instruction (state and federal) and the decisions of courts in litigation brought before them. The ethical considerations required by the Code of Ethics for North Carolina Educators are an integral part of this course.
- EDUC 656 Diagnostic and Corrective Reading 3 SH**
This course is designed to equip candidates with the tools and abilities to recognize, diagnose, and address reading exceptionalities and difficulties within the classroom. Candidates will be acquainted with and use informal assessments, reading tests, and standardized test results that will assist in identifying sources of reading difficulties. A field-based, service learning experience will give practice in recognizing, diagnosing, planning, and implementing remediation/acceleration procedures.
- EDUC 657 Integrating the Curriculum through Science and Social Studies 3 SH**
This course will use current research in science and social studies education as a basis for providing meaningful instruction in the content areas while integrating literacy, numeracy, and other 21st century skills. Throughout the course, candidates will develop high quality, integrated units of instruction that can be delivered to students and evaluated for their effectiveness.
- EDUC 658 Teaching 21st Century Literacy Skills in the Multicultural Classroom 3 SH**
This course will immerse candidates in 21st century literacy skills to develop a comprehensive understanding of current research related to teaching and learning in the language and literacy classroom. In this course, candidates will define the meaning of literacy in a linguistically and culturally diverse society. Specifically, this course will examine issues stemming from language diversity in the schools and the impact of educational policies and programs on language minority students. The relationship between language and literacy and characteristics of effective curriculum and instruction will be examined based on current educational research and teachers' action research in the classroom.
- EDUC 659 Clinical Experience & Seminar 3 SH**
Using current research in teaching, learning, and assessment as a springboard, candidates will examine the teaching and learning within their individual classrooms. As part of the examination, the candidates will develop a 360 evaluation plan, implement it, evaluate the data that are derived

Master of Science in Elementary Education/119

from the assessment measures, and develop a comprehensive professional development plan. A candidate-selected review team will evaluate the candidate's progress at pre-determined steps throughout the process.

- SPED 601 Contemporary Issues in Special Education 3 SH**
This course introduces the student to the formal program of study that leads to licensure in special education-general curriculum. It addresses the historical, philosophical, and ethical perspectives of diversity and its impact on the educational services for students with special needs. Federal and state laws and regulations pertaining to special education will be studied. Legal and educational terminology and definitions for students with high incidence exceptionalities will be addressed. Exemplary programs, services provided by other agencies, the critical nature of individual education plans, and relevant current literature will be reviewed.
- SPED 602 Development and Learning in Students with Special Needs 3 SH**
The major focus of this course will be the social, cognitive, and language development of elementary and secondary students, with emphasis on students with high incidence exceptionalities. Classroom observations and case studies will be used to apply development theory and research to the classrooms and the school curriculum. Psychological issues, including individual differences, learning styles, and the development of self-concept will be addressed. Students will study the effects of school curriculum, including subject matter content and methodology, and schooling processes, on child and adolescent development.
- SPED 603 Literacy & Language Development for Students with Special Needs 3 SH**
This course addresses the significant theories, remedial approaches, instructional practices, and programs for developing reading skills in children and adolescents with high incidence disabilities. It includes a study of the reading/writing processes, the development of reading/writing skills, and the transition to content area texts. Diagnosis and assessment of reading skills, including formal and informal strategies, and prescriptive strategies for intervention will be examined and practiced in this course. Includes a service learning component.
- SPED 604 Differentiated Instruction for Students with Special Needs 3 SH**
This course will address the design or modification of curriculum, instructional materials, and classroom environments for students with high incidence disabilities. Emphasis will be placed on differentiated instruction that focuses on developmentally appropriate strategies to assure that the student with a high incidence disability is successful in mastering the general education curriculum. Curriculum concentration will include English, math, science, and social studies. This course will align the principles of inclusion with their educational implementation by exploring and applying instructional strategies and curriculum adaptations that are most effective in the general education setting. Includes a service-learning component.
- SPED 605 Assessment of Students with Special Needs 3 SH**
This course addresses the principles of nondiscriminatory assessment of children and adolescents with high incidence disabilities. It will provide experience in the administration of informal and formal assessment measures. Basic concepts of measurement will be covered so that students can evaluate test instruments and interpret test results. Current issues in the field of assessment will be discussed and ethical issues will be emphasized.
- SPED 606 Classroom & Behavior Management for Students with Special Needs 3 SH**
This course will address classroom management strategies, facilitating appropriate behavior, encouraging prosocial behavior, and meeting the social/emotional needs of students with high incidence disabilities. Emphasis will be placed on preventive discipline and design of classroom environments that are effective for students with special needs. Theoretical models of behavior management will be discussed and compared, including their application for preparing and maintaining students with disabilities in the general education classrooms. This course will also introduce basic crises intervention strategies, including using behavior modification techniques, conducting a functional behavior assessment, and making decisions regarding the appropriate use of restraint with students in crisis situations. Use of school wide positive behavior intervention strategies will be included in this course.

120/Graduate Programs

- SPED 607 Special Education Service Coordination 3 SH**
This course focuses on the practices and problems associated with the development, monitoring, and organization of multiple school based special education services. By emphasizing collaborative relationships within the school community and the development of consultation skills, students will learn how to manage compliance across programs, working with families, preparation of IEP team meetings, and delivery of services. Students will also develop skill in the design of individual education programs, the arrangement and adaptation of learning environments, and using school and community resources to develop transition plans for career development. Includes a field experience component.
- SPED 621A Internship 3 SH**
This course is the culminating experience in the program of studies leading to initial certification. The course provides one semester of supervised experience in a public school classroom. Emphasis is placed on the student's demonstration of the standards for licensure and on the ability to integrate content area knowledge, and pedagogical theory and practice. The course will include on-site observation by a University supervisor and weekly seminars that address challenges in teaching that are experienced in the classroom. SPED 621A is designed for the student with no classroom experience. On-site observation will be differentiated across SPED 621A, B, and C. **Fee of \$150.**
- SPED 621B Internship 3 SH**
This course is the culminating experience in the program of studies leading to initial certification. The course provides one semester of supervised experience in a public school classroom. Emphasis is placed on the student's demonstration of the standards for licensure and on the ability to integrate content area knowledge, and pedagogical theory and practice. The course will include on-site observation by a University supervisor and weekly seminars that address challenges in teaching that are experienced in the classroom. SPED 621B is designed for the student who has served as a teacher assistant. On-site observation will be differentiated across SPED 621A, B, and C. **Fee of \$150.**
- SPED 621C Internship 3 SH**
This course is the culminating experience in the program of studies leading to initial certification. The course provides one semester of supervised experience in a public school classroom. Emphasis is placed on the student's demonstration of the standards for licensure and on the ability to integrate content area knowledge, and pedagogical theory and practice. The course includes on-site observation by a University supervisor and weekly seminars that address challenges in teaching that are experienced in the classroom. SPED 621C is designed for the student who is a lateral entry teacher. On-site observation will be differentiated across SPED 621A, B, and C. **Fee of \$150.**

FACULTY

- Muhammad Abdullah (1998). *Associate Professor of Business Law*. B.A., Yale University, 1970; J.D., University of Connecticut, 1980.
- Alan R. Belcher (2010). *Associate Vice President for Academic Affairs*. B.A., Marshall University, 1975; M.A., Marshall University, 1980; M.S., WV College of Graduate Studies, 1985; Ph.D., Capella University, 2006.
- George W. Bitar (2009). *Assistant Professor of Marriage and Family Therapy*. B.A., Abilene Christian University, 1999; M.M.F.T., Abilene Christian University, 2002; Ph.D., Texas Tech University, 2007.
- Christopher S. Boe (2005). *Associate Professor of Elementary Education and Director, Charlotte Teacher Education Program*. B.A., University of North Carolina at Asheville, 1992; M.Ed., University of North Carolina at Charlotte, 1996; Ph.D., Berne University, 2004.
- Ross A. Braymer (2006). *Assistant Professor of Mathematics*. B.S., Pennsylvania State University, 2004; M.O.R., North Carolina State University, 2006.
- Ralph Lewis Brown (2001). *Assistant Professor of Computer Information Systems*. A.A., Broome Community College, 1966; B.A., Catawba College, 1986; M.B.A., University of North Carolina at Charlotte, 1990.
- Deborah Burriss (1997). *Assistant Professor of Communications and Chair of the Department of Communication Studies*. B.A., North Carolina State University, 1976; M.A., University of Kansas, 1984.
- Maria Caba (2009). *Assistant Professor of Spanish*. B.A., City University of New York, 1995; M.A., Princeton University, 1997; Ph.D., Princeton University, 2003.
- Gerald E. Carpenter (1984). *Assistant Professor of Business*. B.S., University of North Carolina at Chapel Hill, 1975; M.B.A., Appalachian State University, 1976; Doctoral Candidate, Appalachian State University.
- Shaun L. Cashman (2010). *Assistant Professor of Communications*. B.A., University of North Carolina at Asheville, 1999; M.A., University of North Carolina at Greensboro, 2006, Ph.D. Candidate, North Carolina State University.
- Jennifer L. Cease (1999). *Cataloging Librarian and Assistant Professor of Library Science*. B.A., Indiana University, 1994; M.L.S., Indiana University, 1997.
- Nicholas John Chabra (2008). *Associate Professor of Business*. B.A., Fairleigh Dickinson University, 1972; JD, International School of Law/George Mason University, 1975.
- Joshua V. Cross (2005). *Associate Professor of Art and Director of the Grace and Cameron West Gallery*. B.A., Southeast Missouri State University, 1998; M.F.A. Kansas State University, 2002.
- Ann Benson Bennett Crutchfield (2000). *Professor of Education and School of Education Coordinator of Field and Clinical Placement*. A.B. Pfeiffer College, 1977; M.Ed., North Carolina State University, 1984; Ed.S., North Carolina State University, 1993; Ed.D., Teachers College, Columbia University, 1995.
- Anna C. Cutlip (2010). *Assistant Professor of Criminal Justice*. B.A., Louisiana State University, 1999; M.A., Louisiana State University, 2002; Ph.D., Louisiana State University, 2009.
- Dianne Yow Daniels (2008). *Assistant Professor of Nursing and Chair of Nursing Program*. A.D.N. Stanly Community College, 1986; B.S.N. University of North Carolina, Charlotte 1991; M.S.N. University of North Carolina, Charlotte, 1996; Ph.D. University of North Carolina, Charlotte 2007.
- Luke Dollar (2006). *Associate Professor of Biology*. B.S., Duke University, 1995; Ph.D., Duke University, 2006.
- Faith Drew (2009). *Clinical Director of Pfeiffer Institute for Marriage and Family Therapy*. B.A., Arizona State University, 2000; M.M.F.T. Abilene Christian University, 2003; Ph.D. Texas Tech University, 2008.
- Kristi N. Embry (2010). *Assistant Professor of English*. B.A., Trevecca Nazarene University, 1998; M.A., Southeast Missouri State, 2000; Ph.D., Purdue University, 2008.
- Tracy Espy (1999). *Provost and Vice President for Academic Affairs and Associate Professor of Sociology*. B.A., Berea College, 1987; M.S., Miami University, OH, 1993; M.A., Syracuse University, 1996; Ph.D., Syracuse University, 1998.

122/Faculty

- Dane Fisher (2002). *Associate Professor of Biology*. B.A., North Carolina State University, 1989; B.S., North Carolina State University, 1989; M.S., Pennsylvania State University, 1992; Ph.D., Pennsylvania State University, 1995.
- Ulrich Froehlich (1997). *Executive Director of the Academy of International Business*. B.A., State University of New York at Albany, 1971; M.A., State University of New York at Albany, 1973; Ph.D., State University of New York at Albany, 1980.
- Edward Fuller (2008). *Associate Professor of Management*. B.S., Old Dominion University, 1979; M.B.A., Florida Atlantic University, 1985; Ph.D., Florida Atlantic University 1994.
- Marva V. Gavins (2007). *Assistant Professor of Education*. B.A., University of North Carolina, Greensboro, 1989; M.S., University of Houston, 1997; Ph.D., University of Maryland, 2007.
- Katrina N. Graham (2010). *Assistant Professor in Health Administration*. B.S., Excelsior College, 1996; M.B.A., Fayetteville State University, 1999; Ph.D. Candidate, University of Alabama, Birmingham.
- John Ralph Grosvenor (1991). *Professor of Mathematics*. B.A., Arkansas College, 1969; M.S., Louisiana Tech University, 1971; Ph.D., University of Virginia, 1982.
- Jim E. Gulledge (1985). *Director of Academic Support Services and Assistant Professor of Developmental Studies*. A.B., Pfeiffer College, 1979; M.A., Clemson University, 1981; D.Min., Gordon-Conwell Theological Seminary, 2004.
- Steve Harrill (2000). *Assistant Professor of Music*. A.B., Pfeiffer College, 1978; M.Mus., Converse College, 1982.
- Ray W. Harrington (2008) *Assistant Professor of Criminal Justice*. B.A.S., Guilford College, 1977; M.Ed., North Carolina State University, 1984.
- David Heckel (1988). *Raymond Allen Jones Professor of English, Dean of the School of Humanities*. B.A., University of New Hampshire, 1975; M.A., St. Louis University, 1980; Ph.D., St. Louis University, 1984.
- Sylvia Hoffmire (1997). *Director of the Cultural Program and Director of Women's Center and Director of the Center for Lifelong Learning*. B.A., Columbia College, 1964; M.F.A., Queen's University, 2003.
- Christopher S. Howard (2010), *Assistant Professor of Business Administration*. B.S., Carson-Newman College, 1991; MBA, Saint Louis University, 1997; Ph.D. Regent University, 2009.
- Paul Hoying (1996). *Associate Professor of Business Administration*. B.S., University of Dayton, 1979; M.B.A., Queens College, Charlotte, 1989; J.D., The Ohio State University, 1984; C.P.A.; C.F.P.; C.M.A.
- Douglas Hume (2007). *Assistant Professor of Religion*. B.A., University of Louisville, 1990; M.Div., Princeton Theological Seminary, 2000; Ph.D., Princeton Theological Seminary, 2009.
- Ronald J. Hunady (1998). *Professor of Business and Director of the Master of Science in Organizational Leadership and Change*. B.S., Bowling State University, 1961; M.B.A., Bowling State University, 1964; Ph.D., Michigan State University, 1971.
- Deanna Hurley-Chamberlain (2007). *Assistant Professor of Education*. B.S., East Carolina University, 1989; M.A., East Carolina University, 1991; Ph.D. Candidate, University of North Carolina at Greensboro.
- Jonathan C. Hutchinson (2001). *Archivist and Library Systems Administrator and Assistant Professor of Library Science*. A.A., Louisburg College, 1991; B.A., University of North Carolina at Greensboro, 1993; M.L.I.S., University of North Carolina at Greensboro, 1999.
- Thomas D. Hyde (1989). *Professor of Political Science and Director of the Pre-Law Program*. B.A., University of Maryland, 1970; M.A., Northern Illinois University, 1974; Ph.D., Northern Illinois University, 1989.
- Edgar J. Ingram, Jr. (1977). *Assistant Professor of Sports Management, Chair of the Sports Management Department, and Faculty Athletic Representative*. A.B., Pfeiffer College, 1974; M.S., University of North Carolina at Chapel Hill, 1980.

- Joseph D. Judge (2008). *Assistant Professor and Director of the Center for Worship Leadership*. B.A., Pfeiffer College, 1987; M.M., University of Colorado, Boulder, 1997.
- Barbara Kean (1999). *Professor of Elementary Education and Director of the Elementary Education Program on Misenheimer campus*. B.S., East Carolina University, 1967; M.A., Marshall University, 1987; Ed.D., West Virginia University, 1989.
- David Kirby (2007). *Associate Professor of Music*. B.M., Appalachian State University, 1988; M.M., University of Cincinnati College - Conservatory of Music, 1991; D.M.A., University of Cincinnati College - Conservatory of Music, 1995.
- Juanita F. Kruse (1982). *Professor of History*. B.S., Eastern Illinois University, 1975; M.A., Eastern Illinois University, 1976; Ph.D., Miami University-Ohio, 1982.
- Bill Ledford (2007). *Assistant Professor of Chemistry*. B.A., Catawba College, 1996; Ph.D., Wake Forest University, 2005.
- James C. Leist (2008). *Professor of Healthcare Management*. B.S.Ed., Southeast Missouri State University, 1964; M.S. Ed., Indiana University, 1966; Ed.D., Indiana University, 1972.
- Charisse J. Levine (2003). *Assistant Professor of Communications*. B.A., Harvard University, 1992; M.S., Columbia Graduate School, 1993.
- Lara Little (1999). *Library Director, Reference/Periodicals Librarian and Assistant Professor of Library Science*. B.A., Duke University, 1994; M.L.S., University of North Carolina at Greensboro, 1998.
- Henry Loehr (1999). *Professor of Business*. A.B., Emory University, 1967; M.Div., Chicago Theological Seminary, 1970; M.S.B.A., University of Massachusetts, 1977; Ph.D., University of Massachusetts, 1983.
- Sandra Loehr (2004). *Professor of Education*. B.S. Ohio State, 1966; M.A., Chicago Seminary, 1970; M.Ed., Harvard University, 1974; Ed.D., University of Massachusetts, 1989.
- Dawn W. Jacoby Lucas (1998). *Assistant Professor of Physical Education and Chair of the Physical Education Program*. B.S., State University of New York, 1995; M.S., University of North Carolina at Charlotte, 1998.
- Susan Luck (1996). *Professor of Business Administration*. B.A., Queens College, Charlotte, 1979; M.A., University of North Carolina at Charlotte, 1983; Ph.D., University of South Carolina, 1990.
- Deborah Lung (2009). *Assistant Professor of Psychology*. B.S., James Madison University, 1984; M.A., James Madison University, 1995; Psy.D., James Madison University, 2007.
- Patrick Malloy (2009). *Assistant Professor of Accounting*. B.A., Adelphi University, 1997; M.S., Adelphi University, 1998; Ph.D. Candidate, Argosy University, 2011.
- Jewell Mayberry (2007). *Associate Professor of English and Chair of the Department of Languages and Literature*. B.A., Pfeiffer College, 1991; M.A., University of North Carolina at Charlotte, 1994; Ph.D., University of North Carolina at Greensboro, 2000.
- Mark E. McCallum (1994). *Professor of Biology, Chair of the Biology Department, and Dean of the School of Natural and Health Sciences*. B.A., Wake Forest University, 1985; Ph.D., Georgia Institute of Technology, 1995.
- John A. Mercer, Jr (2008). *Acquisitions and Collection Development Librarian and Assistant Professor of Library Science*. A.A., Rowan Cabarrus Community College, 1995; B.A., University of North Carolina at Charlotte, 1997; M.L.I.S., University of North Carolina at Greensboro, 2006.
- Patricia Ann Meyers (2001). *Professor of Christian Education and Church Music and Chair of the Department of Christian Vocations*. B.M., Coe College, 1974; M.C.E., Garrett Evangelical Theological Seminary, 1981; D.Min., Graduate Theological Foundation, 1996; Ed.D., Seattle University, 1999.
- Vernease H. Miller (1998). *Professor of Health Law*. B.A., Chatham College, 1973; J.D., Washington College of Law, 1976; M.H.A., St. Joseph's University, 1983.

124/Faculty

- Rosemary Minyard (2007). *Assistant Professor of Economics & Finance*. B.A., New York University, 1970; M.A., Princeton University, 1973; Ph.D., Princeton University, 1979; C.P.A., 1996.
- Anne Murray (1999). *Professor of Organizational Management*. B.A., Wake Forest University, 1975; M.A., Wake Forest University, 1977; M.A., UNC-Greensboro, 1982; Ph.D., UNC-Greensboro, 1986.
- Jamal Nahavandi (2003). *Associate Professor of Economics*. B.A., University of North Carolina at Charlotte, 1978; M.A., Tufts University, 1980; Ph.D., University of New Hampshire, 1991.
- Gerald Wayne Neal (2007). *Associate Professor of Education*. B.A., Western Carolina University, 1987; M.Ed., University of North Carolina, Charlotte, 2005; Ed.S. & Ed.D., University of North Carolina, Greensboro, 2006.
- Ashley Yarbrough Oliphant (2007). *Assistant Professor of English and Faculty Fellow for the Francis Center for Servant Leadership*. B.A., University of North Carolina, Charlotte, 1999; M.A., University of North Carolina, Charlotte, 2002; Ph.D., University of North Carolina, Greensboro, 2007.
- Nur M. Onvural (2002). *Assistant Professor of Economics & Finance*. B.S., Middle East Technical University, 1981; MBA, North Carolina State University, 1986; Ph.D., North Carolina State University, 1990.
- David James Palmer (1999). *Professor of Music and Chair of the Department of Music and Fine Arts*. B.S., Ball State University, 1979; M.M., West Chester University, 1990; Ph.D., Eastman School of Music, University of Rochester, 1998.
- Barnett R. Parker (1998). *Professor of Business and Health Administration*. B.S., University of Massachusetts, 1966; M.S., University of Rochester, 1972; Ph.D., University of Rochester, 1976.
- James L. Pazun (1994). *Professor of Chemistry and Physics*. B.S., Gannon University, 1985; Ph.D., University of Pittsburgh, 1991.
- Eugene B. Pickler (1961). *Part-Time Professor of Economics*. B.S., North Carolina State University, 1956; M.S., Michigan State University, 1959.
- Don Poe (2003). *Dean of the School of Social and Behavioral Sciences and Chair of Psychology Department and Professor of Psychology*. B.A., Duke University, 1968; M.A., Virginia Polytechnic Institute and State University, 1975; Ph.D., Cornell University, 1980.
- Gerald Poplin (2007). *Assistant Professor of Computer Information Systems*. B.A., Pfeiffer College, 1975; M.S., Strayer University, 2003.
- Toby L. Poplin (1976). *Associate Professor of Economics and Business Administration, Chair of the Business Administration Department, and Joint Head of the School of Business*. A.A., Wingate College, 1965; A.B., Pfeiffer College, 1967; M.A., Appalachian State University, 1968.
- Alberto M. Poxes (2010). *Assistant Professor of Sports Management*. B.A., African Bible College, 1996; M.S., University of Southern Mississippi, 2000; Ph.D., University of Southern Mississippi, 2004.
- Tina Preslar (2001). *Assistant Professor of Accounting*. B.S., Pfeiffer University, 1996; M. of Accounting, University of North Carolina at Charlotte, 2000.
- Jean L. Raines (1980). *Professor of Music*. B.S.E., Memphis State University, 1971; M.M.E., Memphis State University, 1973; Ph.D., Michigan State University, 1979.
- Lance A. Riddle (2007). *Assistant Professor of Chemistry and Chair of the Chemistry and Physics Department*. B.S., Pfeiffer University, 2001; Ph.D., University of Tennessee, 2006.
- Sorina D. Riddle (2008). *Coordinator of Learning Assistance*. B.A., University of Craiova, Romania, 2003. M.A., University of Tennessee, Knoxville, 2007.
- Larry R. Ridener (2001). *Professor of Sociology and Chair of the Department of Sociology and Criminal Justice*. B.A., Baylor University, 1973; M.A., Baylor University, 1975; Ph.D., University of Texas at Austin, 1992.
- James Ronald Ritter (2008). *Associate Professor of Education*. B.S., Western Carolina University, 1995; M.Ed., Western Carolina University, 1997; Ph.D., University of Southern Mississippi, 2006.

- Clyde W. Sawyer, Jr. (1992). *Professor of Education, and Director of the Secondary Education Program*. B.S., University of North Carolina at Chapel Hill, 1974; M.A.T., University of North Carolina at Chapel Hill, 1978; Ph.D., University of North Carolina at Chapel Hill, 1986.
- Ali Sever (2002). *Professor of Computer Information Systems and Chair of the Computer Information Systems Department*. M.S., Ataturk University, 1989; Ph.D., Wichita State University, 1995.
- Robert Spear (1999). *Professor of Accounting and Interim Dean of the School of Business and Director of the M.B.A. Program*. B.A., University of New Hampshire, 1967; M.B.A., College of William and Mary, 1974; Ph.D., Virginia Polytechnic Institute and State University, 1988.
- Vinson H. Suttive, III (2001). *Professor of Exercise Science*. B.A., College of William and Mary, 1977; M.A. Ed., College of William and Mary, 1988; Ph.D., Indiana University at Bloomington, 1996.
- Michael Thompson (2000). *Professor of History, Chair of the History, Geography and Political Science Department, and Historian-in-Residence*. B.A., Wake Forest University, 1993; M.A., University of Mississippi, 1995; Ph.D., Miami University, Ohio, 2000.
- Joel E. Vickers (1997). *Director of MBA/MHA Program, Chair of the Department of Health Administration and Professor of Health Administration*. A.B., University of North Carolina at Chapel Hill, 1960; M.P.H., University of North Carolina at Chapel Hill, 1973; Dr.P.H., University of North Carolina at Chapel Hill, 1980.
- Carol A. Vogt (2007). *Associate Professor of Health Administration*. B.S., Edinboro University of Pennsylvania, 1977; M.S.N., Edinboro University of Pennsylvania, 1985; Dr.PH. University of Pittsburgh, 1993.
- James R. Vroom (2003). *Associate Professor of Business*. B.A., Duke University, 1976; M.H.A., Duke University, 1978; D.H.A., Medical University of South Carolina, 2002.
- Kristin Walker (2009). *Assistant Professor of Physics*. B.S., Gordon College, 2004; Ph.D., University of North Carolina at Charlotte, 2009.
- Susan B. Wilkie (2006). *Director of Marriage and Family Therapy, Associate Professor, and AAMFT Approved Supervisor*. B.S., University of Maryland, 1972; M.A., University of Alabama at Birmingham, 1975; M.Ed., University of New Orleans, 1991; Ph.D., University of New Orleans, 1994.
- Philip Wingeier-Rayo (2003). *Associate Professor of Religion and Missionary-in-Residence*. B.A., Earlham College, 1988; M.T.S., Evangelical Theological Seminary, 1997; M.T.S., Garrett-Evangelical Theology, 1998; Ph.D., Chicago Theological Seminary, 2003.
- Pearl Wong (2009). *Assistant Professor of Marriage and Family Therapy and AAMFT Approved Supervisor*. B.A., College of Charleston, 1997; Ed.S., Converse College, 2001; Ph.D., University of Louisiana at Monroe, 2005.
- Almeda Wright (2009). *Assistant Professor of Youth Ministry*. B.S., Massachusetts Institute of Technology, 1999; M.A., Simmons College, 2001; M.Div, Harvard University, 2004; Ph.D. Candidate, Emory University.
- Naulchand Yaemsiri-King (1989). *Professor of Mathematics and Chair of the Mathematics Department*. B.Ed., Chulalongkorn University, Bangkok, 1979; M.Ed., North Carolina State University, 1982; M.S., North Carolina State University, 1985; Ph.D., North Carolina State University, 1988.
- Weihong Yan (2007). *Assistant Professor of Chinese Language & Director of Chinese Program*. B.A., Shanxi University, 1989; M.A., Shanxi University, 2004.

ADMINISTRATION

PFEIFFER UNIVERSITY AT MISENHEIMER

Office of the President

David J. McIlquham (2010). *Interim President of the University*. B. Com., Queen's University, 1977.

Shari Dunn (2006). *Executive Assistant to the President*. B.S., Wingate University, 1992.

Dana McKim (2009). *Minister to the University*. A.B., Pfeiffer College, 1982; M.Div., Duke University, 1985.

Bobby Stewart (2004). *Interim Chief Operating Officer and Director of Athletics*. B.A., Wake Forest University, 1990; J.D., South Carolina School of Law, 1997.

Office of Advancement

Shon R. Herrick (2006). *Vice President for Institutional Advancement*. B.B.A., The University of Toledo, 1993; M.Ed., Clemson University, 1995.

Cindy Benson (1992). *Director of Advancement Services*. B.S., University of Kansas, 1985.

Office of Annual Giving and Alumni Relations

Paul E. Clark (2007). *Director of Annual Giving and Alumni Relations*. B.A., Virginia Tech, 1996.

Katherine Daskalow (2005). *Associate Director of the Annual Fund*. B.A., Pfeiffer University, 2008.

Teena Mauldin (2005). *Executive Assistant to the Vice President for Advancement*. B.A., Pfeiffer University, 2009.

Gift Planning and Major Gifts

Jo Ellen Newsome (1996). *Associate Vice President for Advancement and Director of Gift Planning and Major Gifts*. B.A., Pfeiffer College, 1993.

Blake Martin (2007). *Associate Director for Major Gifts*. B.A. Pfeiffer University, 2008.

Institutional Communications

Natasha Suber (2006). *Director of Communications*. B.A., North Carolina A&T State University, 1995; M.A., University of North Carolina at Greensboro, 2002.

Human Resources

Kathy C. Odell (2005). *Director of Human Resources and Title IX Coordinator*. PHR, 1998; SPHR, 2005.

Twyla Kidd (2008). *Human Resource Assistant*.

Office of Financial Affairs

Robin S. Leslie (2006). *Vice President for Financial Affairs*. B.A., Pfeiffer College, 1982; C.P.A., 1990.

Myra A. Garris (2003). *Payroll Manager/Financial Associate to the Vice President of Finance*. A.A.S., Stanly Technical College, 1982.

Ann Holz-Meister (2003). *Accounts Receivable Associate*. A.A., Ogeechee Technical College, 2002.

Shivon K. Lee (2007). *Controller - Financial Operations*. B.S., University of North Carolina at Charlotte, 2001.

Cindy I. Loflin (1983). *Accounts Payable Associate*.

Ramanda Medlin (2003). *Charlotte Business Office Associate*. B.S., Pfeiffer University, 2002. M.B.A./M.S.L., Pfeiffer University, 2007.

Steven W. Norton (2005). *Internal Auditor*. B.S., University of North Carolina at Charlotte, 1988; MBA, Pfeiffer University, 1996.

Kay Pope (2001). *Accountant*. B.S., Clemson University, 1981.

Reba Poplin (2008). *Financial Associate*. A.A.S., Stanly Community College, 2006.

Facilities

Sharon K. Bard (1981). *Director of Facilities*. A.B., Pfeiffer College, 1980.

Office of Instructional and Information Technology

Lee Norris (2008). *Director of Information Technology*. B.A., University of South Carolina 1983; M.A., University of South Carolina, 1991; M.B.A., Wake Forest, 2000.

Mona L. Barbee(2008). *Database Administrator*. B.A., Wake Forest University, 1987.

Scott Eisnaugle (2005). *Title III Assistant/Black-board Administrator/AV Coordinator*. A.A.S., Stanly Community College, 2005.

Peter Freer (2009). *Manager of the Technology Assistance Center*. A.O.S., SUNY Delhi, 1978.

D. Cody Myrick (2007). *Network Administrator*. A.A.S., Stanly Community College, 2005.

Eun Wook Park (2010). *Director of Distance Education*. B.A. Hankuk University of Foreign Studies, 1995; M.A. Hankuk University of Foreign Studies, 1997.

Office of Academic Affairs

Tracy Espy (1999). *Provost and Vice President for Academic Affairs and Associate Professor of Sociology*. B.A., Berea College, 1987; M.S., Miami University, OH, 1993; M.A., Syracuse University, 1996; Ph.D., Syracuse University, 1998.

Alan R. Belcher (2010). *Associate Vice President for Academic Affairs*. B.A., Marshall University, 1975; M.A., Marshall University, 1980; M.S., WV College of Graduate Studies, 1985; Ph.D., Capella University, 2006.

Jennifer L. Cease (1999). *Cataloging Librarian and Assistant Professor of Library Science*. B.A., Indiana University, 1994; M.L.S., Indiana University, 1997.

Jim E. Gulledge (1985). *Director of Academic Support Services and Assistant Professor of Developmental Studies*. A.B., Pfeiffer College, 1979; M.A., Clemson University, 1981; D.Min., Gordon-Conwell Theological Seminary, 2004.

Sylvia Hoffmire (1997). *Director of the Cultural Program and Director of Women's Center and Director of the Center for Lifelong Learning*. B.A., Columbia College, 1964; M.F.A., Queen's University, 2003.

Jonathan C. Hutchinson (2001). *Archivist and Library Systems Administrator and Assistant Professor of Library Science*. A.A. Louisburg College 1991; B.A., University of North Carolina, 1993; M.L.I.S., University of North Carolina, 1999.

Robin W. Listerman (2006). *Administrative Assistant for Academic Affairs*. B.S. North Carolina State University, 2004.

Lara Little (1999). *Library Director and Reference/Periodicals Librarian, and Assistant Professor of Library Science*. B.A., Duke University, 1994; M.L.S., University of North Carolina at Greensboro, 1998.

John A. Mercer, Jr (2008). *Acquisitions and Collection Development Librarian and Assistant Professor of Library Science*. A.A., Rowan Cabarrus Community College, 1995; B.A., University of North Carolina at Charlotte, 1997; M.L.I.S., University of North Carolina at Greensboro, 2006.

Steven Mowery (2008). *Assistant to the Registrar*. B. Mus., Appalachian State University, 1971; M.A., Appalachian State University, 1976. D. Min, Union Theological Seminary and Presbyterian School of Christian Education, 1984.

Cindy Newport (2005). *Library Circulation Coordinator*. A.A.S. Forsyth Technical Institute, 1976.

Jean Popejoy (2006). *Research Program Analyst*. B.S., Palm Beach Atlantic University, 2004.

Sorina D. Riddle (2008) *Coordinator of Learning Assistance*. B.A., University of Craiova, Romania, 2003. M.A., University of Tennessee, Knoxville, 2007.

Lourdes Silva (2010). *Registrar*. B.A., University of Puerto Rico, 1981; M.S., Syracuse, 1995.

Rebecca Treece (1991). *International Student Advisor*. B.S., Pfeiffer University, 2004; M.S.L., Pfeiffer University, 2007.

Deborah M. Wood (2004). *Administrative Assistant, Assessment*. B.S., Pfeiffer University, 2004.

Francis Center for Servant Leadership

Ashley Yarbrough Oliphant (2007). *Assistant Professor of English and Faculty Fellow for the Francis Center for Servant Leadership*. B.A., University of North Carolina, Charlotte, 1999; M.A., University of North Carolina, Charlotte, 2002; Ph.D., University of North Carolina, Greensboro, 2007.

Hilda Keeney (2009). *Francis Center Office Manager*. A.A., Central Piedmont Community College, 1990.

Jonathan Rowe (2009). *Director of Service Scholar Programs*. B.S., Western Carolina University, 2003; M.A., University of Alabama, 2005.

128/Administration

Office of the Undergraduate College

Becky Laney (1997). *Secretary to the Education Department*. B.S., Gardner Webb, 1973.

Office of Student Development

Russ Sharples (2009). *Vice President of Student Development and Interim Dean of Students*. B.A., Pfeiffer College, 1975; M.A., University of North Carolina at Greensboro, 1977; Ed.D., North Carolina State University, 2001.

Daryl Bruner (2006). *Director of Counseling Services*. B.A., Eastern Michigan University, 1989; M.A., University of North Carolina at Charlotte, 2005.

Havaleh Havelka (2007). *Director of Student Life*. B.A., West Virginia Wesleyan College, 2005.

Laura Herrick (2009). *Director of Career Services*. B.S., Trevecca Nazarene University, 1992; M.Ed., Clemson University, 1993.

Quinton McKissick (2008). *Director of Outdoor Leadership and Campus Recreation*. B.S., Presbyterian College, 2000. M.Ed., University of South Carolina, 2002.

Rebecca McQueen (2009). *Director of Residence Life*. B.A., University of North Carolina at Charlotte, 2002; M.A., Appalachian State University, 2008.

Sandra W. Miller (2005). *Director of Health Services*. A.A.S., Monroe Community College, 1983; B.S., Pennsylvania State University, 1962.

Paula Morris (2006). *Administrative Assistant*. B.S., Berry College, 1993.

Contract Services

Tracey S. Wyrick (2001). *Police Chief, Village of Misenheimer*. B.A., Pfeiffer University, 1997; Advanced Law Enforcement Certificate, NC Criminal Justice Standards, 1994; Advanced Law Enforcement Certificate, NC Sheriff's Standards, 1997; M.B.A., Pfeiffer University, 2008.

Danny Belcher (2003). *Part-Time Police Corporal, Village of Misenheimer Police*.

Tim Calder (2009). *Police Officer, Village of Misenheimer Police*.

Kenneth Helms (2004). *Part-Time Officer I, Village of Misenheimer Police*.

Ron Hudson (2008). *Police Officer I, Village of Misenheimer Police*.

Eric McGinnis (2007). *Traffic Sergeant, Village of Misenheimer Police*.

Phillip Thompson (2005). *Administrative Sergeant, Village of Misenheimer Police*.

Todd Meiner (2003). *Food Services Manager, Sodexo*.

Office of Enrollment Management

Michael P. Poll (2009). *Vice President for Enrollment Management and Marketing*. B.S., Menlo College, 1989; M.A., San Jose State University, 1993.

Steven L. Cumming (1991). *Associate Vice President for Enrollment Management*. A.B., Pfeiffer College, 1992.

Admissions

Melissa Coe (2007). *Assistant Director of Admissions*. B.A., B.S., Pfeiffer University, 2007.

Kathryn Drinkuth (2009). *Admissions Counselor*. B.A., University of South Florida, 2006.

Marcie Lemons (2010). *Administrative Assistant for Admissions and Financial Aid*.

Diane T. Martin (1998). *Transfer Admissions Counselor*.

Nicole Roberts (2009). *Admissions Counselor*. B.A., Pfeiffer University, 2007; M.S., St. Cloud State University, 2009.

Chad Russell (2009). *Admissions Counselor/Marketing Coordinator*. B.S., Pfeiffer University, 2005.

Stephanie Stroupe (2008). *United, Methodist Admissions Counselor*. B.A., Pfeiffer University, 2008.

Susan Wolfe (1997). *Data Management Secretary*.

Financial Aid

Amy Frye Brown (2001). *Director of Financial Aid*. A.B., Pfeiffer College, 1989.

Stephanie McNeil (2007). *Financial Aid Counselor*. B.S. Livingstone College, 2001.

Thomas Routhe (2010). *Financial Aid Counselor*. B.A., Gordon College, 2001.

Kay Hinson Shores (1998). *Associate Director of Financial Aid*. B.S., Gardner Webb University, 1990; M.S., North Carolina A. and T. University, 1996.

Athletics

- Bobby Stewart (2004). *Director of Athletics*. B.A., Wake Forest University, 1990; J.D., South Carolina School of Law, 1997.
- Cliff Allred (2008). *Assistant Baseball Coach*. B.A., St. Andrews University, 2007.
- Eric Anderson (2008). *Head Men and Women's Swim Coach*. B.A., Indiana University at Bloomington, 1998.
- Steve Bintz (2009). *Assistant Volleyball Coach*. B.A., Siena College, 2009.
- Jessica Clack (2008). *Head Softball Coach*. B.S., Greensboro College, 2008.
- Jeremy Currier (2008). *Head Men's Basketball Coach*. B.S., Endicott College, 2004.
- Elijah Denton (2009). *Head Women's Soccer Coach*. B.S., University of North Carolina at Greensboro, 2001.
- Bruce Dietterle (2007). *Assistant Men's Soccer Coach*. B.A., St. Anselm College, 2006.
- Dawn Easley (2006). *Head Women's Lacrosse Coach*. B.A., Pfeiffer University, 2005; M.A., United States Sports Academy, 2007.
- Sean Fox (2009). *Director of Sports Information*. B.A., Catawba College, 2006.
- Ray Greene (2007). *Assistant Baseball Coach*. B.A., University of North Carolina at Pembroke, 2001.
- Ben Guiliano (2005). *Head Volleyball Coach*. B.A., SUNY at Geneseo, 1979; M.S., SUNY at Brockport, 1986.
- Ken Hassler (2004). *Head Men's Soccer Coach*. B.S. Ed., Plymouth State College, 1985; M.S. Ed., Ithaca College, 1990.
- Mark Hayes (2002). *Head Baseball Coach*. B.A., Lenoir-Rhyne College, 2000; M.S.L., Pfeiffer University, 2006.
- Katy Martin (2007). *Assistant Athletic Trainer*. B.S., University of Nebraska, 2005; M.A., Texas Christian University, 2007.
- Peter Milliman (2008). *Head Men's Lacrosse Coach*. B.A., Empire State College, 2008.
- Scott Nolt (2006). *Head Men and Women's Cross Country Coach*. B.A., Pfeiffer University, 2001.
- David Smith (2007). *Assistant Men and Women's Tennis Coach*. A.B., Pfeiffer College, 1970.
- Allen Snook (2003). *Assistant Director of Athletics and Head Athletic Trainer*. B.S., Bloomsburg University, 2001; M.S., Shippensburg University, 2002.
- Mary Ann Sunbury (1985). *Associate Director of Athletics, Senior Woman Administrator, NCAA Compliance Officer*. B.S., Erskine College, 1976; M.Ed., University of Georgia, 1980.
- Jill Thomas (2008). *Head Women's Basketball Coach*. B.S., Blackhill State University, 2006; M.S., Dakota Wesleyan University, 2008.
- Ann (Micki) B. Thompson (2000). *Assistant Director of Athletics for Operations and Assistant Director of Compliance*. B.A., Pfeiffer College, 1991; M.S.L., Pfeiffer, 2007.
- Steve Torkington (2009). *Assistant Men's Lacrosse Coach*. B.S., Wingate, 2008.

130/Administration

PFEIFFER UNIVERSITY AT CHARLOTTE

Administration

Michael P. Poll (2009). *Vice President for Enrollment Management and Marketing*. B.S., Menlo College, 1989; M.A., San Jose State University, 1993.

Daniel M. Owens (2003). *Evening and Weekend Campus Facilitator*. B.S., University of Maryland, 1962.

Lillian Simonds (2010). *Receptionist*. A.S., McNeese State University, 2003; B.A., McNeese State University, 2003.

Michael Utsman (1996). *Director of Operations*. B.A., Wofford College, 1994; M.B.A., Pfeiffer University, 1996.

School of Adult Studies

Inis M. Gibbes (1995). *Executive Director, School of Adult Studies*. B.A., University of South Carolina, 1974; M.Ed., University of South Carolina, 1975.

Dana J. Hanson (1997). *Assistant Dean of Student Services and Program Advisor*. R.N., Nightingale School of Nursing, 1971; B.S., Pfeiffer University Charlotte, 1997; M.B.A., Pfeiffer University, 2001.

Sheila Mull (2009). *Program Advisor and Adjunct Instructor*. B.S. Pfeiffer University 2005; M.S., East Carolina University, 2008.

Edward Wotanis (2000). *Business Administration, MIS Program Advisor*. A.A., Middlesex Community College, 1984; B.S., Pfeiffer University, 2002; B.S., Pfeiffer University, 2003; M.S.O.M., Pfeiffer University, 2000; M.B.A., Pfeiffer University, 2004.

School of Graduate Studies

Program Directors

Christopher S. Boe (2005). *Associate Professor of Elementary Education and Director, Charlotte Teacher Education Program*. B.A., University of North Carolina at Asheville, 1992; M.Ed., University of North Carolina at Charlotte, 1996; Ph.D, Berne University, 2004.

Ulrich Froehlich (1997). *Executive Director, Academy of International Business*. B.A., State University of New York at Albany, 1971; M.A., State University of New York at Albany, 1973; Ph.D., State University of New York at Albany, 1980.

Ronald J. Hunady (1998). *Professor of Business and Director of the Master of Science in Organizational Leadership and Change*. B.S., Bowling State University, 1961; M.B.A., Bowling State University, 1964; Ph.D., Michigan State University. 1971.

Kathleen Kilbourne (1997). *Director of the MAPT Program*. A.B., Pfeiffer College, 1978; M.A., Appalachian State University, 1986.

Robert Spear (1999). *Professor of Accounting and Interim Dean of the School of Business and Director of the M.B.A. Program*. B.A., University of New Hampshire, 1967; M.B.A., College of William and Mary, 1974; Ph.D., Virginia Polytechnic Institute and State University, 1988.

Joel E. Vickers (1997). *Director of MBA/MHA Program, Chair of the Department of Health Administration and Professor of Health Administration*. A.B., University of North Carolina at Chapel Hill, 1960; M.P.H., University of North Carolina at Chapel Hill, 1973; Dr.P.H., University of North Carolina at Chapel Hill, 1980.

Susan B. Wilkie (2006). *Director of Marriage and Family Therapy, Associate Professor, and AAMFT Approved Supervisor*. B.S., University of Maryland, 1972; M.A., University of Alabama at Birmingham, 1975; M.Ed., University of New Orleans, 1991; Ph.D., University of New Orleans, 1994.

Support Services

Jonathan Beam (2002). *Director of Graduate Admissions*. B.A., University of North Carolina at Chapel Hill, 1995.

Jeri L. Brentlinger (2010), *Part-Time Evening Librarian*. B.A., University of Tennessee, 1991; M.L.I.S., University of South Carolina, Columbia, 1994.

Christie Collier (2007). *Financial Aid Counselor*. B.A., University of Tennessee at Knoxville, 2000.

Linda Dailey (2007). *Admissions Assistant and Receptionist*. A.A.S., Erie Community College, 1993.

Faith Drew (2009). *Clinical Director of Pfeiffer Institute for Marriage and Family Therapy*. B.A., Arizona State University, 2000; M.M.F.T. Abilene Christian University, 2003; Ph.D. Texas Tech University, 2008.

Theresa Frady (2008). *Evening Librarian*. B.A.,
UNC Charlotte, 1987, M.L.I.S., UNC Greensboro
1999.

Rick Kivior (2006). *Associate Registrar*.
B.A., University of North Carolina at
Chapel Hill, 1996; M.S., Clemson University,
1999.

Deborah May (2010). *Administrative Assistant for the
Dept of Marriage and Family Therapy*. A.A., Florida
Junior College, 1983; B.S., University of Richmond,
1998.

Ramanda Medlin (2003). *Charlotte Business Office
Associate*. B.S., Pfeiffer University, 2002.
M.B.A./M.S.L., Pfeiffer University, 2007.

PFEIFFER UNIVERSITY AT THE TRIANGLE

Bradford R. Frazier (2007). *Director of the Triangle
Campus*. A.B., Pfeiffer College, 1992; M.B.A.,
Pfeiffer University, 2004.

132/Trustees

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	Chair, Faculty Senate

THE HISTORY OF PFEIFFER

Pfeiffer University originated from one of at least 15 home-schools founded by Miss Emily C. Prudden between c. 1885 and 1909. The seventh-generation descendant of Peter Prudden- a pioneer Congregational minister in Connecticut — Miss Prudden spent 30 years opening educational opportunities to young people in remote regions of the Carolinas. Having once placed a home-school in operation, it was her practice to deed its care to a church mission society, before moving to a new area in order to initiate another project.

Pfeiffer developed from the Oberlin Home and School, reportedly named in memory of John Oberlin, whose service as a minister and social pioneer in the rural valleys of Alsace, France, inspired Miss Prudden's own interests. The Oberlin Home and School began at Lick Mountain, near Hudson in Caldwell County, North Carolina. In 1903, the Women's Home Missionary Society of the Methodist Episcopal Church agreed to assume responsibility for the Oberlin property. Following the transfer of 37 acres and 2 buildings on June 8, 1903, the Oberlin school was renamed the Ebenezer Mitchell Home and School, in memory of the stepson of Mrs. Mary A. Mitchell of Dayton, Ohio, whose generosity facilitated completion of improvements to the property.

A fire on January 14, 1908, led to the relocating of the Mitchell Home and School. The structure housing faculty and students was destroyed and the school moved to temporary quarters in nearby Lenoir. These quarters soon proved inadequate.

The Mitchell Home and School then moved to Misenheimer in February 1910, with the acquisition of the present property. A new and spacious building was erected. In 1913, high school diplomas were issued.

Another fire in 1914 severely damaged the main school building in Misenheimer, again requiring reconstruction and adjustments to the academic program. A men's dormitory withstood destruction.

A junior college curriculum was added in 1928. In 1934, the N.C. State Department of Public Instruction granted accreditation to Mitchell Junior College. The introduction of elementary studies by county schools permitted the school to eliminate lower grades and to direct its efforts towards collegiate level work.

Pfeiffer Junior College commenced its 1935-1936 academic year named in honor of Henry and Annie Merner Pfeiffer of New York City, whose philanthropy prompted the construction of 4 brick buildings and the President's Home in 1935. The renaming of the college eliminated a problem of identification with Mitchell College, a junior college for women in Statesville.

In 1942, both the Southern Association of Colleges and Secondary Schools and the University Senate of the Methodist Church accredited Pfeiffer as a junior college.

In 1954, encouraged by a bequest from Mr. G. A. Pfeiffer, brother of Mr. Henry Pfeiffer, the College broadened its program to include senior college work. Matching a grant of \$750,000 from the Gustavus and Louise Pfeiffer Research Foundation, the College in 1956 added more than \$1,500,000 in assets. Since that time it expanded dramatically in enrollment and in facilities. The Southern Association of Colleges and Schools accredited the four-year program in 1960.

Following a two-year study, the Western North Carolina Conference of The United Methodist Church voted in 1961 to sponsor Pfeiffer College and to extend financial support in a cooperative arrangement with the Women's Division of Christian Service.

Supported by church agencies, foundations, public-spirited business firms, alumni, individuals, and devoted service on the part of the faculty, staff, and trustees, Pfeiffer has continually grown in academic excellence, developing new programs to meet the needs of its students and emphasizing the ideals of Christian service.

The Charlotte Campus opened in 1977 with undergraduate classes for Criminal Justice. The first graduate program began in 1985 with an MBA curriculum, followed by a Master in Christian Education in 1989 and a dual MBA/MHA degree in 1993. The Charlotte operation occupied several locations as its enrollments mounted. An Adult Studies Program was implemented at Charlotte in Fall 1995.

To address the institution's expansion and graduate-level involvements as well include a growing population of international and non-traditional students, the Board of Trustees at its Spring 1996 meeting voted to reorganize Pfeiffer's academic structure towards University status -- effective May 15, 1996.

In addition, in 1999 Pfeiffer initiated course offerings in Locust, the fastest growing community in Stanly County, to accommodate the educational demands of an expanding community neighboring Mecklenburg County. Continuing Pfeiffer's efforts to provide flexible and affordable graduate programs, the MBA program also began offering courses via the Internet. A campus was established in the Research Triangle Park in 2004.

The leadership of Pfeiffer University began with its founder, Emily C. Prudden. A succession of administrative heads, called superintendents, followed.

Pfeiffer History/135

Those to fill the Office of the President since Pfeiffer first became a junior college have been the following:

W. S. Sharp	1933-1943
G. G. Starr (Acting President).....	1943-1944
C. M. Waggoner.....	1944-1953
J. Lem Stokes, II, President Emeritus	1953-1968
John O. Gross (Interim President).....	1968-1969
Jack J. Early.....	1969-1971
D. Dillon Holt (Acting President).....	1971
Douglas Reid Sasser.....	1971-1978
John G. Hasloop (Acting President).....	1978
Cameron West, President Emeritus.....	1978-1988
Zane E. Eargle, President Emeritus.....	1988-1998
Charles M. Ambrose.....	1998-2010
David J. McCluham (Interim President).....	2010-

136/Index

Academic Advising	72
Academic Assessment	17-18
Academic Calendar	139-141
Academic Eligibility	31, 72
Academic Honors	37
Academic Policies and Procedures, Graduate	70-74
Academic Policies and Procedures, Undergraduate	25-33
Academic Probation	32, 72
Academic Suspension	32, 72
Academic Warning	32
Accounting	55-56
Adding a Course	30, 73
Administration and Staff	126-131
Admissions Procedures	7-8
Adult Studies	35-67
Advising	72
Age Discrimination Act	2
Alpha Phi Sigma	37
Americans with Disabilities Act	2
AP	26-27
Appeals	15, 30, 74
Application for Degree	31, 73
Art	56
Articulation with NC Community Colleges ...	25-26
Assessment, Academic	17-18
Attendance Policy, Graduate	73-74
Attendance Policy, Undergraduate	29
Audit	10, 29, 30-31
Auditing a Course	10, 29, 30-31
Board of Trustees	132-133
Bookstore	18
Bookstore Policies	14
Business Administration	38-40
Business Administration, Master of	75-79
Business Office Hours	14
Business Office Policies	10-14
Calendar	139-141
Campus, Charlotte	4
Campus Visits	8
Career Services	18
Catalog, Change of	28, 71
Certificate in Health Administration	45
Certificate in Health Services Administration ...	80
Challenge Exams, Undergraduate	10, 28
Change of Catalog	28, 71
Charlotte Area Educational Consortium	32
Checks, Returned	14
Chemistry	57
Class Standing	28
CLEP	27-28
Commencement	31
Computer Competency Requirement	35-36
Conduct Statement, Student	19
Corerequisites	34
Correspondence Credit	10, 11
Costs	10-11
Course Load	30, 72
Course Numbering System	34
Course Substitutions	31, 71
Courses Offered	38-67, 75-120
Credit Balances	11
Credit by Examination	10, 26-28
Criminal Justice	41-43
Cross-Registration	33
Dean's List	37
Degree, Application for	31, 73
Degree Requirements ...	35-36, 75-76, 79-80, 81-82, 82-84, 86-87, 88-89, 92-93, 97-99, 105-108, 109-111, 111-114
Degrees Offered	34, 75, 79, 81, 82, 86, 87, 88, 92, 97, 105, 109, 111
Directed Study	31, 34
Disabilities, Learning	18
Disabled Student Services	18
Dropping a Course	30, 73
Dual Undergraduate/Graduate Enrollment	33
Economics	57
Elementary Education	105-120
Eligibility, Academic	31, 72
English	58-59
English Proficiency	35
Enrollment Status	25
Equal Opportunity	2
Exchange Visitors	2
Expenses	10-11
Faculty	121-125
Family Educational Rights and Privacy Act	20-21
Fees	10-11
Financial Aid	15-16
Financial Policies	10-14
Foreign Students	2, 7
Full-Time Students	10, 25
General Education Requirements	35
Geography	59
GPA, How to Calculate	28-29
Grade Appeal	30, 74
Grade Point Average	28-29
Grading Codes	29, 71-72
Grading System	29, 71-72
Graduate Admission	8
Graduate Computer Requirements	9
Graduate Programs	69-120
Graduation Requirement	See "Requirements for Graduation"
Graduation with Honors	37
Handicapped	2
Health Administration	82-85
Health Administration, Certificate in	45
Health Administration	44-47
Health Services Administration, Certificate in ..	80
History	59-60
History, Pfeiffer University	134-135
Honor Code	19
Honorary Organizations	37
Honors, Graduation with	37
How to Calculate GPA	28-29
Human Services	59
Incompletes	29, 72
Independent Study	31, 34
Interdisciplinary Major	48
International Baccalaureate	26
International Students	2, 7
Internet Access	9
Languages, Foreign	66
Late Payment	10, 11
Late Registration	10, 11, 30

Law Enforcement, Spanish Lang.	54-55
Learning Disabilities	18
Leadership and Organizational Change, Master of Science in	88-91
Liberal Arts	48
Library Access	21
Loans	15
Locations	4
Majors Defined	34
Majors Offered	34, 75, 79, 81, 82, 86, 87, 88, 92, 97, 105, 109, 111
Management Information Systems	51-53
MAPT	97-104
Master of Arts in Practical Theology	97-104
Marriage & Family Therapy,	92-97
Master of Arts in	
Master of Arts in Marriage & Family	92-97
Therapy	
Master of Arts in Teaching	
Elementary Education	105-108
Master of Arts in Teaching	
Special Education	109-111
Master of Business Administration	75-79
Master of Business Administration/ Healthcare	79-80
Master of Business Administration/ Leadership and Organizational Change	81-82
Master of Health Administration	82-85
Master of Science in Elementary Education	111-120
Master of Science in Leadership and Organiza- tional Change	88-91
Master of Science in Leadership and Organiza- tional Change with Specialization in International Management	89
MAT-EE	105-108
MAT-SPED	109-111
Mathematics	60
MBA	75-79
MBA/MHA	79-80
MBA/MSL	81-82
MHA	82-85
MHA/MSL	86-87
Medical Withdrawal	30
Mission Statement	3
MMFT	92-97
MSEE	111-120
MSL	88-91
Music	61
Non-Degree Students	10, 25, 72, 75, 80, 81, 83, 85, 86, 98, 106, 114
Non-Discrimination Statements	2
North Carolina Community College Articulation	25-26
On-line Courses	9, 10, 25, 71
Oral Communication	51
Organizational Communication	51-54
Part-Time Students	10, 25
Payment, Late	10, 11
Payment of Fees	10-14
Pfeiffer Graduate Entrance Assessment	72, 75, 79, 81, 82, 86, 88
PGEA	72, 75, 79, 81, 82, 86, 88
Phi Delta Sigma	37
Philosophy	61-62
Philosophy of Pfeiffer University	3
Physics	62
Political Science	62-63
Practical Theology, Master of Arts	97-104
Prerequisites	34, 76, 80, 81, 82, 87
Probation, Academic	32, 72
Psychology	63-64
Readmission	7, 72
Records, Policy on	20-21
Refunds	11-13
Registration	30, 33, 73
Repeat Policy	29-30, 73
Requirements for Graduation ..	35-36, 75-76, 79- 80, 81-82, 82-84, 86-87, 88-89, 92-93, 97-99, 105-108, 109-111, 111-114
Residence Requirement	28
Returned Checks	14
Scholastic Awards	37
Section 504	2
Semester Hour Defined	25
Social Security	15
Sociology	66
Spanish	65-66
Spanish Language for Law Enforcement ..	54-55
Special Education, MAT	109-111
Special Topics	34
Speech	51
Student Conduct Statement	19
Student Services	18-19
Study Abroad	11, 32, 79, 82
Study-Travel Tours	11, 32, 79, 82
Substitutions, Course	31, 71
Summer Session Charges	12
Suspension, Academic	31-32, 72
Teaching, Master of Arts in Elementary Education	105-108
Teaching, Master of Arts in Special Education	109-111
Theatre	66
Title IX	2
Title VI	2
Transcripts	10, 11, 13
Transfer Students	7, 25, 28, 35, 71, 97-98, 106, 113
Travel-Study	11, 32, 79, 82
Trustees	132-133
Tuition and Fees	10-11
Undergraduate Admissions	7-8
Undergraduate Challenge Exams	10, 28
Undergraduate Program	25-67
University Studies	67
Unpaid Accounts	13
Veterans, Assistance for	16
Veterans Benefits	16
Visits, Campus	8
Vocational Rehabilitation	2
W Grades	29, 30, 72
Warning, Academic	32
Who's Who	37
Withdrawal for Military Call-Up	30, 74
Withdrawal from Pfeiffer	30, 74
Withdrawal from Courses	29, 30, 74

2010-2011 ACADEMIC CALENDAR

SCHOOL OF ADULT STUDIES

FALL SEMESTER 2010, SESSION I

Mon. & Tue.	August	23-24	C-07 and C-08 classes begin
Wednesday	August	25	All other classes begin
Tuesday	August	31	Last day to add a class
Tuesday	September	7	Last day to drop a class without academic record
Friday	September	10	Deadline for application for December graduation
Wednesday	October	6	Last day to withdraw from a class ('W' grade)
Tuesday	October	12	Last day of classes
Wed.-Tues.	October	13-19	Session I Exams
Monday	October	18	Grades Due, 10 a.m.

FALL SEMESTER 2010, SESSION II

Mon. & Tue.	October	18-19	C-07 and C-08 classes begin
Wednesday	October	20	All other classes begin
Tuesday	October	26	Last day to add a class
Tuesday	November	2	Last day to drop a class without academic record
Monday	November	15	Deadline for application for May graduation
Thurs.-Sun.	November	25-28	Thanksgiving Holiday
Thursday	December	3	Last day to withdraw from a class ('W' grade)
Thursday	December	9	Last Class
Mon.-Sat.	December	13-18	Session II Exams
Monday	December	20	Grades Due, 10 a.m.

SPRING SEMESTER 2011, SESSION I

Monday	January	17	C-07 and C-08 classes begin
Tuesday	January	18	All other classes begin
Monday	January	24	Last day to add a class
Monday	January	31	Last day to drop a class without academic record
Tuesday	February	1	Deadline for application for August graduation
Tuesday	March	1	Last day to withdraw from a class ('W' grade)
Monday	March	7	Last day of class
Tues.- Mon.	March	8-14	Session I Exams
Tuesday	March	15	Grades due, 10 a.m.

SPRING SEMESTER 2011, SESSION II

Mon. & Tue.	March	14-15	C-07 and C-08 classes begin
Wednesday	March	16	All other classes begin
Tuesday	March	22	Last day to add a class
Tuesday	March	29	Last day to drop a class without academic record
Tuesday	April	26	Last day to withdraw from a class ('W' grade)
Fri.-Sun.	April	22-24	Easter Break
Tuesday	May	3	Last day of class
Wed.-Tues.	May	4-10	Session II Exams
Tuesday	May	11	Grades Due, 10 a.m.

SUMMER SEMESTER 2011, 8 WEEK SESSION

Monday	May	16	C-07 and C-08 classes begin
Tuesday	May	17	All other classes begin
Monday	May	23	Last day to add a class
Monday	May	30	Memorial Day Holiday
Tuesday	May	31	Last day to drop without academic record
Thursday	June	24	Last day to withdraw from a Tues.- Thurs. class ('W' grade)
Thursday	June	30	Last class for Tues.-Thurs. class
Monday	July	4	July Fourth Holiday
Tues.-Thurs.	July	5-7	Exams for Tues.-Thurs. classes
Monday	July	11	Last Monday class
Monday	July	11	Grades due 10 a.m. for Tues-Thurs. classes
Monday	July	18	Exams for Monday classes
Wednesday	July	20	Grades due 10 a.m. for Monday classes

SUMMER SEMESTER 2011, FIRST SATURDAY SESSION

Saturday	May	14	Classes begin
Saturday	May	14	Last day to add a class
Saturday	May	21	Last day to drop without academic record
Saturday	June	4	Last day to withdraw from a class ("W" grade)
Saturday	June	11	Last Class
Saturday	June	18	Final Exams
Monday	June	20	Grades due, noon

SUMMER SEMESTER 2011, SECOND SATURDAY SESSION

Saturday	June	25	Classes begin
Saturday	June	25	Last day to add a class
Saturday	July	2	Last day to drop without academic record
Saturday	July	16	Last day to withdraw from a class ("W" grade)
Saturday	July	23	Last Class
Saturday	July	30	Final Exams
Monday	August	1	Grades due, noon

COMMENCEMENT

Saturday	August	13	Annual Commencement Exercises (Held at Misenheimer Campus for all locations) (Only for candidates who have completed all program requirements)
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NOTE: Students may not withdraw from classes during the last seven days of a semester.

2010-2011 ACADEMIC CALENDAR

SCHOOL OF GRADUATE STUDIES

FALL SEMESTER 2010

Wednesday	August	25	Classes begin
Tuesday	August	31	Last day to add a class
Tuesday	September	7	Last day to drop a class without academic record
Friday	September	10	Deadline for application for December graduation
Sat.-Sun.	October	16-24	Break Week
Monday	November	15	Deadline for application for May graduation
Wed.-Fri.	November	24-26	Thanksgiving Break
Thursday	December	2	Last day to withdraw from a class ('W' grade)
Thursday	December	9	Last day of classes
Mon.-Sat.	December	13-18	Exams
Monday	December	20	Grades due

SPRING SEMESTER 2011

Tuesday	January	18	Classes begin
Monday	January	24	Last day to add a class
Monday	January	31	Last day to drop a class without academic record
Tuesday	February	1	Deadline for application for August graduation
Sat.-Sun.	March	12-20	Break Week
Monday	May	2	Last day to withdraw from a class ('W' grade)
Monday	May	9	Last day of classes
Tues.-Mon.	May	10-16	Exams.
Wednesday	May	18	Grades Due, 10 am

GRADUATE SUMMER 2011 (ONCE A WEEK)

Monday	May	23	Classes begin
Monday	May	30	Memorial Day Holiday
Tuesday	May	31	Last day to add a class
Tuesday	June	7	Last day to drop a class without academic record
Thursday	July	4	July 4th Holiday
Monday	July	18	Last day to withdraw from a class ('W' grade)
Monday	July	25	Last day of class
Tues.-Mon.	Jul.-Aug.	26-1	Exams
Friday	August	5	Grades Due at 10 am

COMMENCEMENT

Saturday August 13 Annual Commencement Exercises
(Held at Misenheimer Campus for all locations)
(Only for candidates who have
completed all program requirements)

NOTE: Students may not withdraw from classes during the last seven days of a semester.

NOTE: The School of Religion (MCE Program) follows the Graduate Calendar start and stop dates, BUT follows the Misenheimer Calendar for breaks. The School of Education follows the Misenheimer Calendar.

Misenheimer Fall Break	Sat.-Sun.	October	9-17
Misenheimer Spring Break	Sat.-Sun.	March	5-13

