

Pfeiffer
UNIVERSITY



CATALOG

2010-2011

THE UNDERGRADUATE COLLEGE

48380 U.S. Hwy 52 N
Misenheimer, NC 28109
PHONE: 704-463-1360
FAX 704-463-1363
WEB SITE: www.pfeiffer.edu

Accredited by National Association of Schools of Music; North Carolina State Board of Education; National Council for Accreditation of Teacher Education. 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 Pfeiffer's 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.

TABLE OF CONTENTS

The Pfeiffer University Catalog 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 University.

The largest section of the Catalog contains, in alphabetical order, all areas of study available at Pfeiffer University. It defines some terms commonly used at Pfeiffer and describes the programs which are offered, the requirements for each, and the student organizations 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.

| | |
|---|---------|
| NOTICE OF COMPLIANCE WITH FEDERAL LAW | 2 |
| FRANCISCENTER | 4 |
| VISION AND MISSION STATEMENTS | 5 |
| PFEIFFER FACTS | 6 |
| ADMISSIONS PROCEDURES | 7-9 |
| COSTS AND FINANCIAL POLICIES | 10-14 |
| FINANCIAL AID | 15-18 |
| ACADEMIC ASSESSMENT | 18-19 |
| ACADEMIC POLICIES | 20-29 |
| ACADEMIC PROGRAM | 30-34 |
| CULTURAL PROGRAM | 34-35 |
| INTERNATIONAL TRAVEL PROGRAM | 36 |
| COURSES OF STUDY | 37-176 |
| ACADEMIC HONORS | 177-178 |
| LEARNING CENTER | 178-179 |
| COUNSELING, CAREER, AND VOLUNTEER SERVICES | 179-180 |
| STUDENT SERVICES | 180 |
| STUDENT ORGANIZATIONS | 181-183 |
| CAMPUS MINISTRIES | 184 |
| ATHLETICS | 184-185 |
| PFEIFFER CAMPUS AT MISENHEIMER | 185-188 |
| ENDOWED PROFESSORSHIPS, LECTURESHIPS, FUNDS, AND SCHOLARSHIPS | 188-193 |
| HISTORY OF PFEIFFER UNIVERSITY | 194-195 |
| FACULTY | 196-202 |
| ADMINISTRATION | 203-208 |
| BOARD OF TRUSTEES | 209-210 |
| INDEX | 211-213 |
| ACADEMIC CALENDAR | 214-215 |

THE FRANCIS CENTER FOR SERVANT LEADERSHIP

The Francis Center for Servant Leadership is critical to the realization of Pfeiffer's Vision and Mission. The Center seeks to infuse servant leadership experiences, which include engaged learning, volunteerism, and co-curricular experiences, throughout the fabric of University life by:

1. Assisting faculty with the incorporation of engaged learning techniques in their classes;
2. Developing community partnerships which support internships and community-based learning and research;
3. Facilitating campus-wide servant leadership initiatives such as the Campus Week of Dialogue, Hunger and Homelessness Week, and Servant Leadership Week;
4. Providing training and mentoring for Francis Servant Leadership Scholars and the Bonner/AmeriCorps leaders;
5. Coordinating sustained campus-outreach programs such as community tutoring; and
6. Coordinating campus-wide servant leadership efforts through the work of the Servant Leadership Council, which is led by the Director of the Francis Center for Servant Leadership.

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.

6/Pfeiffer Facts

PFEIFFER FACTS

Enrollment: 1281 Women, 734 Men, 2015 Total for all campuses (Fall 2009).

Full-Time Teaching Faculty: 73 (56 hold terminal or first professional degree).

Full-Time Student-Full-Time Faculty Ratio: 23 to 1.

Undergraduate Programs of Study: Accounting, Art, Biology, Business Administration, Chemistry, Christian Education, Christian Missions, Communication, Comprehensive Science Education, Computer Information Systems, Criminal Justice, Elementary Education, Engineering Studies, English, Environmental Science, Exercise Science, Health and Physical Education, History, Human Services, International Business, Mathematics, Mathematics-Computer Information Systems, Missions, Music, Nursing, Political Science, Pre-Law, Pre-Medicine, Psychology, Religion, Secondary Education (licensure), Social Studies, Special Education, Sports Management, Youth Ministries.

Annual Undergraduate Costs: Tuition \$20,182; Room and Board \$8,266; Medical Insurance premium \$612. (See page 9 for more information)

Financial Aid: More than 90% of students receive some form or forms of aid.

Intercollegiate Sports (Women): Basketball, Cross Country, Cycling, Golf, Lacrosse, Soccer, Softball, Swimming, Tennis, Volleyball.

Intercollegiate Sports (Men): Baseball, Basketball, Cross Country, Cycling, Golf, Lacrosse, Soccer, Swimming, Tennis, Volleyball.

THE VILLAGE CHURCH OF PFEIFFER UNIVERSITY

The Village Church of Pfeiffer University is the faith community at Pfeiffer. Organized as a chartered congregation of The United Methodist Church, it is one expression of our institutional mission "to be recognized as the model church related university." Everyone who is a part of Pfeiffer is a part of the parish and invited to participate in its ministries. Full members recognize the Village Church as their home congregation. Affiliate and associate members retain membership in their home congregation and hold dual membership in the Village Church. Our ministries include: The Village Church Council, our governing body; the Peer Ministries Leadership Team that has oversight of our many student led small group studies and ministries, Peer Chaplains and Sports Chaplains that provide peer chaplaincy support to our students; hands-on domestic and foreign mission opportunities, and pastoral care and support. During the academic year worship is conducted weekly on Wednesdays at 10AM and Sundays at 6PM.

For more information click on The Village Church link on www.pfeiffer.edu.

OPEN DOOR TRADITION

The open door is a long-standing tradition at Pfeiffer University. The President, the Deans, and other 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.

ADMISSIONS PROCEDURES

UNDERGRADUATE ADMISSIONS

Pfeiffer University offers admission to undergraduate students in six categories:

- (1) **Freshman applicants** are those who have completed high school and received a diploma.
- (2) **Transfers** are those who have completed high school and attended another regionally accredited institution of higher learning.
- (3) **Early admission students** must have completed the junior year in high school.
- (4) **Non-degree students** are those who wish to take courses without seeking a degree from Pfeiffer University.
- (5) **Readmitted students** are those who have withdrawn from Pfeiffer University and wish to return.
- (6) **International applicants** are those who are academically qualified and are not citizens or permanent residents of the United States.

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 Misenheimer should obtain an application form by writing:

| | |
|--|--|
| The Office of Admissions and Financial Aid | on-line application |
| Pfeiffer University | www.pfeiffer.edu |
| P. O. Box 960 | |
| Misenheimer, NC 28109 | |

or by calling: 1-800-338-2060 or 704-463-3060 or e-mailing: admissions@pfeiffer.edu.

Instructions for Freshman Applicants:

1. Submit the completed application form with a \$35 (non-refundable) application fee.
2. Have a high school transcript sent directly from the high school to the Office of Admissions.
3. Have scores from either the Scholastic Assessment Test (SAT) **or** scores from the American College Testing (ACT) Program sent directly to the Office of Admissions.

Admission to Pfeiffer is selective. Three primary criteria are considered: high school record, SAT or ACT scores, and class rank, if available. Activities are also considered, particularly in service and volunteer areas. Interviews may be required in certain cases.

Requirements of applicants:

| | |
|------------------|-----------------------------------|
| English | 4 units |
| Math | 3 units (including Algebra) |
| Science | 2 units (including 1 lab science) |
| Social Studies | 2 units |
| Foreign Language | 2 units strongly recommended |

Instructions for Transfer Applicants who have attended another college:

1. Submit a completed application form with a \$35 (non-refundable) application fee.
2. Have an official transcript from **each** college attended sent directly to the Office of Admissions.
3. Applicants with fewer than 24 semester hours of transferable work should also submit an official high school transcript and SAT or ACT scores.

Transfer applicants should be eligible for readmission to, or should have graduated from, the last college 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 Early Admission Applicants: Follow the procedure previously described for freshman applicants and, in addition, should have at least 1 letter of recommendation from a high school counselor or principal sent directly to the Office of Admissions. In order to be considered for early admission, applicants

8/Admissions

should have a superior high school record through the junior year. Students who enter Pfeiffer under early admission do not receive a high school diploma in the State of North Carolina.

Instructions for Non-Degree Applicants:

Submit a completed application with a \$35.00 (non-refundable) application fee.

Instructions for Applicants for Readmission:

1. Submit a completed application with a \$35.00 (non-refundable) application fee.
2. If applicable, have official transcripts from each college attended since withdrawing sent to the Office of Admissions.
3. Readmission is at the discretion of the University.

Instructions for International Applicants:

1. Submit a completed application with a \$35.00 (non-refundable) application fee.
2. Provide proof of English proficiency by submitting a TOEFL paper test score of 500 or above, TOEFL computer-based test score of 173 or above, or TOEFL internet-based test score of 61 or above. To discuss other forms of acceptable English proficiency, contact Steve Cumming, Associate VP for Enrollment Management at (704) 463-3057.
3. Have an official transcript (in English) from each school (high school and college or university) sent directly to the Office of Admissions.
4. Furnish an affidavit 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 Admissions Board acts on each application as soon as all necessary credentials arrive and informs the student of the decision as soon as possible. To accept an offer of admission and reserve a space in the entering class and/or the residence halls, students must submit an enrollment deposit. The deposit is credited to the student's account and is deducted from the first payment of charges at registration.

TECHNOLOGY 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 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.

DUAL ENROLLMENT PROGRAM

High school students may take courses at Pfeiffer University during their senior year in high school. Students who live within commuting distance of the Misenheimer campus may earn college credit which may be applied to a degree at Pfeiffer University or transferred to another college, while completing the normal requirements for high school graduation. Information is available from the Office of Admissions.

CAMPUS VISITS

All prospective students are encouraged to visit campus. Applicants should contact the Office of Admissions and Financial Aid as early as possible to arrange a visit. A campus visit gives prospective students the opportunity to see where they will be living and studying and a chance to meet faculty, staff, and students. The Office of Admissions and Financial Aid will arrange conferences with faculty and staff.

10/Costs and Financial Policies

COSTS AND FINANCIAL POLICIES

Pfeiffer's costs are competitive when compared with similar private institutions and the University distributes a large amount of student financial aid each year on the basis of both need and merit. The costs listed are the amount students and parents are expected to pay **before** financial aid is considered.

UNDERGRADUATE TUITION AND FEES: 2010-2011

| Full-Time Students | Per Semester | Per Year |
|---|--------------|-------------|
| Tuition (12 - 19 semester hours) | \$10,091.00 | \$20,182.00 |
| Room Rates | | |
| Double Occupancy | \$2,469.00 | \$4,938.00 |
| Private Room | \$3,015.00 | \$6,030.00 |
| James Center | \$3,015.00 | \$6,030.00 |
| New Hall | \$3,725.00 | \$7,450.00 |
| Board/Meal Plan (Required for all resident students) | | |
| Plan A (19 standard with 5 extra exchange meals) ... | \$1,664.00 | \$3,328.00 |
| Plan B (Carte Blanche with 4 exchange meals) | \$1,733.00 | \$3,466.00 |

Medical Insurance

| | |
|--|----------|
| US Citizen | \$477.00 |
| US Citizen - Spring Semester | TBD |
| International | \$477.00 |
| International - Spring Semester | TBD |
| Mandatory Student Accident Insurance | \$135.00 |

Proof of medical insurance coverage is required of all full time students. If proof of coverage is not provided on or before the beginning of the semester, the student will be required to purchase a policy. Premium rates are provided above. Specific information about the benefits of either policy may be requested from Student Health Services.

Technology Fees

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

Additional Tuition Charges and Fees

| | Per Semester Hour |
|---|-------------------|
| Part Time Tuition (Less than 12 semester hours) | \$460.00 |
| Overload Tuition (Over 19 semester hours) | \$460.00 |
| Audit Fee | \$75.00 |
| Challenge Exam Fee | \$235.00 |
| Private Music Lesson Fee | \$150.00 |

Other Fees and Charges

| | Fee Amount |
|--|------------|
| Advanced Tuition Deposit (new, readmits, transfer student) | \$150.00 |
| Advance Residence Hall Deposit (returning students) | \$100.00 |
| Application Fee | \$35.00 |
| Car Registration Parking Permit - per academic year | \$75.00 |
| EDUC 360 Lab Fee | \$25.00 |
| Late Registration Fee | \$100.00 |
| Late Registration for Institutional Assessment Exams | \$75.00 |
| Late Degree Application Fee | \$75.00 |
| Returned Check Fee - per check | \$25.00 |
| Student Activity Fee (implemented spring semester) | \$25.00 |
| Student Teaching Fee | \$150.00 |
| Transcripts | \$5.00 |
| Transcripts - Faxed | \$15.00 |
| Web-Based Electronic Portfolio Fee (Teacher Ed. 1 Time Fee)..... | \$130.00 |

Fees are non-refundable.

Costs and Financial Policies/11

Other charges may be assessed to the student throughout the semester. Examples of these would include library fines and parking tickets. A student may elect to change housing during a semester. In this case, the housing charges would be prorated.

Changes in the amounts disclosed in this catalog are not expected to change; however, Pfeiffer University reserves the right to make necessary adjustments in the defined rates at any time.

STUDENTS ENROLLED IN THE 3-2 PROGRAMS

Students who are accepted in a 3-2 Program will be charged tuition at the rate specified for Undergraduate tuition during their senior year. They will be charged tuition at the rate specified for the School of Graduate Studies for the fifth year of the program or any subsequent semesters.

PAYMENT OF TUITION, FEES, AND ROOM AND BOARD

Tuition, fees and all other institutional costs are due and payable on or before the beginning of each semester or summer session and before admission to a residence hall or classes. For the convenience of students and their families, Pfeiffer University 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.

UNDERGRADUATE 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 (ALL CLASSES) - 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. This policy pertains to all students who cease attendance in all classes, either through official withdrawal or without notification.

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

12/Costs and Financial Policies

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, room and board 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. Room and board plan charges are pro-rated using the number of weeks that have passed to the number of weeks in the semester.

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. The student withdrew in the third week of the semester. There are 16 weeks per semester. 3 weeks divided by 16 weeks =18.75%; therefore, 18.75% of the room and board fees would be earned and 81.25% of these charges would be credited back to the student account.

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 for tuition, fees, room or board 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 the deployment orders. Until the student has done both, special consideration will not be granted under this policy.

Costs and Financial Policies/13

The student's account will be credited with 100% of the tuition charges assessed for the semester in which the activation occurred. Room and board charges will be pro-rated based upon the withdrawal date. Any other charges, such as vehicle registration, parking fines, citations, etc. 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 non-refundable once the first class has met. Recipients of Title IV funds that withdraw from all classes will receive a refund in accordance with the Return of Title IV funds calculation.

REFUND POLICY FOR PARTIAL WITHDRAWAL - FULL TIME STUDENTS ONLY

If a student does not withdraw from all classes and is enrolled for 12 or more credit hours, this policy applies.

During the specified drop period, if the number of credit hours taken by the student falls below the minimum 12 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 the student does not withdraw from all classes and (s)he is a part - time student, this policy is applicable.

The tuition charges associated with classes that are dropped or withdrawn during the specified drop period will be prorated in accordance with the number of weeks attended.

Classes withdrawn after the drop period are assigned a grade (see Academic Policies/Dropping or Withdrawing from a Course). Once a grade is assigned, there will be no reduction to the tuition charges.

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 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.

14/Costs and Financial Policies

CHECK CASHING SERVICE

During regular business office hours, the Cashier's Office will cash checks up to \$50. The student must present proper identification (valid student ID and drivers license). This service is available to all Pfeiffer students, faculty, and staff.

Students are strongly encouraged to arrange for a personal checking account with a local banking institution.

Checks issued by Pfeiffer University and payable to the student for more than \$50.00 can be cashed at First Bank (Richfield Office) after endorsement by Pfeiffer University. Proper identification and endorsement will be required.

Checks payable to the student in an amount for more than \$50.00 and less than \$150.00 can also be cashed at First Bank (Richfield Office) after endorsement by Pfeiffer University. Proper identification and endorsement will be required. No endorsement will be provided for a third-party check in an amount greater than \$150.00.

Pfeiffer University reserves the right to refuse endorsement.

BUSINESS OFFICE HOURS

The Business Office is open from 8:00 a.m. until 5:00 p.m. Monday-Friday. The Business Office may be reached by dialing either 704-463-3019 or 1-800-338-2060.

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 made 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

GENERAL INFORMATION

Financial assistance at Pfeiffer University is available to students from three different sources. They are: Federal, State and Institutional. This funding breaks down into need-based financial assistance and merit-based assistance. In determining merit-based assistance, Pfeiffer looks at other criteria, such as academic, athletic, or artistic promise or achievement. Each year, Pfeiffer administers approximately \$13 million in assistance to over 90% of the student body.

APPLICATION PROCEDURE

1. Apply for admission to Pfeiffer University.
2. Complete the required Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1. When completing this form, be sure to authorize the release of the information to both Pfeiffer University and the agencies in your state. The FAFSA must be completed on-line at www.fafsa.ed.gov.
3. Financial aid decisions are made after a student has been offered admission and after FAFSA results are received. Financial aid packages are mailed to students when analysis results are finalized.
4. Financial Aid is disbursed at the beginning of each semester as credits against tuition first, and room and board costs second.
5. Students eligible for educational benefits through the Veterans Administration, the Social Security Administration or Vocational Rehabilitation should apply directly to these agencies and inform the Office of Financial Aid.
6. STUDENTS MUST REAPPLY EACH ACADEMIC YEAR FOR FINANCIAL AID.

TYPES OF FINANCIAL AID

Financial aid usually is awarded in a “package” or combination of different types of assistance from various sources. Scholarships, grants, long term loans, and employment are integral parts of the financial aid program and most packages include a combination of these forms.

Scholarships and grants are non-repayable gifts. Gift aid may be need-based as determined by the results of the Free Application for Federal Student Aid (FAFSA) or non-need-based. Possible sources include: Federal Pell Grant (need-based), Federal SEOG (need-based), North Carolina Legislative Tuition Grant (non need-based), North Carolina Contractual Scholarship (need-based), United Methodist Scholarships (need-based and non need-based), and Pfeiffer University Grants and Scholarships which may be need-based or non need-based.

Athletic Scholarships are awarded through the University's athletic staff in full compliance with published NCAA guidelines. Athletic scholarship contracts are renewable on an annual basis at the discretion of the Athletic Department and the Office of Financial Aid. All athletes receiving grants-in-aid are required to live on campus unless residing with parents or a guardian within a 60-mile radius of the University.

Loans available to Pfeiffer University students include Federal Perkins Loans, Federal Stafford Loans (subsidized and unsubsidized), Federal Parents' Loans for Undergraduate Students (PLUS), United Methodist Student Loans, and other loans from outside organizations, agencies, and individuals. First-time borrowers must complete entrance loan counseling before loans can be disbursed.

The Work Program administered by the Office of Financial Aid is the Federal Work Study Program.

ACADEMIC SCHOLARSHIPS

Pfeiffer University offers a series of academic scholarships and awards. **STUDENTS MUST MAINTAIN A “FULL TIME” ACADEMIC COURSE LOAD TO BE ELIGIBLE FOR THE ACADEMIC SCHOLARSHIP PROGRAMS.**

Honor Scholarships: Each year, scholarships ranging up to 100% of tuition are awarded by the Scholarship

16/Financial Aid

Committee to entering freshmen who have shown extraordinary academic achievement and outstanding leadership and character. Students qualifying for the required interviews are notified by the Office of Admissions and are, generally, in the top of their class, have high SAT scores, and have excellent grades in a competitive college preparatory program of study. Honor scholars must maintain a 3.0 cumulative average to retain their awards. Honor scholars are required to live on campus.

Presidential, University, and Legacy Scholarships: Prospective students with exemplary high school records and test scores are eligible for these awards. These are based on a combination of SAT scores and academic course grade averages. Honor Scholars are ineligible for these awards. Scholarships are renewable annually by meeting the specified GPA requirements.

New transfer students entering Pfeiffer University with more than 24 semester hours of transferable work are granted awards based on their entering cumulative average of previous college-level work. Awards are renewable annually based on maintaining the specified GPA.

Income earned from endowed scholarships may be used to provide funds for the above Pfeiffer University academic awards. These scholarships are awarded as named scholarships in accordance with the Office of Advancement and the stated preferences of the donor to underwrite the cost of Pfeiffer's programs. A complete listing of endowed scholarships is available through either the Offices of Advancement or Financial Aid.

Annual institutional financial aid awards including academic, athletic, and music scholarship are allocated equally over the Fall and Spring semesters. A full year award cannot be compressed into a single semester. There are certain limits on the amount of institutional aid students can receive. Please see the admissions office for details. Institutional awards apply to tuition only.

OTHER SPECIAL PROGRAMS

United Methodist Scholarships. Students who are members of United Methodist Churches and who are recommended by their ministers can receive a \$500 Methodist scholarship. These scholarships are renewable.

Study Abroad Policy. One of the goals of Pfeiffer University is to support all students in their educational efforts. The University encourages students to take advantage of every opportunity available to them during their time at Pfeiffer. One of the options available to students is study abroad. Students studying abroad may use any federal, state and outside monies up to the cost of attendance to assist with their plans to study abroad. Those students receiving institutional aid (Founders, Academic, or Athletic Scholarships etc.) may not use these funds during a study abroad semester unless that student is an International Business Major.

3-2 Programs. In a 3-2 program, the student is eligible for financial aid as an undergraduate for the first 4 years. During the 5th year, he/she will be considered a graduate student and will receive only that level of aid which consists of loans.

Time payment programs are available. More information is available from the Business Office.

FINANCIAL ASSISTANCE SATISFACTORY ACADEMIC PROGRESS GUIDELINES

The academic progress of financial aid recipients is reviewed at the end of each semester. To receive and maintain financial assistance from federal, state, or institutional sources, students must conform to the following standards of satisfactory academic progress:

1. Maintain at least the standards for academic eligibility outlined on page 27 of the Pfeiffer University Catalog. Certain scholarships and grants require a higher grade point average; this information is available from the Office of Financial Aid.

2. Financial aid is limited to the equivalent of 10 full-time semesters or five academic years of undergraduate study. Financial support beyond this point is at the discretion of the Vice President for Enrollment. For transfer students, this limitation is adjusted in accordance with the number of hours accepted in transfer. Undergraduates enrolled in their first degree program lose financial aid eligibility when total attempted credits exceed 180. Students enrolled in the non-degree Teacher Certification program may be eligible for federal aid for coursework required for certification.

Financial Aid/17

3. Full-time 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 25 allows a student to be eligible to receive financial aid (federal, state and institutional) for the next academic year.

4. In order for a student to continue receiving financial aid, the student must remain in good academic standing. This means students should maintain the GPA associated with the number of credit hours listed on page 27 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 27 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 page 27. 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 eight (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.

5. Any student readmitted after a period of suspension or dismissal will receive a probationary financial aid package for one semester and must receive a 2.0 GPA on at least 12 credit hours in order to receive aid in the next probationary semester. In this second probationary semester, the student must meet the cumulative GPA listed on page 27.

6. Part-time students must also meet the satisfactory progress requirements on page 27. If offered a probationary financial aid package, the student must complete at least 6 credits with "C" or better grades in order to retain eligibility for aid.

VETERANS' EDUCATIONAL ASSISTANCE BENEFITS

Pfeiffer University is pleased to welcome veterans to the educational opportunities available through our institution.

Most veterans who served on active duty for more than 180 days, any part of which occurred after January 31, 1955, are generally eligible for financial support. In order to determine eligibility for educational benefits, veterans should call their local Veteran's Administration Office. Individuals serving in the reserves or National Guard may also be eligible for benefits and should make inquiries with the educational liaison at their units. Children of deceased or totally disabled veterans who are 18-26 years of age may be eligible for financial aid if death or disability of the parent was the result of service in the armed forces. Local Veteran Administration Offices can supply complete details.

Students eligible for educational benefits from the Veteran's Administration must file a statement of educational plans with the Veteran's Service Officer (VSO) each academic year. The VSO is here to help veterans, dependents, and service personnel receive the most efficient service in applying for their educational benefits. The VSO is not a part of the department of Veteran's Administration and the staff is not employed by the VA. Their responsibility is to provide support in applying for benefits, clarifying regulations, and certifying enrollment.

On occasion, a course or a program of study may not be approved for Veteran's Educational Assistance; students anticipating benefits are urged to confer with the VSO prior to registering in order to determine eligibility. Veteran's Administration regulations limit payment for only those courses that are required for the declared major. Any change in your enrollment status must be reported to the VSO.

18/Academic Assessment

OTHER INFORMATION

The Financial Aid Office is open 9:30 a.m. to 6:00 p.m., Monday through Friday. At the beginning of each term this office is open for extended hours as posted.

For information about these and other special programs or further clarification on costs, calculating need, or eligibility for financial aid, contact:

The Office of Financial Aid
Pfeiffer University
Misenheimer, NC 28109
704-463-3044 or
1-800-338-2060.

ACADEMIC ASSESSMENT

The following assessment measures will be administered on an annual basis to determine the effectiveness of the University's academic program:

A. Pfeiffer Admission Criteria

The following information will be supplied to the advisors of newly entering students (freshmen and transfers). The Pfeiffer Admission Criteria (PAC) 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 PAC 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

B. Standardized Tests (norm referenced)/Assessments

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. Praxis II exams serve as the major field exams for the Elementary Education and Special Education programs.

C. Surveys

Surveys are used to collect information relating to institutional effectiveness.

1. Faculty Self-Evaluations

Academic Assessment/19

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

5. Survey of Graduates and Employers of Graduates

On a periodic basis graduates of Pfeiffer are asked to complete surveys that 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. The University also periodically surveys employers of Pfeiffer graduates. Employers can furnish a unique perspective on institutional effectiveness.

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.

D. Academic Program Assessment of Students

The evaluation measures discussed in sections A through C above are used for advising purposes. In addition to these campus-wide 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.

20/Undergraduate Program

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 at 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 at Pfeiffer University, are classified as part-time students. Students enrolled for Cultural units only are also considered 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. High school students enrolled in time-release or summer programs are non-degree students. These students are not enrolled in a degree program or else have previously completed a four-year degree.

ON-LINE COURSES

Students who have met the conditions for admission are eligible to take on-line courses offered by the Undergraduate College with the permission of their advisor. Students who take on-line courses are required to have the computer hardware and software needed to access the course information. The grading standards and all other academic policies 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. The academic Department Chairs 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

Academic Policies/21

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.

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. Department Chairs reserve the right to verify test results. The following table outlines the credit acceptance; contact the Registrar's Office for specific course equivalency,

| <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 |

22/Undergraduate Program

LANGUAGES

| | | |
|----------------------------------|---------|----|
| French/Spanish/German Literature | 3, 4, 5 | 6 |
| 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. Department Chairs reserve the right to verify test results. The following table outlines the credit acceptance; contact the Registrar's Office for specific course equivalence.

CLEP EXAMINATION **Required Score +** **Semester Hours Awarded**

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 |

Academic Policies/23

| CLEP EXAMINATION BUSINESS | Required Score + | Semester Hours Awarded |
|---|------------------|------------------------|
| 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, the Department Chair, the Dean of the School, and either the Vice President for Academic Affairs 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 (excluding activity courses) 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 and 1/2 of the semester hours required in any minor. 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 2 or more semesters 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: Quality Pts. Per Semester Hr.: | A | A- | B+ | B | B- | C+ | C | C- | D | F | WF | I |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Honors Course: | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.0 | 0.0 | 0.0 | 0.0 |
| (if project complete) | 5.0 | 4.7 | 4.3 | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 1.0 | 0.0 | 0.0 | 0.0 |

The GPA is used for such matters as determining academic eligibility, eligibility for the Teacher Education Program, 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.

Activity classes are graded on a pass/not pass basis and are not calculated in the GPA.

24/Undergraduate Program

In addition to all other requirements, a student must have earned a cumulative average in his/her academic program of at least 2.000 to be eligible to graduate from Pfeiffer University.

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.

SAMPLE

| COURSE | HOURS ATTEMPTED | HOURS EARNED | GRADE | QUALITY POINTS |
|---------------|--------------------|-----------------|-------|-------------------|
| Course A | 4 | 4 | B+ | 13.2 |
| Course B | 3 | 3 | C- | 5.1 |
| Course C | (3)* | — | W* | — |
| Course D++ | 1++ | 1++ | P | —++ |
| Course E | 3 | 0 | WF | 0.0 |
| Course F | 2 | 2 | A- | 7.4 |
| TOTALS | 13++ | 10++ | | 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.
 ++ Activity classes are graded on a Pass/Not Pass basis.
 They are not calculated in the GPA.

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 3 times a week (MWF) 10 absences

Classes meeting 2 times a week (T TH) 7 absences

Classes meeting 1 time a week 3 absences

Within these limitations instructors determine attendance policies for their classes, with the approval of the Program Chair, Dean of the School, and the Vice President for Academic Affairs.

GRADING NOTATIONS

- A = Excellent
- B = Good
- C = Average
- D = Below Average
- F = Failure
- W = Withdrew
- 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
- EC = Educational Credit (1)
- ED = Educational Credit (2)
- WS = Workshop Credit
- P = Pass (Activities only)
- NP = Not Pass (Activities only)
- S = Satisfactory
- I = Incomplete
- R = Repeat
- H = Honors
- AU = Audit

"D" GRADES AND INCOMPLETES

A "D" may **not** be used to satisfy requirements of a major or minor. However, a "D" may be used to satisfy General Education requirements and all other requirements for graduation. An "I" (incomplete) may be given

Academic Policies/25

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. 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 21 calendar days of a regular semester 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, the Dean of the School, and the Vice President for Academic Affairs give their approval. **Withdrawal without notifying the Registrar results in a grade of "F"**. Students may not drop a course during the last 28 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 21 calendar days of a regular semester 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 Registrar. 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.

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 withdraw from classes during the final 28 days 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 file 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 semester.

26/Undergraduate Program

COURSELOAD

1. Students may take up to but not over 22 semester hours during any given semester (including activities);
2. Students must have a 2.5 cumulative GPA to register for more than 18 hours; and
3. All students will be charged the full semester hour charge per each non-activity hour taken exceeding 19 SH.

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 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 and minors may be made with the written approval of the appropriate Dean of the School.

INDEPENDENT AND DIRECTED STUDY

Both Independent and Directed Studies require:

1. The completion of a study prospectus before December 1 for a study to be taken during the spring semester and before May 1 for a study to be taken during the summer session or the fall semester. (Consult the official academic calendar for exact deadline dates each year.)
2. Approval of the prospectus by a designated faculty panel.
3. Registration.
4. A panel review of completed work.

Forms are available in the Registrar's Office.

Introductory courses, activity courses, and courses offered every semester may not be taken as a Directed Study except by special permission of the Dean of the School. Minimum student contact with the instructor for both Directed and Independent Studies normally should be 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.

DOUBLE DEGREE OPTION

Students holding a B.A. or B.S. degree from Pfeiffer or another accredited college may earn a second degree by completing the requirements for that degree, including earning at least 1/2 of the hours for the major and meeting the residence requirement at Pfeiffer. Students completing a double major, 1 in a B.A. degree and 1 in a B.S. degree, will be awarded both degrees.

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.

Academic Policies/27

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 practice and commencement is required of all graduates unless excused by the VP for Academic Affairs.

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) and the scale which follows. Students may have Regular Status, Warning Status, or Probation Status; they may also be suspended or dismissed.

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/mentors 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 |

28/Undergraduate Program

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. Pfeiffer University has an exchange agreement with the Universidad de Jaén in Spain. 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. Contact the Learning Center for additional information.

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 Dean 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; or MAT). An official degree audit from the Registrar must accompany the Special Request. The Dean 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.

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 maintained electronically. 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

Academic Policies/29

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.

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 |

30/Undergraduate Program

UNDERGRADUATE ACADEMIC PROGRAM

Majors and/or minors are listed and described along with the courses in each area. Interdisciplinary majors and majors offered in cooperation with other institutions are described at the end of the section. 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 non-activity credit hours. Exceptions are permitted in majors where teacher licensure is included as a part of the major program. All major courses must be passed with a grade of C- or higher.

Minor: A minor is a short sequence of courses taken in an academic area which complements a student's major and provides a second field of in-depth study. Each minor specifies a minimum number of hours to be earned and the courses required. All courses in a minor must be passed with a grade of C- or higher.

Concentration: A concentration is a required part of some academic majors. Concentrations allow students to specialize within the major from one or more options. Optional concentrations are available only in addition to completion of the related major. All courses in a concentration must be passed with a grade of C- or higher.

The following is a list of the majors available at Pfeiffer University and the page on which the description of the major begins.

| Major | Page |
|--|------|
| In Business: | |
| Accounting | 37 |
| Business Administration (with concentrations in) | 49 |
| Business Economics | |
| Finance | |
| Human Resources Management | |
| Management | |
| Management Information Systems | |
| Marketing | |
| Computer Information Systems | 67 |
| International Business | 116 |
| Sports Management | 160 |
| In Education: | |
| Comprehensive Science Education | 66 |
| Elementary Education | 80 |
| English Education | 93 |
| Music Education | 128 |
| Health and Physical Education | 105 |
| Secondary Education (licensure; not a major) | 83 |
| Social Studies | 110 |
| Special Education | 81 |
| In the Fine Arts: | |
| Music | 125 |
| Studio Art..... | 40 |
| In Humanities: | |
| Communication (with concentrations in) | 60 |
| Journalism | |
| Organizational Communication | |
| Communication Studies | |
| English | 92 |
| English: CreativeWriting | 93 |
| English Education | 93 |

Undergraduate Program/31

| | |
|---|-----|
| History | 109 |
| History Major: Social Studies Licensure Track | 110 |
| Political Science | 146 |
| Pre-Law | 149 |
| In Interdisciplinary Studies: | |
| Mathematics-Computer Information Systems | 121 |
| In the Natural and Health Sciences and Mathematics: | |
| Biology | 44 |
| Concentration in Biotechnology | |
| Concentration in Forensic Science | |
| Chemistry | 54 |
| Environmental Science | 97 |
| Exercise Science..... | 100 |
| Mathematics | 118 |
| Nursing | 138 |
| Pre-Medicine | 150 |
| In Religion: | |
| Christian Education | 56 |
| Christian Missions | 59 |
| Religion | 153 |
| Youth Ministries | 166 |
| In the Social and Behavioral Sciences: | |
| Criminal Justice | 73 |
| Human Services | 114 |
| Psychology | 150 |

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

- 100-199 Workshops, Activity Courses, and Applied Music Courses
- 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 299, 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 26.

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 26.

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 298, 398, 498, or 598, depending on the level. Courses of this type are taught as regular courses and are normally placed on the schedule.

32/Undergraduate Program

DEGREES OFFERED

Students may earn either the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree at Pfeiffer University.

The B.A. degree is awarded to students completing majors in:

| | |
|----------------------|-------------------|
| Christian Education | Pre-Law |
| Christian Missions | Psychology |
| Communication | Religion |
| Elementary Education | Social Studies |
| English | Special Education |
| History | Sports Management |
| Human Services | Studio Art |
| Music | Youth Ministries |
| Political Science | |

The B.S. degree is awarded to students completing majors in:

| | |
|---------------------------------|--|
| Accounting | Exercise Science |
| Biology | Health and Physical Education |
| Business Administration | International Business |
| Chemistry | Mathematics |
| Comprehensive Science Education | Mathematics-Computer Information Systems |
| Computer Information Systems | Nursing (B.S.N.) |
| Criminal Justice | Pre-Medical |
| Environmental Science | |

REQUIREMENTS FOR THE DEGREE (GRADUATION REQUIREMENTS)

See pages 20-29 for a complete description of Undergraduate Academic Policies. To earn a degree at Pfeiffer University, all students:

- I. Earn a total of 124 semester hours (120 non-activity hours and 4 activity hours) and 60 cultural units.
- II. Complete the following General Education program requirements: 47-53 SH (43-49 non-activity SH plus 4 activities)
 1. **Freshman Experience Seminar (3 SH)** Required of all students who enter Pfeiffer with fewer than 26 SH
 - UNIV 201 Pfeiffer Journey or UNIV 202H Pfeiffer Journey (Honors) or exemption
 2. **Writing (3-6 SH)**
 - ENGL 201, Introduction to College Writing (with a grade of 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 (WI) 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). A writing intensive course requires at least 15 pages of graded writing. At least one writing assignment must allow for guided student revisions of work. The evaluation of written assignments must make up at least 25% of the final grade in the course. Enrollments in writing intensive courses will be capped at 20. Writing intensive courses are identified in this catalog by a **WI** notation after the course title in the list of course offerings. Additional writing intensive courses may be taught each semester on a trial basis or in Special Topics. These additional courses will be designated by a WI notation on the semester course schedule.
 3. **Language and Literature (6 SH)**
 - Two electives, one of which must be a literature course (Foreign Language courses above the introductory level--300 level or above--may be substituted for one of these English electives.)
 4. **History/Political Science (6 SH)**
 - Two courses. If History is selected, a two-course sequence is recommended.
 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 ENGL do not satisfy the requirement. ART 201, 210, 211, 310, 312, 410, 510, 511 satisfy this requirement.
 6. **Natural Science (8 SH)**
 - A two-course sequence in a laboratory science:
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
EXSC 303-312 Anatomy & Physiology 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 (200 level or above) **or** Statistics for Psychology **or** Calculus for Business **or** Business Statistics.
 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). EDUC 322 will satisfy 3 SH of this requirement.
 9. **Religion (6 SH)**
 - Two courses from RELG, PHIL and CHED, one of which must be in RELG.
 10. **Activities (4 SH)**
 - Four courses. Any combination from the offerings designated as activities (100 level) in Physical Education, Music, Theatre, and Communication. Activities are on a pass/not pass basis. Students over 25 years of age at the time of admission to Pfeiffer and veterans with

34/Cultural Program

a year or more active duty are exempt from the activity credit. Varsity athletes may exempt a maximum of two (2) of the four (4) required activities courses; credit will be awarded for each year of varsity competition upon certification from the Athletic Director. Students who enroll at Pfeiffer University and then leave for *two consecutive semesters* shall be exempt from any remaining activity credits if that student is 25 or over at re-entry.

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. Earn 60 units in the Cultural Program. In this program students earn credit toward graduation by attending lectures, concerts and other University events. A complete description of the Cultural Program appears on pages 34-35.
- IV. 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.A student who has not completed the University Computer Competency requirement must enroll in COMP 360 or another departmentally-approved course 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. In the capstone course required in each major, students must demonstrate computer competencies necessary for the major.
- V. Complete a major. A list of the majors offered by Pfeiffer University may be found on pages 30-31, and the requirements for the majors and courses offered may be found on pages 37-176. 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 calls to the attention of prospective and enrolled students the critical nature of an early and continuous advisement process.
- VI. File an Application for Degree with the Registrar's Office at least one year in advance of the expected graduation date.
- VII. Have a cumulative academic average of at least **2.000** on work attempted at Pfeiffer University.
- VIII. Complete all requirements of the current assessment plan (See pages 18-19).
- IX. Complete the senior project as designated by each major.
- X. A minimum of SIX (6) non-activity hours must be earned as unrestricted electives. These must be from courses which are not used to satisfy the general education requirements OR any major/minor requirements

The following course descriptions also list when each course is planned. The following format is used throughout unless otherwise stated:

| | |
|-------------|--|
| F | offered each fall semester |
| S | offered each spring semester |
| even | offered during specified semester of even numbered years |
| odd | offered during specified semester of odd numbered years |
| UD | offered upon demand |

CULTURAL PROGRAM

The Cultural Program provides students opportunities to earn credit toward graduation by participating in a variety of activities outside of the classroom. These include attending dramas, concerts, art exhibits, lectures, religious programs, and other events designated as part of the Cultural Program.

Sixty (60) units in the Cultural Program are required for graduation of students entering as Freshmen.

Students who are planning to earn a degree from Pfeiffer are expected to accumulate Cultural Program units on a regular basis. Full-time students earn an average of 7.5 units per semester. Part-time students earn proportionately fewer (e.g., 3-4 units per semester for a 1/2-time student).

A student may earn no more than ten (10) cultural units in the semester in which the student intends to graduate.

A student may earn no more than five (5) cultural units in a summer school session.

Part-time students may register for any number of cultural units (up to a maximum of 16), but must

Cultural Program/35

earn their units during the semester they are registered.

Registration for Cultural credit does not assure the awarding of cultural units; units are earned through participation in activities determined by the Director of the Cultural Program.

Registration for Cultural credit is not used in determining class load, classification as a full-time or part-time student or in any other matters in which semester hours are computed, including the computing of the academic average.

The Cultural Program requirement may be met by attending an average of 1 event per week. Unit value is assigned according to the length of the event:

.5 units -- events up to and including 1 hour

1.0 units -- events from 1 to 2 hours

1.5 units -- events over 2 hours

DISTRIBUTION REQUIREMENTS

The 60 Cultural Program units must be distributed over 3 areas as follows:

Area I Fine Arts (15 units minimum)

Concerts, recitals, drama productions, art exhibits, lectures, fine films, etc.

Area II Humanities (15 units minimum)

Poetry readings, book discussions, TV programs, lectures, fine films, and other programs in literature, religion and philosophy, or history.

Area III Social and Natural Sciences (15 units minimum)

Lectures, films, convocations, etc., on topics related to business, education, and the natural and social sciences.

The remaining 15 units which are required may be earned in any area or combination of areas.

TRANSFER STUDENTS

For transfer students, the amount of cultural credit required for graduation will be determined at their time of entry to Pfeiffer University. The number of hours of transfer work accepted by Pfeiffer will be subtracted from 120 and the difference will determine the prorated cultural units to be required. Thus, a student with 30 non-activity hours of accepted transfer work would have a difference of 90; the formula for determining the required cultural units would be: $(90 \div 120) \times 60 = 45$ prorated required cultural units. Students who initially transfer 120 non-activity hours are not required to earn cultural units.

Readmitted students, who have transferred to another accredited institution and who attended that institution for a minimum of two semesters and then return to Pfeiffer, will be treated as transfer students for cultural credit proration based on the number of hours transferred from the other institution.

INDEPENDENT TRAVEL

Students may travel independently and earn Cultural credit based on their experiences by filing for credit at least 1 week in advance. No more than 10 units may be earned for any one trip.

SERVICE PROJECTS

Students may earn cultural credits by completing service projects carried out under the direction of the Volunteer Center in consultation with the Director of the Cultural Program.

ADDITIONAL INFORMATION

Students are advised that this brief description of the Cultural Program in the Catalog is not the definitive statement on the program. A much more detailed document containing the Cultural Program requirements and regulations is available from the Cultural Program Office.

36/Travel

INTERNATIONAL TRAVEL PROGRAM

Global Pfeiffer Studies (GPS)

Pfeiffer University encourages students to expand their education through international travel. All full-time undergraduate students who meet the below criteria are eligible. Emphasis is placed on academic studies, cultural immersion, language study and developing exchanges with educational institutions around the world. Students should gain a sense of being immersed into the local culture and "living" in that country.

Global Pfeiffer Studies (GPS) may begin with a 2 SH seminar (GPS 200) in the semester prior to the international trip. Trips are typically taken after the conclusion of the spring semester but may also occur in December/January between the fall and spring semesters. Typical destinations are England, Spain, Mexico, China and the Dominican Republic.

1. All regularly enrolled full-time students who have earned at least 26 semester hours at Pfeiffer are eligible to participate in the GPS Program but students traveling after graduation are not eligible for Pfeiffer funds. Students can use financial aid and student loans to help pay for the program. Students will be responsible for the cost of their passport, insurance and non-essential spending money.
2. Each year the destinations and surcharges for trips are identified at the course registration period.
3. Students who have traveled under the GPS Program are not eligible for funding towards additional trips
4. To participate in GPS, students must be in good academic and disciplinary standing with a minimum 2.7 GPA.
5. The GPS program is open to any student regardless of seniority. Space is limited in the program. Interested students should fill out an application, which includes an essay on why you are interested in the program. The application, essay and GPA will be reviewed to determine acceptance to the program.
6. International insurance is required.
7. The GPS course (GPS 200) may be taken 4 (four) times for credit.
8. There will be regular class sessions during the program in the host country and the classes will meet the required contact hours to earn credit. Classes offered may include the history, culture, art and language of the host country.

CAPITOL HILL INTERNSHIP PROGRAM

Pfeiffer University is a member of the United Methodist College Washington Consortium which sponsors the Capitol Hill Internship Program. Pfeiffer students who have a GPA of 3.0 or higher are eligible to apply. Students spend one semester in Washington and may earn 12-15 SH credit. Applications are available in the Office of Academic Affairs.

Accounting (ACCT)

The Accounting curriculum, which meets all educational requirements of the North Carolina Board of CPA Examiners, provides a thorough background in the principles of the field, including such specialized areas as taxation, auditing, budgeting, and systems design and analysis. Required courses and electives from other areas familiarize the student with the broader spectrum of business activity.

Managers increasingly rely on information prepared and analyzed by accountants to make business decisions. Accounting is often called "the language of business." Accounting experience provides an excellent path to careers in business, government, and education. For many, a B.S. degree in Accounting from Pfeiffer is the first step toward a CPA (Certified Public Accountant) certificate, CMA (Certified Management Accountant) certificate, or other professional accreditation.

Major

ACCOUNTING

72 Semester Hours Minimum

| | | | |
|----------|----------------------------------|----------|------------------------------|
| ACCT 221 | Principles of Accounting I | BUAD 321 | Business Statistics |
| ACCT 222 | Principles of Accounting II | BUAD 323 | Business Law I |
| ACCT 301 | Accounting Information Systems | BUAD 324 | Business Law II |
| ACCT 423 | Cost Accounting | BUAD 326 | Marketing |
| ACCT 426 | Internal Control and Auditing | BUAD 329 | Principles of Management |
| ACCT 427 | Intermediate Accounting I | BUAD 424 | Financial Management |
| ACCT 428 | Intermediate Accounting II | BUAD 550 | Business Strategy |
| ACCT 429 | Intermediate Accounting III | COMP 360 | Microcomputer Applications |
| ACCT 503 | Auditing & Other Assurance Serv. | ECON 221 | Principles of Macroeconomics |
| ACCT 511 | Taxation I | ECON 222 | Principles of Microeconomics |
| ACCT 512 | Taxation II | MATH 220 | College Algebra |
| ACCT 523 | Advanced Accounting | | |
| BUAD 230 | Calculus for Business | | |

Test times for accounting courses, which may be outside of normal class hours, will be arranged after classes begin. Students will be encouraged to take the designated labs with their accounting courses.

Courses Offered

| | | | |
|------------------|---|----------|-------------|
| ACCT 221 | Principles of Accounting I | F | 3 SH |
| | This course introduces the current procedures of financial accounting and generally accepted accounting principles. Emphasis will be placed on the accounting cycle, the analysis of business transactions and their effects on the financial statements for service and merchandising businesses. Accrual based accounting concepts, inventory assumptions, internal controls, bank reconciliations, receivables and preparation of the balance sheet, statement of owner's equity and income statement are addressed. | | |
| ACCT 221L | Principles of Accounting I Lab | F | 1 SH |
| ACCT 222 | Principles of Accounting II | S | 3 SH |
| | This course continues the introduction of financial accounting and generally accepted accounting principles. The course will emphasize the analysis of business transactions and the effects on financial statements for corporations. Accrual based accounting concepts, fixed assets and depreciations, liabilities, the statement of cash flows, corporate accounting concepts and financial statement analysis are addressed. Prerequisite: ACCT 221 with a C- or higher. | | |
| ACCT 222L | Principles of Accounting II Lab | S | 1 SH |

38/Accounting

| | | | |
|-----------------|---|--------------|-------------|
| ACCT 301 | Accounting Information Systems | S | 3 SH |
| | An introduction to computerized accounting systems, excel workbooks, and the integration and limitations of each program. In addition, students will research the internal control and security systems for the different major classes of software used in accounting information systems, and the impact they have on audit procedures. Prerequisites: Accounting 221 & 222. | | |
| ACCT 315 | International Accounting and Globalization | S Odd | 3 SH |
| | The overall objective of the course will be to examine the differences between international standards and US GAAP. The student will conduct research by comparing and contrasting the different standard setting processes (GAAP rules based versus International principles based), as well as the differences between selected standards. The student will also research the history of international accounting within the framework of globalization. Students will examine and report on the Global Reporting Initiative (Corporate Social responsibility and Triple Bottom Line reporting). The course will also cover the complexities involved in convergence, harmonization and implementation of International Accounting Standards, and the impact on corporate governance. Prerequisite ACCT 221 & 222; Open to all business majors. | | |
| ACCT 407 | Accounting Ethics | F Odd | 3 SH |
| | The overall objective of this course is to introduce students to ethical practices in the accounting environment. Students will use case studies to determine ethical policies in the workplace, and ethical practices of globalization. The case studies will examine fraudulent practices from both the perspective of the organization, and the practices of auditors that led to material misstatements. Cultural diversity, the impact of innovation, accountability, responsibility and governance issues will also be the critical areas under examination. | | |
| ACCT 421 | Managerial Accounting | F | 3 SH |
| | An analysis of the use of accounting data in planning, controlling and decision-making processes of business enterprises. Prerequisites: ACCT 222 and BUAD 321. Not open to Accounting majors. | | |
| ACCT 422 | Advanced Managerial Accounting | UD | 3 SH |
| | Course will revisit some components of cost accounting for a more in depth analysis, and reflect the changes that are taking place in the business environment that have a direct impact on cost structuring and analysis. The student will also be introduced to nonfinancial concerns that are direct contributors to cost analysis and cost management. Prerequisite: ACCT 423 or ACCT 421. Open to all business majors. | | |
| ACCT 423 | Cost Accounting | S | 3 SH |
| | Determination of costs in inventory valuation and performance evaluation; standard costs and variance analysis. Prerequisites: ACCT 222, BUAD 230. | | |
| ACCT 425 | Fund Accounting | UD | 3 SH |
| | General theory and techniques in accounting for foreign operations; interim reporting; financial disclosures and presentation for non-profit units. Prerequisite: ACCT 428. | | |
| ACCT 426 | Internal Control and Auditing | F | 3 SH |
| | The overall objective is familiarizing students with the guidelines for financial audits as relates to internal controls. The internal controls on account class balances will be evaluated, and the criteria for determining different levels deficiency will classified. Ethical issues and case studies will be researched directed at internal control failures. The types of opinions that can be rendered for the internal control report will also be examined. | | |
| ACCT 427 | Intermediate Accounting I | F | 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. | | |

Accounting/39

| | | | |
|------------------|--|--------------|-------------|
| ACCT 427L | Intermediate Accounting I Lab | F | 1 SH |
| ACCT 428 | Intermediate Accounting II A continuation of ACCT 427 with an emphasis on accounting problems peculiar to corporate organizations and governmental units. Prerequisite: ACCT 427. | S | 3 SH |
| ACCT 428L | Intermediate Accounting II Lab | S | 1 SH |
| ACCT 429 | Intermediate Accounting III A continuation of ACCT 427 featuring specialized topics related to financial accounting and reporting. Topics include: investments, special revenue recognition issues, derivatives, deferred taxes, pensions, leases, and accounting changes. Prerequisites: ACCT 428. | F | 3 SH |
| ACCT 500 | Accounting Internship 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. Upon completion of the internship an oral presentation will be required with students and faculty invited. | UD | 6 SH |
| ACCT 503 | Auditing and Other Assurance Services The overall objective of this course is to familiarize students with the collection and analysis of audit evidence. The students will examine and report on the different levels of significance of audit evidence, as well the documentation of the audit findings. The financial statement audit reporting process will be analyzed. Students will also be introduced to the other levels of engagement common in the practice of public accounting. Prerequisite: ACCT 426. | S | 3 SH |
| ACCT 507 | Forensic Accounting The overall objective of this course will be familiarizing students with the processes and procedures of a forensic accounting audit. The students will be able to distinguish between an audit and a forensic examination, and how forensic accounting is used as both an internal and external procedure by an organization as a fraud deterrent. The introduction of law enforcement and public forensics will also be examined. Prerequisite: ACCT 221 and 222. | F Odd | 3 SH |
| ACCT 511 | Taxation I A study of federal income tax laws and regulations applying to individuals. Prerequisite: ACCT 222. | F | 3 SH |
| ACCT 512 | Taxation II A study of federal income tax laws and regulations as they apply to property transactions and corporations. Prerequisite: ACCT 511. | S | 3 SH |
| ACCT 513 | Taxation III A study of federal income tax laws and regulations as they apply to "S" corporations and partnerships. There will also be an introduction to federal gift and estate tax laws. Basic research using a tax service will be required. Prerequisite: ACCT 512. | UD | 3 SH |
| ACCT 523 (WI) | Advanced Accounting This class will be cover such topics as government and not-for-profit accounting systems, mergers and acquisitions, partnership and other business venture accounting, and other current event topics. The course will focus on advanced problem solving, including problem solving approach and analysis. Discussions will revolve around recent statements and pronouncements of the AICPA, the FASB, and the SEC. Prerequisites: ACCT 427 and 428. | F | 3 SH |
| ACCT 526 | CPA/CMA Preparation General study of financial and management accounting techniques and decision-making. This course prepares students to take the five-part professional certificate examinations for the certificate in public accounting or certification in management accounting. | UD | 3 SH |

Art (ART)

The Studio Art program offers a 45 SH major dedicated to empowering students with the knowledge to express themselves through two-dimensional and three-dimensional creative visual art. The program is geared toward those students whose aim is to make the visual arts their specific area of study for their degree as well as students who wish to sample an endeavor into studio art and expand their knowledge base of it. A student will earn their BA in Studio Art designed around a variety of multi-tiered courses in basic design and theory, painting, drawing, traditional and digital darkroom photography practices, sculpture, mixed media, contemporary art theory and visual culture.

In addition to our on-campus faculty, the Studio Art student will benefit from our visiting artist program and exhibition opportunities through our gallery space and local excursions. All students will find that the curriculum not only teaches them the technical skills of art making, but also the ways and means to utilize these skills to connect their personal and communal creativity to the world at large.

NOTE: The following courses will suffice for the General Education requirements of the undergraduate college: ART 201, 210, 211, 310, 312, 410, 510, 511.

Art minors are not required to take Senior Exhibition, but it is highly recommended.

Major

STUDIO ART (45 SH):

Core Classes: 24 SH

The Core Classes are structured toward building student knowledge in terms of traditional art techniques and art historical context and awareness.

| | | | |
|---------|---------------------------|---------|---|
| ART 201 | Introduction to Art | ART 312 | Drawing Studies I |
| ART 210 | Fundamentals of 2D Design | ART 410 | Art History Survey II (1500-Present) |
| ART 211 | 3D Design | ART 510 | Issues of Contemporary Art |
| ART 310 | Art History Survey I | ART 511 | Art and the Human Experience (Visual Culture) |

The Studies: 6 SH

The Studies are media-specific coursework focused on intense exploration of art mediums. Students have the freedom to decide on the medium(s) that suits their artistic visions. 6SH are required and may be divided up between two (2) separate media or the student may wish to explore a single media in more depth by taking level I and level II of the same.

| | | | |
|---------|-----------------------|---------|-----------------------------|
| ART 315 | Mixed Media Studies I | ART 415 | Mixed Media Studies II |
| ART 320 | Painting Studies I | ART 435 | Digital Photography Studies |
| ART 330 | Photography Studies I | ART 420 | Painting Studies II |
| ART 340 | Sculpture Studies I | ART 430 | Photography Studies II |
| ART 412 | Drawing Studies II | ART 440 | Sculpture Studies II |

The Studios: 6 SH

The Studios are advanced coursework based on personal viewpoints and ideas explored by each student through the media of their choice and are geared toward students that are building a portfolio of professional work. Majors must take 6SH from the following:

| | | | |
|---------|----------------------|---------|-----------------------|
| ART 503 | 2D Advanced Studio I | ART 505 | 2D Advanced Studio II |
| ART 504 | 3D Advanced Studio I | ART 506 | 3D Advanced Studio II |

Capstone Course: 3 SH

The Capstone Course is the final required course in which students majoring in Studio Art will take. It, coupled with their exhibition and professional portfolio, counts as their Senior exit test from the University.

| | |
|---------|-------------------|
| ART 597 | Senior Exhibition |
|---------|-------------------|

Electives: 6 SH

The Electives are to be used toward complimentary fields of study outside of the art program (ex: communications, business, web design, philosophy, creative writing) and must be 300 level or above.

Minor

STUDIO ART

24 Semester Hours

| | | | |
|---------|--------------------------|---------|--|
| ART 201 | Intro to Art | ART 312 | Drawing Studies I |
| ART 210 | 2D Design | ART 410 | Art History Survey II |
| ART 211 | 3D Design | ART 510 | Issues of Contemporary Art |
| ART 310 | Art History and Survey I | ART 511 | Art and the Human Experience (Visual Culture) |

Courses Offered

| | | | |
|-----------------------------|--|----------------------|-------------|
| ART 201 | Introduction to Art | F; S | 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 210 | Fundamentals of 2D Design | F | 3 SH |
| | Introduction to the basics of artistic creation in terms of techniques and motives and how they are applied to the flat picture plane. Focus is placed on the use of line, shape, color, value and texture. Abstract and representational models of structure will be utilized by the students to create expressions on flat space and the illusion of form. | | |
| ART 211 SH | 3D Design | S | 3 |
| | Introduction to the basics of creating art in terms of the techniques and motives and how it is applied to the three-dimensional form in the round. Abstract, representational, and critical thinking will be combined to create modular and sculptural forms. | | |
| ART 302 | Elementary Art Education | F odd; S even | 3 SH |
| | Media and methods used in the elementary school. Designed to fulfill teacher certification requirements. Enrollment limited to elementary education majors. | | |
| ART 310 | Art History Survey I (Pre-Hist-1500) | F odd | 3 SH |
| | Timeline exploration of art historical events, persons, and movements from Pre-history to the early Renaissance. | | |
| ART 312 | Drawing Studies I | F odd | 3 SH |
| | Course focused on rendering, perspective, and seeing as it relates to a flat picture plane. Traditional and contemporary methods and subjects will be investigated. | | |
| ART 315 | Mixed Media Studies I | S odd | 3 SH |
| | A synthesis of two-dimensional art forms and three-dimensional art forms. Contemporary in scope and method, the student will experiment in a variety of 2D and 3D media and processes and combine them together to form their own expressions. Prerequisites: ART 201 or 210 or 211 or 312. | | |
| ART 320 | Painting Studies I | S even | 3 SH |
| | Course focused on the various techniques, attitudes and mediums of Oil and Acrylic painting. Traditional and contemporary techniques and subjects will be utilized and expanded upon for further exploration by the student. Prerequisites: ART 201 or 210 or 312 (Spring, Even) | | |
| ART 330 | Photography Studies I | F even | 3 SH |
| | Techniques and methods of Black & White, 35mm photography. Basic topics of exposure, lighting, composition are emphasized. Traditional darkroom exploration with room for | | |

42/Art

experimentation on the part of the student. Each student must possess a 35mm film-based camera with manual control abilities. Prerequisites: ART 201 or 210 or 312.

| | | | |
|----------------|--|------------------|-------------|
| ART 340 | Sculpture Studies I | UD | 3 SH |
| | Course in exploring the techniques, methods and materials of manipulating the three-dimensional form in wood, stone and the found object. Abstract and representational forms of structure will be investigated. Prerequisites: ART 201 or 211 or 312. | | |
| ART 410 | Art History Survey II (1500-Present) | S even | 3 SH |
| | Timeline exploration of art historical events, persons and movements from the Renaissance to modern day. | | |
| ART 412 | Drawing Studies II | F Odd | 3 SH |
| | Continuation of ART 312 with methods of rendering, including thematic work, figure studies, mixed media and experimental techniques. Students will be required to develop a portfolio of their work over the duration of the course. Prerequisite: ART 312. | | |
| ART 415 | Mixed Media Studies II | S odd | 3 SH |
| | A continuation of ART 313, the course prepares students to visualize thematic development within the mixed media discourse and explore the theme toward the development of a portfolio. Prerequisites: ART 201 or 210 or 211 or 312. | | |
| ART 420 | Painting Studies II | S even | 3 SH |
| | A continuation of ART 320, the course prepares students to visualize thematic development within their painting discourse and explore the theme toward the development of a portfolio. Prerequisites: ART 201 or 210 or 312. | | |
| ART 430 | Photography Studies II | S | 3 SH |
| | Extension of Photo I. Darkroom experimentation as well as alternative methods of image capture will be explored. Students must have their own manual focus 35mm camera (or one that has independent manual settings). No digital cameras. Prerequisite: ART 330. | | |
| ART 435 | Digital Photography Studies | UD | 3 SH |
| | Course that explores digital imaging, post-production of images, workflow and manipulation of the digital picture plane utilizing Photoshop and related software as well as hands on techniques. Digital camera of 6 MegaPixels or higher is required. Prerequisites: ART 201 or 210 or 312. | | |
| ART 440 | Sculpture Studies II | UD | 3 SH |
| | A continuation of ART 340, the course prepares students to visualize thematic development within their sculptural medium discourse and explore the theme toward the development of a portfolio. Prerequisites: ART 201 or 211 or 312. | | |
| ART 510 | Issues of Contemporary Art | F even | 3 SH |
| | Focused on the topics, philosophy and influences of art history spanning the last fifty years. | | |
| ART 511 | Art and the Human Experience (Visual Culture) | S odd | 3 SH |
| | Directed study of the relationships between art, its history, and everyday culture. A variety of visual cues and motivations will be analyzed such as photography, film, symbols, pop culture and graphic design all within an art historical context. | | |
| ART 503 | 2D Advanced Studio I | UD Fall | 3 SH |
| | Advanced study in personal artmaking. Students may work in painting, 2D mixed media, drawing, printmaking or photography formats. Prerequisites: Junior Standing or permission of the instructor. | | |
| ART 504 | 3D Advanced Studio I | UD Spring | 3 SH |
| | Advanced study in personal artmaking. Students may work in sculpture or 3D mixed media formats. Prerequisites: Junior Standing or permission of the instructor. | | |

Athletic Coaching/43

| | | | |
|----------------|---|------------------|-------------|
| ART 505 | 2D Advanced Studio II | UD Fall | 3 SH |
| | Picks up where 2D Advanced Studio I ends. Students will further explore their personal creative philosophy and build a cohesive portfolio of work utilizing 2D mixed media, drawing, printmaking or photography formats. Prerequisites: Junior Standing or permission of the instructor. | | |
| ART 506 | 3D Advanced Studio II | UD Spring | 3 SH |
| | Picks up where 3D Advanced Studio I ends. Students will further explore their personal creative philosophy and build a cohesive portfolio of work utilizing sculpture or 3D mixed media formats. Prerequisites: Junior Standing or permission of the instructor. | | |
| ART 597 | Senior Exhibition | UD Spring | 3 SH |
| | Required course for graduation with the degree. A course geared toward preparing students with knowledge they need for professional, post-graduate and personal gains as an artist. (Capstone course. Portfolio enrichment and exhibition req.) Requires Senior Standing. Must be taken final semester or Spring before graduating in Summer or Fall. | | |

Athletic Coaching (COHG)

The Athletic Coaching minor is designed to prepare students to coach team and/or individual sports upon graduation. Students majoring in Physical Education, Sports Management, and Secondary Education who want to coach in public schools are encouraged to consider this minor as an option.

Minor

ATHLETIC COACHING

27 Semester Hours Minimum

Required Courses (18 SH)

| | | | |
|----------|---|----------|--|
| HPED 220 | Teaching and Coaching Team Sports I | SMGT 212 | History of Sport and Physical Activity |
| | | SMGT 307 | Sports Facilities Management |
| HPED 221 | Teaching and Coaching Team Sports II | SMGT 508 | Internship in Athletic Coaching |
| HPED 240 | Teaching and Coaching Individual Sports | | |

Select 9 SH from the following seven courses

| | | | |
|----------|--|----------|---------------------------------|
| EXSC 202 | Principles of Injuries and Rehabilitation | SMGT 311 | Sport and Exercise Psychology |
| | | SMGT 340 | Event and Tournament Management |
| EXSC 215 | Foundations of Fitness Leadership | SMGT 400 | Sociology of Sport |
| EXSC 403 | Nutrition for Health and Human Performance | SMGT 504 | Sports Law |

All students successfully completing Athletic Coaching as their minor will be required to be CPR and First Aid certified.

44/Biology

Biology (BIOL)

The curriculum in Biology includes courses for students planning a major in the field as well as for those who pursue other majors. The General Biology I & II courses are for any student, major or non-major.

Advanced courses are designed to meet requirements of the major. However, any student with the proper background and prerequisites may choose to enroll in any of them. Students study and work in well-equipped undergraduate laboratories.

The major in Biology prepares a student for graduate school or for employment as a technician or salesperson with a corporation in a biologically related field.

The Biology major (like Chemistry) is one that may be pursued by pre-professional students who are interested in medicine, dentistry, veterinary medicine, optometry, or the various technologies related to the delivery of health care (medical technology, cytotechnology, physician's assistant, etc.). In all of these areas, the completion of the bachelor's degree in Biology must be followed by admission to, and successful completion of, appropriate professional studies and training.

The Biology Major Forensic Science Concentration prepares students for graduate studies in forensic science or a position in a forensic science laboratory. The curriculum is designed to give students a background in molecular biology, analytical chemistry, and statistical analysis.

Major

BIOLOGY

70-72 Semester Hours Minimum

| | | | |
|----------|--|----------|--|
| BIOL 211 | General Biology I | MATH 302 | Calculus I and |
| BIOL 212 | General Biology II | MATH 303 | Calculus II OR |
| BIOL 411 | Genetics | MATH 220 | College Algebra and |
| BIOL 510 | Seminar in Biology | MATH 235 | College Trigonometry |
| CHEM 301 | General Chemistry I | PHYS 301 | General Physics I OR PHYS 303 |
| | | | Calculus-based General Physics I |
| CHEM 302 | General Chemistry II | PHYS 302 | General Physics II OR PHYS 304 |
| CHEM 403 | Organic Chemistry I | | Calculus-based General Physics II |
| CHEM 404 | Organic Chemistry II | AND | 24 SH from electives in Biology |
| COMP | An approved course in computer programming | | (CHEM 503 Biochemistry may count as an elective in Biology). |

Forensic Science Concentration

74 SH Minimum

Required Courses:

| | | | |
|----------|----------------------------|----------|---|
| BIOL 211 | General Biology I | CHEM 404 | Organic Chemistry II |
| BIOL 212 | General Biology II | CHEM 405 | Quantitative Analysis |
| BIOL 411 | Genetics | CHEM 503 | Biochemistry |
| BIOL 414 | Cell and Molecular Biology | COMP | An approved computer course |
| BIOL 421 | Forensic Science | CRIM 440 | Criminalistics |
| BIOL 510 | Seminar in Biology | MATH 220 | College Algebra and an approved statistics course |
| CHEM 301 | General Chemistry I | PHYS 301 | General Physics I or PHYS 303 |
| CHEM 302 | General Chemistry II | | Calculus-based General Physics I |
| CHEM 403 | Organic Chemistry I | PHYS 302 | General Physics II or PHYS 304 |
| | | | Calculus-based General Physics II |

Electives (8 SH): **2 courses from the following:**

| | | | |
|----------|---------------------------------------|----------|--|
| BIOL 320 | Biological Anthropology | BIOL 420 | Microbial Genetics |
| BIOL 403 | Microbiology | BIOL 550 | Internship in the Biological Sciences (4 SH) |
| BIOL 415 | Vertebrate Morphology and Development | CHEM 406 | Instrumental Analysis |

BIOTECHNOLOGY CONCENTRATION

72 Semester Hours

Required courses (43 SH):

| | | | |
|----------|----------------------|----------|-----------------------------------|
| BIOL 221 | General Biology I | CHEM 404 | Organic Chemistry II |
| BIOL 212 | General Biology II | COMP | An approved computer course |
| BIOL 411 | Genetics | MATH 302 | Calculus I |
| CHEM 301 | General Chemistry I | PHYS 301 | General Physics I or PHYS 303 |
| CHEM 302 | General Chemistry II | | Calculus-based General Physics I |
| CHEM 403 | Organic Chemistry I | PHYS 302 | General Physics II or PHYS 304 |
| | | | Calculus-based General Physics II |

Required for Biotechnology Concentration (25 SH):

| | | | |
|----------|-----------------------------------|----------|-----------------------------------|
| BIOL 403 | Microbiology | BIOL 424 | Applied Biotechnology Research II |
| BIOL 414 | Cell and Molecular Biology | BIOL 550 | Internship in Biological Sciences |
| BIOL 422 | Molecular Genetics of Development | CHEM 503 | Biochemistry |
| BIOL 423 | Applied Biotechnology Research I | | |

Remaining elective course (4 SH):

Choose one from the following

| | | | |
|----------|------------------|----------|--------------------|
| BIOL 418 | Plant Physiology | BIOL 420 | Microbial Genetics |
|----------|------------------|----------|--------------------|

Minor

BIOLOGY

22 Semester Hours Minimum

| | | |
|----------|--------------------|--|
| BIOL 211 | General Biology I | Additional courses in Biology to complete the minimum semester hours required. |
| BIOL 212 | General Biology II | |
| BIOL 403 | Microbiology | |
| BIOL 411 | Genetics | |
| BIOL 502 | General Ecology | |

Courses Offered

| | | | |
|----------------------|--|---------------|-------------|
| BIOL 211 | General Biology I | F | 4 SH |
| BIOL 212 | General Biology II | S | 4 SH |
| | An introductory level, 2-semester sequence with emphasis on history, philosophy, and methodology of science; cell structure and function of major systems of vascular plants and vertebrate animals, genetics, evolution, and ecology of major groups of plants and animals. The second semester is a continuation of the first semester; thus, the first semester is a prerequisite to the second.* These courses may be used to satisfy the general education requirement in laboratory science and are the first courses for majors in Biology. | | |
| | * In the event of transfer credits, permission of the instructor will suffice for prerequisites. | | |
| BIOL 305 | Invertebrate Zoology | UD | 4 SH |
| | A study of the form and function of major phyla of invertebrate animals with emphasis on phylogeny. | | |
| BIOL 320 (WI) | Biological Anthropology | F even | 4 SH |
| | Biological Anthropology covers concepts relating to the origin, evolution, and biological nature of the human species. The course explores the fundamental principles of the evolution and biological adaptation of our own species, Homo sapiens. This search takes the student in a number of directions by way of evolutionary theory - through genetics and the diversity of modern human populations, through the fossil record of human physical evolution, to a study of behaviors and physical traits we share with other primates. Finally, | | |

46/Biology

the course looks at how paleoanthropologists interpret and reconstruct the biological and cultural adaptations of our earliest hominid ancestors. The class utilizes several formats, including lecture, discussion, labs, computer programs, and visits to the Asheboro Zoo and Duke Primate Center. This is a writing intensive course. Prerequisite: BIOL 212 or permission of the instructor.

- BIOL 321 (WI) Biological Evolution S odd 4 SH**
This course will introduce students to the major principles of evolutionary biology. Topics covered will include elementary population genetics, the theory of evolution by natural selection, concepts of fitness and adaptation, genetic and developmental bases of evolutionary change, modes of speciation, morphological and molecular evolution, principles of systemic biology, palenotology and macroevolutionary trends in evolution, extinction and human evolution. Lab will include activities and experiments, recent articles and discussions, and student presentations. This is a writing intensive course. Prerequisites: BIOL 211 and BIOL 212.
- BIOL 322 Introduction to Wildlife Biology S even 4 SH**
This course introduces students interested in biology, environmental science, or any natural sciences to the breadth and types of potential avenues of studying our earth and its biodiversity. While the course will focus on domestic wildlife, which will be more immediately familiar to introductory-level students, the course will also include a component of international wildlife. Natural history of animal (and, to a lesser degree) plant groups will be a major focus of the course, including terrestrial, avian, and marine/freshwater wildlife. Understanding of conservation and ecosystems will be a capstone goal of the course. At the end of the course, students will have been exposed to the fields of mammalogy, ornithology, ichthyology, herpetology, and invertebrate biology. Charismatic megafauna will be the flagship species most studied in this introductory course. Field trips to Uwharrie National Forest, the Carnivore Conservation Trust, NC Zoo and/or Duke Primate Center will be included in this course. Prerequisites: BIOL 211 and 212 preferred.
- BIOL 324 Principles of Microbiology S 4 SH**
In the second semester of a pre-nursing major's Freshman year, the student will enroll in this 4 semester credit course. Principles of Microbiology will provide an overview of bacteria, viruses, and eukaryotic microorganisms responsible for human disease. Mechanisms of disease progression will be discussed in conjunction with immunological defenses of human hosts. Microbial growth, structure, and control will be studied with a focus on molecular and genetic aspects. The course will not be part of the curriculum for the biology major. This course is appropriate for students who intend to pursue careers in nursing, and who require a microbiology course with a medical microbiology focus. The course will be designed as an introductory level biology course. Prerequisites: instructor approval and CHEM 301.
- BIOL 328 (WI) Conservation Biology F Odd 4 SH**
This course provides students with an in-depth exploration of the conservation and management of ecosystems and protected areas from a scientific perspective. The course focuses on issues ranging from genetics, policy, stakeholders, technology, diplomacy, biodiversity, endangerment, and deforestation. While the course will focus on terrestrial systems, which will be more immediately familiar to most students, the course will also include components of avian, freshwater, and marine conservation. The intersection between human populations and biodiversity will be a major theme of this course. Understanding of conservation and ecosystems will be a capstone goal of the course. At the end of the course, students will have been exposed to the fields of environmental law, international environmental law, anthropology, GIS, mammalogy, ornithology, ichthyology, herpetology, and invertebrate biology. Field trips to Uwharrie National Forest, the Carnivore Conservation Trust, NC Zoo and/or Duke Primate Center will be included in this course. The course will be taught in a seminar format, with lab period. It will involve heavy emphasis on readings from the current, primary, peer-reviewed literature, but it will also require background material from a text. This is a writing intensive course. Prerequisites: BIOL 211-212. Cross-listed as ENSC 328.

Biology/47

| | | | |
|---------------------|--|---------------|-------------|
| BIOL 403 | Microbiology Biology of bacteria, molds, yeasts, and viruses. Fundamentals of immunology. Prerequisites: Two courses in BIOL. | F odd | 4 SH |
| BIOL 411 | Genetics The principles of heredity; the cytological and molecular bases of genetic phenomena. Combined lecture, discussion, and laboratory. Prerequisites: Two courses in BIOL and CHEM 302. | F | 4 SH |
| BIOL 414 | Cell and Molecular Biology Organization of cellular and sub-cellular components; physical and chemical bases of cell activity. Prerequisites: Two courses in BIOL and CHEM 302. | F even | 4 SH |
| BIOL 415 (W) | Vertebrate Morphology and Development Patterns of development; control processes during development; comparisons of anatomical features of vertebrates. This is a writing intensive course. Prerequisite: BIOL 212. | F odd | 4 SH |
| BIOL 417 | Plant Morphology A study of form and anatomy in the major groups of plants with emphasis on phylogenetic relationships. Prerequisite: BIOL 212. | UD | 4 SH |
| BIOL 418 | Plant Physiology A study of the principal physiological processes of plants. Prerequisites: BIOL 212, CHEM 302. | S even | 4 SH |
| BIOL 420 (W) | Microbial Genetics The lecture component of Microbial Genetics will place special emphasis on the integration of genetic studies with biochemical and physical analysis of synthesis, structure, and function of nucleic acid and protein. The genetics of the well-studied bacterium <i>Escherichia coli</i> will be presented as well as genetic and molecular studies of other microorganisms and viruses with ecological, medical, and industrial significance. The laboratory component of the course will introduce students to classical and modern genetic approaches for studying microorganisms. This is a writing intensive course. Prerequisites: BIOL 411 and CHEM 403. | S odd | 4 SH |
| BIOL 421 (W) | Forensic Science The course will introduce students to the theory and technique used in Forensic Science. Topics will include DNA fingerprinting, Southern Analysis, PCR, fingerprinting analysis, hair and fiber analysis, forensic anthropology, blood serology, toxicology, and basic chemical identification and separations. This is a writing intensive course. Prerequisites: BIOL 211 and BIOL 212; junior standing or permission of the instructor. | S | 4 SH |
| BIOL 422 | Molecular Genetics of Development A study of how eukaryotic organisms develop, and the molecular and genetic processes that control development. A survey of developmental biology from egg to adult (differentiated organs) will be covered, along with topics describing the control of eukaryotic gene expression. Laboratory emphasis will include <i>Caenorhabditis elegans</i> and other model organisms, and molecular techniques in genetic analysis. This is a writing intensive course. Prerequisites: BIOL 411 and CHEM 403. | S odd | 4 SH |
| BIOL 423 | Applied Biotechnology Research I This course emphasizes an introduction to the development of laboratory and research skills related to areas of biotechnology (Part I of II). Introductory modules included in Part I are experiment design and lab safety, applied cell biology, microbial fermentation, tissue culture, and eukaryotic biotechnology. Prerequisites: BIOL 403, CHEM 404, Prerequisite/Co-requisite: BIOL 414. | UD | 3 SH |

48/Biology

| | | | |
|--------------------------|--|--------------|---------------|
| BIOL 424 | Applied Biotechnology Research II | UD | 3 SH |
| | Description: This course continues an introduction to the development of laboratory and research skills related to areas of biotechnology (Part II of II). Advanced modules included in Part II are cell and tissue culture, molecular biology and genetic engineering, bioreactor design, and good manufacturing practices. Prerequisite: BIOL 423 Applied Biotechnology Research I. | | |
| BIOL 502 (WI) | General Ecology | S odd | 4 SH |
| | Plants and animals in their natural surroundings. This is a writing intensive course. Prerequisites: Two courses in BIOL. Cross-listed as ENSC 502. | | |
| BIOL 510 (WI) | Seminar in Biology | S | 1 SH |
| | A capstone course for senior biology majors only. Students will present oral and written reports on topics in contemporary biology. This is a writing intensive course. | | |
| BIOL 520 | Research in the Biological Sciences | F, S | 2-4 SH |
| | This course will provide students the opportunity to participate in a research project involving original research carried out under the direction of a biology faculty member. The student and faculty sponsor will create a contract to be agreed upon by the student, faculty member and Chair of the Biology Department. A written research progress report and oral report will be presented to a panel consisting of the School Head, Biology Department Chair, advisor, and faculty sponsor or instructor. Students should expect to spend 3 hours of research per week for each semester hour credit received. | | |
| BIOL 550 | Internship in the Biological Sciences | F, S | 2-4 SH |
| | This course will provide students an opportunity to participate in work experiences within biologically or environmentally-related industries or other off-campus venues. The student along with his/her biology faculty sponsor and on-site supervisor will develop a course contract specifying the internship objectives, expectations, and requirements for successful completion of the course by the student. In conjunction with this internship, the student will also be required to select a biological topic associated with the work experience and construct an extensive written literature review of this topic. A written work experience report and oral report will be presented to a panel consisting of the School Head, Biology Department Chair, advisor, and faculty sponsor. | | |

Business Administration (BUAD)

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 effectively modern society.

Major

BUSINESS ADMINISTRATION

69 Semester Hours Minimum

Core Requirements:

| | | | |
|----------|-----------------------------|----------|---------------------------------|
| ACCT 221 | Principles of Accounting I | BUAD 424 | Financial Management |
| ACCT 222 | Principles of Accounting II | BUAD 520 | International Trade and Finance |
| ACCT 421 | Managerial Accounting | BUAD 550 | Business Strategy |
| BUAD 201 | Principles of Business | COMP 360 | Microcomputer Applications |
| BUAD 230 | Calculus for Business | ECON 221 | Principles of Macroeconomics |
| BUAD 321 | Business Statistics | ECON 222 | Principles of Microeconomics |
| BUAD 323 | Business Law I | ECON 323 | Managerial Microeconomics |
| BUAD 326 | Marketing | ECON 324 | Intermediate Macroeconomics |
| BUAD 329 | Principles of Management | MATH 220 | College Algebra |

AREAS OF CONCENTRATION:

In addition to the above required courses for all majors, each student majoring in BUAD will complete at least ONE of the following concentrations:

Finance Concentration (15 SH) from:

| | | | |
|----------|-------------------------------|----------|------------------------------------|
| ACCT 427 | Intermediate Accounting I | BUAD 422 | Investments |
| ACCT 511 | Taxation I | BUAD 445 | International Business |
| ACCT 512 | Taxation II | BUAD 500 | Business Administration Internship |
| BUAD 221 | Personal Finance | ECON 325 | Public Finance |
| BUAD 330 | Risk Management and Insurance | ECON 421 | Money and Banking |

Human Resources Management Concentration (15 SH) from:

| | | | |
|-----------|------------------------------------|----------|-------------------------------|
| BUAD 340 | Survey of Leadership | COMM 409 | Business Communication |
| *BUAD 430 | Organizational Behavior | ECON 521 | Labor Relations and Economics |
| BUAD 426 | Government and Business | PSYC 420 | Group Processes |
| BUAD 500 | Business Administration Internship | PSYC 425 | Counseling |
| *BUAD 523 | Management of Human Resources | PSYC 522 | Social Psychology |

*This course is required in the Human Resources Management Concentration.

Marketing Concentration (15 SH) from:

| | | | |
|----------|----------------------------------|----------|------------------------------------|
| BUAD 330 | Risk Management and Insurance | BUAD 438 | Small Business Management |
| BUAD 408 | Business Ethics | BUAD 445 | International Business |
| BUAD 409 | E-Commerce | BUAD 450 | Consumer Behavior |
| BUAD 426 | Government and Business | BUAD 500 | Business Administration Internship |
| BUAD 428 | Advertising and Sales Promotion | BUAD 540 | Marketing Management |
| BUAD 432 | Sales Development and Management | | |

50/Business Administration

Management Concentration (15 SH) from:

| | | | |
|----------|-------------------------------|----------|------------------------------------|
| BUAD 324 | Business Law II | BUAD 438 | Small Business Management |
| BUAD 330 | Risk Management and Insurance | BUAD 440 | Operations Management |
| BUAD 340 | Survey of Leadership | BUAD 445 | International Business |
| BUAD 409 | E-Commerce | BUAD 500 | Business Administration Internship |
| BUAD 426 | Government and Business | BUAD 523 | Management of Human Resources |
| BUAD 430 | Organizational Behavior | ECON 521 | Labor Relations and Economics |

Management Information Systems Concentration (15 SH) from:

| | | | |
|-----------|--|----------|--------------------------------------|
| BUAD 409 | E-Commerce | COMP 470 | Systems Design and Development |
| BUAD 430 | Organizational Behavior | COMP 481 | Web Page Design and Development |
| BUAD 523 | Management of Human Resources | COMP 485 | Advanced Multimedia Development |
| COMP 265 | Introduction to Computer Information Systems - Part I | COMP 490 | Advanced Database Management |
| *COMP270 | Introduction to Computer Information Systems - Part II | COMP 501 | CIS Internship-I |
| *COMP 330 | Computer Networking I | COMP 530 | Object-Oriented Programming |
| COMP 400 | The "C" Programming Language | COMP 540 | Programming Using Visual BASIC |
| COMP 460 | Computer Information Systems Analysis | COMP 555 | The Internet and Java |
| | | COMP 556 | Internet Programming Using Scripting |

*This course is required in the Management Information Systems Concentration.

Business Economics Concentration (15 SH) from:

| | | | |
|----------|------------------------------|----------|-------------------------------|
| BUAD 422 | Investments | ECON 421 | Money and Banking |
| BUAD 426 | Government and Business | ECON 500 | Economics Internship |
| BUAD 445 | International Business | ECON 521 | Labor Relations and Economics |
| ECON 325 | Public Finance | ECON 525 | History of Economic Thought |
| ECON 326 | Comparative Economic Systems | | |

Minor

BUSINESS ADMINISTRATION

27 Semester Hours Minimum

| | | | |
|----------|-----------------------------|----------|------------------------------|
| ACCT 221 | Principles of Accounting I | BUAD 326 | Marketing |
| ACCT 222 | Principles of Accounting II | BUAD 329 | Principles of Management |
| BUAD 321 | Business Statistics | BUAD 424 | Financial Management |
| BUAD 323 | Business Law I | ECON 221 | Principles of Macroeconomics |
| | | ECON 222 | Principles of Microeconomics |

Courses Offered

| | | | |
|-----------------|---|-------------|-------------|
| BUAD 201 | Principles of Business | F | 3 SH |
| | A survey of the major functional areas of business — accounting, human resources and organizational theory, marketing, finance and operations management — as well as the legal, risk, and social responsibilities related to the business environment. Emphasis will be placed on learning the language of business. | | |
| BUAD 221 | Personal Finance | S | 3 SH |
| | 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. | | |
| BUAD 230 | Calculus for Business | F; S | 3 SH |
| | Differential calculus, including first and second derivatives, partial derivatives, maximizing and minimizing functions, logarithms, exponential functions, and integration. BUAD 230 may not be taken if MATH 300 level or above has been passed. Prerequisite: MATH 220. | | |

Business Administration/51

| | | | |
|-----------------|--|------------------|-------------|
| 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. | F; S | 3 SH |
| BUAD 323 | Business Law I Legal concepts evolved through government regulation, administrative agencies, environmental law and community planning, consumer protection, and contracts. | F; S Even | 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. | S | 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. | F even; S | 3 SH |
| BUAD 329 | Principles of Management The study of management principles and techniques for all fields of business including business objectives, policies, functions, leadership, organization structure and morale, operative procedures. | F; S even | 3 SH |
| BUAD 330 | Risk Management and Insurance Principles of risk; methods of handling self-insurance; principles of insurance and their application to life, property, and casualty insurance. Prerequisite: BUAD 329. | UD | 3 SH |
| BUAD 340 | Survey of Leadership 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. | F | 3 SH |
| BUAD 408 | Ethics in Business 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. | UD | 3 SH |
| BUAD 409 | E-Commerce 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. | F; S | 3 SH |
| BUAD 422 | Investments Fundamental principles of investment; analysis of financial data; types of securities; security market operations and portfolio planning. Prerequisite: BUAD 424. | S | 3 SH |
| BUAD 424 | Financial Management Principles and practices of business and corporate financing; sources of capital; adminis- | F | 3 SH |

52/Business Administration

tration of working capital items; budgeting; and control, expansion, and treatment of earnings. Prerequisites: ECON 222, ACCT 222.

| | | | |
|-----------------|---|---------------|-------------|
| BUAD 426 | Government and Business | S odd | 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 | S odd | 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 | F | 3 SH |
| | The study of the managerial consequences of behavioral concepts and the environmental variables. Prerequisite: Junior standing. | | |
| BUAD 432 | Sales Development and Management | F even | 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 relationships, communications skills, handling questions, listening, prospecting and closing the sale. Prerequisite: BUAD 326. | | |
| BUAD 438 | Small Business Management | S Odd | 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 | UD | 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 | F even | 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 | F odd | 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 | UD | 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. This course counts towards the Finance, Marketing, and Management Concentration in the Business Administration major. This course may be repeated once for elective credit. | | |
| BUAD 520 | International Trade and Finance | S | 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. | | |

Business Administration/53

| | | | |
|---------------------|--|---------------|-------------|
| BUAD 523 | Management of Human Resources | S even | 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 | UD | 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 | S even | 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. Prerequisites: BUAD 326. | | |
| BUAD 550 (W) | Business Strategy | F; S | 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. This is a writing intensive course. | | |

54/Chemistry

Chemistry (CHEM)

The curriculum in Chemistry includes a course in general chemistry and further study in each of the 5 major fields of chemistry: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry.

Pfeiffer's laboratory facilities are excellent for an undergraduate program. Furthermore, majors get experience in using all instruments.

The Chemistry major prepares students for continued study at the graduate level or for employment in industry. The Chemistry major (like Biology) is one that may be pursued by pre-professional students who are interested in medicine, dentistry, veterinary medicine, optometry or pharmacy. Students interested in these fields who major in Chemistry should take at least 4 courses in Biology. Completion of the bachelor's degree in Chemistry must be followed by admission to, and successful completion of appropriate professional studies and training.

Major

CHEMISTRY

59 Semester Hours Minimum

| | | | |
|----------|---|----------|-----------------------------------|
| CHEM 301 | General Chemistry I | MATH 302 | Calculus I |
| CHEM 302 | General Chemistry II | MATH 303 | Calculus II |
| CHEM 403 | Organic Chemistry I | | and |
| CHEM 404 | Organic Chemistry II | MATH 420 | Differential Equations |
| CHEM 405 | Quantitative Analysis | | or |
| CHEM 406 | Instrumental Analysis | MATH 400 | Linear Algebra |
| CHEM 411 | Junior Research | PHYS 301 | General Physics I |
| CHEM 501 | Physical Chemistry I | | or |
| CHEM 502 | Physical Chemistry II | PHYS 303 | Calculus-Based General Physics I |
| CHEM 505 | Senior Inorganic Chemistry (Students entering the medical field may substitute CHEM 503 for CHEM 505 and CHEM 508) | PHYS 302 | General Physics II |
| | | | or |
| | | PHYS 304 | Calculus-Based General Physics II |
| CHEM 507 | Senior Seminar | | |
| CHEM 508 | Senior Inorganic Laboratory | | |
| CHEM 511 | Senior Research | | |
| COMP | An approved course in Computer Information Systems | | |

Minor

CHEMISTRY

24 Semester Hours Minimum

| | | | |
|----------|---------------------|----------|----------------------|
| CHEM 301 | General Chemistry I | CHEM 302 | General Chemistry II |
|----------|---------------------|----------|----------------------|

Additional courses as determined by the student and the Chemistry Chair.

Courses Offered

| | | | |
|-----------------|--|----------|-------------|
| CHEM 201 | Science, Technology and Modern Society I | F | 4 SH |
| | This course serves as an introduction to the philosophy and methodology of the physical sciences, the basic laws of the 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. | | |
| | This course is open only to non-science majors. | | |

Chemistry/55

| | | | |
|----------------------|--|----------|-------------|
| CHEM 202 | Science, Technology and Modern Society II | S | 4 SH |
| | A continuation of CHEM 201. Prerequisite: CHEM 201 or permission of the instructor. | | |
| CHEM 250 | Introduction to Environmental Science | F | 3 SH |
| | This course explores the root causes of the global environmental quality deterioration: overpopulation, depletion of natural resources, and subsequent pollution. Students will consider differing world viewpoints and development of possible solutions. <i>This course does not satisfy the general education requirement in Natural Science.</i> Cross-listed as ENSC 201. | | |
| CHEM 301 | General Chemistry I | F | 4 SH |
| | Foundation for the advanced study of chemistry; physical principles of chemistry. Laboratory stresses use of classical analytical methods, interpretation of observations, and independent study. Prerequisite: 2 years of high school algebra and 1 year of high school geometry or enrollment in MATH 220 or MATH 302. | | |
| CHEM 302 | General Chemistry II | S | 4 SH |
| | Continuation of General Chemistry I. Prerequisite: A passing grade in CHEM 301. | | |
| CHEM 403 | Organic Chemistry I | F | 4 SH |
| | Chemistry of carbon compounds, focusing on the covalent bond; reaction mechanisms and stereochemistry; laboratory work in synthesis, reaction studies, and structure determination. Prerequisites: CHEM 301, CHEM 302. | | |
| CHEM 404 | Organic Chemistry II | S | 4 SH |
| | Continuation of Organic Chemistry I. Prerequisite: A passing grade in CHEM 403. | | |
| CHEM 405 | Quantitative Analysis | F | 4 SH |
| | Wet methods of analysis; solution equilibria; complexation phenomena; potentiometry. Laboratory work emphasizes wet methods analysis techniques and statistical analysis of data. Prerequisite: CHEM 404. | | |
| CHEM 406 | Instrumental Analysis | S | 4 SH |
| | Instrumental analysis including spectrophotometry (UV, Vis, IR, rotational, FES, AAS); modern chromatography; classical electroanalytical techniques. Laboratory emphasizes instrumental techniques. Prerequisite: CHEM 405. | | |
| CHEM 411 | Junior Research | S | 1 SH |
| | An original research project carried out under direction of a chemistry faculty member. | | |
| CHEM 420 | Environmental Chemistry | S | 4 SH |
| | This course explores the sources, reactions, transport, effects and fates of chemical species in aqueous, soil and air environments. Laboratory will emphasize some standard wet and instrumental methods of air, water and soil analyses. Prerequisite: CHEM 404. | | |
| CHEM 501 | Physical Chemistry I | F | 3 SH |
| | States of matter; energy relationships in chemical systems; reaction rates; introductory quantum and group theory; molecular orbital theory. A study using mathematical techniques. Prerequisites: CHEM 301, CHEM 302, MATH 302, MATH 303, PHYS 301, PHYS 302. | | |
| CHEM 502 | Physical Chemistry II | S | 3 SH |
| | Continuation of Physical Chemistry I. Prerequisite: A passing grade in CHEM 501. | | |
| CHEM 503 (WI) | Biochemistry | S | 4 SH |
| | Comparison of enzyme-catalyzed mechanisms of reactions involved in cell metabolic pathways to mechanisms of related noncellular chemical reactions; energy sources and requirements for the total cell; control mechanisms; chemotherapy and information transfer. Laboratory stresses modern analytical and instrumental techniques to study cellular | | |

56/Christian Education

metabolism and molecular physiology. This is a writing intensive course. Prerequisite or Corequisite: CHEM 404.

| | | | |
|---------------------|---|-----------|-------------|
| CHEM 505 | Senior Inorganic Chemistry | F | 3 SH |
| | Ionic bonding; covalent bonding; coordination chemistry; group theory; reactions, syntheses and mechanisms. A capstone course for the Chemistry-Business major. Prerequisites: CHEM 403, CHEM 404, CHEM 405, CHEM 406. | | |
| CHEM 507 (W) | Senior Seminar | | 1 SH |
| | Prerequisite: Permission of the Department Chair. This is a writing intensive course. | | |
| CHEM 508 (W) | Senior Inorganic Laboratory | S | 1 SH |
| | Techniques in physical chemistry and advanced inorganic chemistry. Encourages critical thinking in practical laboratory situations. This is a writing intensive course. Prerequisites: CHEM 403, 404, 405, 406, 505. | | |
| CHEM 511 | Senior Research | F | 1 SH |
| | A continuation of the junior research project. | | |
| CHEM 512 | Advanced Organic Chemistry | UD | 3 SH |
| | Continuation of introductory organic chemistry with emphasis on structure, synthesis, and reactions of bio-organic compounds and natural products. Topics include alkaloids, carbohydrates, and terpenes, determination of the structure of organic compounds by modern spectroscopic methods, and more detailed description of reaction mechanisms. Reading the chemical literature will also be incorporated. Prerequisite: CHEM 404. | | |

Christian Education (CHED)

This curriculum helps students develop the skills and knowledge required for Christian Education work in the local church and church related agencies. Students engage in courses and activities that form foundations for servant leadership roles in Christian contexts. Through studies related to human growth, faith development, methods for teaching and working with volunteers and professionals, students can become active servant leaders engaging others in the ministries of the Church.

The major prepares students for further study in Christian Education, for entry into work in a local church, and other church-related vocations. The Christian Education major is approved by the Board of Higher Education and Ministry of The United Methodist Church. Students who complete their Christian Education major at Pfeiffer University are eligible to be certified by The United Methodist Church in Christian Education. Students may also seek certification in Music Ministry, Spiritual Formation, Children's Ministries, and Youth Ministries.

Students in this major and the Youth Ministries major may also pursue a minor in Sports Ministry, the most recent addition to the School of Religion's curriculum. It is listed separately in the catalog.

Exceptional students may enter the 3/2 program, which allows students to receive both the baccalaureate and master's degree in Christian Education in five years. See section on the 3/2 program toward the end of the catalog and the faculty advisor for this academic major for more information.

Students earning double majors within the School of Religion must complete six (6) semester hours of electives in addition to the specified courses and hours; those earning triple majors within the School of Religion must complete nine (9) semester hours of electives in addition to the specified courses and hours.

Major

CHRISTIAN EDUCATION

42 Semester Hours Minimum

I. Required of All Majors -- 33 SH

| | | | |
|----------|---|----------|-------------------------------------|
| CHED 201 | Faith Development | CHED 403 | Internship in Christian Education |
| CHED 301 | Leadership & Management Effectiveness in Ministry | CHED 502 | Seminar in Human Relations |
| CHED 401 | Teaching/Learning: Theories and Practices in Educational Ministries | CHED 509 | Perspectives in Christian Vocations |
| | | PHIL 205 | Philosophical & Christian Ethics |
| | | RELG 201 | Old Testament |
| | | RELG 202 | New Testament |
| | | RELG 315 | Introduction to Christian Theology |
| | | RELG 320 | American Christendom |

II. Electives -- 9 SH from:

| | | | |
|----------|--|----------|---|
| CHED 402 | Foundations of Christian Worship | CMIS 301 | Christianity and Culture |
| CHED 505 | Internship in Christian Education and Youth Ministries | RELG 204 | Religion and Modern American Culture |
| CHED 508 | Topics in Christian Education | RELG 308 | Anthropology for Christian Ministry |
| | | RELG 400 | Interpreting Bible and World OR RELG 512 Topics in Biblical Studies |

Up to 6 SH above the 200 level in RELG excluding required courses.

Up to 6 SH in PHIL above the 200 level excluding required courses.

Minor

CHRISTIAN EDUCATION

24 Semester Hours Minimum

| | | | |
|----------|---|----------|---|
| CHED 201 | Faith Development | CHED 401 | Teaching/Learning: Theories in Christian Education and Youth Ministries |
| CHED 202 | Materials and Methods in Christian Education and Youth Ministries | CHED 502 | Seminar in Human Relations |
| CHED 301 | Leadership & Management Effectiveness in Ministry | CHED 509 | Perspectives in Christian Vocations |
| | | RELG 201 | Old Testament |
| | | RELG 202 | New Testament |

Courses Offered

| | | | |
|-----------------|---|---------------|-------------|
| CHED 201 | Faith Development | F | 3 SH |
| | By engaging in time-honored spiritual practices and learning the interconnections of body, mind, and spirit, students grow in their spiritual formation and faith development. (Cross-listed as YMIN 201.) | | |
| CHED 301 | Leadership and Management Effectiveness in Ministry | S odd | 3 SH |
| | A study of the process required for healthy, effective organization in local church Christian Education and Youth Ministry programs. Students will learn how to work with volunteers and multiple-member staffs, build and supervise budgets, and organizational management strategies useful to administering church programs. (Cross-listed as YMIN 301.) | | |
| CHED 311 | Introduction to Sports Ministry | F Even | 3 SH |
| | This course is for students who love sports, who want to serve God and their communities, and seek to combine them. Sports ministry is the newest and one of the most effective ways to build bridges to communities. The course includes an introduction and | | |

58/Christian Education

the history of sports ministry, how to lead a sports ministry, relational outreach, a theology of competition, and the various venues for service.

| | | | |
|---------------------|--|-------------------|-------------|
| CHED 401 | Teaching/Learning: Theories and Practices in Educational Ministries | F odd | 3 SH |
| | Students explore various ways that people learn and demonstrate their ability to apply appropriate teaching strategies for various learning styles. They practice creative ways to teach scriptures and other relevant content in various educational ministry settings. They demonstrate their comprehension of appropriate teaching strategies for various learning styles. (Cross-listed as YMIN 401.) | | |
| CHED 402 | Foundations of Christian Worship | F even | 3 SH |
| | Students explore the meanings, history, various expressions and elements of worship, including the arts, technology, and resources for worship. The course experiences planning and leading worship. (Cross-listed as YMIN 402.) | | |
| CHED 403 | Field Work | F ; S; Sum | 3 SH |
| | One semester of work (150 hours) in a local ministry setting which provides the student opportunities to observe and participate in the many facets of service/learning and ministries related to Christian Missions, or Christian Education or Youth Ministries. Students will focus on the specific area of ministry related to their degree. Cross-listed as YMIN 403 and CMIS 403. Prerequisites: Junior or Senior status or permission of instructor. | | |
| CHED 502 | Seminar in Human Relations | F odd | 3 SH |
| | Students practice the command to "love your neighbor as yourself." This laboratory style course underscores the importance of positive self-concept and relationships with others. Seminar discussions and exercises build positive regard in relationships so that in their roles as servant leaders, they may be agents for positive change. (Cross-listed as YMIN 502.) | | |
| CHED 508 | Topics in Christian Education | UD | 3 SH |
| | Courses will be offered to respond to special interests or needs, as noted by the faculty or requested by students. Prerequisite: Permission of the instructor. | | |
| CHED 508A | Topics in Christian Education | UD | 1 SH |
| | Courses will be offered to respond to special interests or needs, as noted by the faculty or requested by students. Prerequisite: A major or minor in the School of Religion. | | |
| CHED 508B | Topics in Christian Education | UD | 2 SH |
| | Courses will be offered to respond to special interests or needs, as noted by the faculty or requested by students. Prerequisite: A major or minor in the School of Religion. | | |
| CHED 509 (W) | Perspectives in Christian Vocations | S even | 3 SH |
| | This course surveys historical and contemporary models, definitions, and beliefs about their areas of ministry. Students ascertain the nature, purpose, context, content, and importance of the teacher-learner relationship. They explore the place of scripture and theology in educational ministry. They develop their own educational philosophies that will affect how they become effective servant leaders. (Cross-listed as YMIN 509 and CMIS 509.) This is a writing intensive course. | | |

Christian Missions (CMIS)

The Christian Missions major prepares one to be a missionary for the Christian Church. This degree is designed to nurture those who have felt “called” to Christian missions. Drawing on the expertise of faculty in the entire School of Religion, the degree explores the evangelistic nature of the Christian gospel and how it can be presented in other countries and cultures.

Founded on a sound biblical and theological base, this major also provides students with cross-cultural and communication skills to meet the challenges of proclaiming the Christian message in a pluralistic world. Classes in anthropology and world religions prepare students for ministry in cross-cultural settings. Coursework in faith development and worship allow students to reflect on how one can witness to their faith in a context of meaningful worship and beyond.

Students earning double majors within the School of Religion must complete nine (9) semester hours of electives in addition to the specified courses and hours.

Major

CHRISTIAN MISSIONS

51 Semester Hours Minimum

I. Required Core - 42 Semester Hours (required of all majors)

| | | | |
|----------|---|----------|---|
| CHED 201 | Faith Development | RELG 201 | Old Testament |
| CHED 402 | Worship in Christian Education and Youth Ministries | RELG 202 | New Testament |
| | | RELG 204 | Religion and Modern American Culture |
| CHED 502 | Seminar in Human Relations | | |
| CMIS 301 | Christianity and Culture | RELG 208 | World Religions |
| CMIS 401 | Field Work OR CMIS 501 Internship | RELG 308 | Anthropology for Christian Ministry |
| CMIS 501 | Missions Seminar | RELG 315 | Introduction to Christian Theology |
| PHIL 308 | Social Justice and the Common Good or PHIL 205 Philosophical and Christian Ethics | RELG 400 | Interpreting Bible & World or RELG 317 Christian Servant Leadership or RELG 318 Jesus, Servant Leader |

II. 6 SH in a foreign language

III. Electives - 3 Semester Hours (choose one)

| | | | |
|----------|--|----------|---------------------|
| CMIS 302 | Strategies in World Evangelism | RELG 409 | The Letters of Paul |
| ECON 327 | The US in the Global Economy | RELG 513 | Topics in Religion |
| RELG 316 | United Methodist History, Doctrine, and Polity | | |

Minor

CHRISTIAN MISSIONS (21 SH)

| | | | |
|----------|---|----------|---|
| CMIS 501 | Missions Seminar | RELG 208 | World Religions |
| PHIL 205 | Philosophical and Christian Ethics or PHIL 308 Social Justice and the Common Good | RELG 308 | Anthropology for Christian Ministry or CMIS 301 Christianity and Culture |
| | | | 3 SH of a Modern Language (neither Biblical Greek or Hebrew will meet this requirement) |
| RELG 201 | Old Testament | | |
| RELG 202 | New Testament | | |

60/Communication

Courses Offered

| | | | |
|--------------------------|---|------------------|-------------|
| CMIS 301 (WI) | Christianity and Culture This course will explore how the Christian message interacts with culture. Utilizing historical, biblical, and theological models of Christianity, the course will examine appropriate involvement of the Christian message with culture. This is a writing intensive course. | F odd | 3 SH |
| CMIS 302 | Strategies in World Evangelism This course considers the biblical and historical dimensions of evangelism as well as strategies for developing culturally specific evangelism. The course explores different models for evangelism for today's world. | UD | 3 SH |
| CMIS 501 | Missions Seminar This course is an exploration of contemporary missiology for the 21st century. The course will examine the current challenges and debates within the field of missiology and explore missional models which respond to the issues. | S odd | 3 SH |
| CMIS 403 | Field Work One semester of work (150 hours) in a local ministry setting which provides the student opportunities to observe and participate in the many facets of service/learning and ministries related to Christian Missions, or Christian Education or Youth Ministries. Students will focus on the specific area of ministry related to their degree. Cross-listed as YMIN 403 and CHED 403. Prerequisites: Junior or Senior status or permission of instructor. | F, S, Sum | 3 SH |
| CMIS 508 | Topics in Christian Missions Courses will be offered to respond to special interests or needs, as noted by the faculty or requested by students. Prerequisite: A major or minor in the School of Religion. | UD | 3 SH |
| CMIS 508A | Topics in Christian Missions Courses will be offered to respond to special interests or needs, as noted by the faculty or requested by the students. Prerequisite: A major or minor in the School of Religion. | UD | 1 SH |
| CMIS 508B | Topics in Christian Missions Courses will be offered to respond to special interests or needs, as noted by the faculty or requested by the students. Prerequisite: A major or minor in the School of Religion. | UD | 2 SH |

Communication and Journalism (COMM)

The Communication and Journalism Program ensures that the student becomes engaged in turning theory into action. By designing a curriculum that requires individuals to take ownership of their learning process, incorporates innovative teaching techniques and links community resources and experiences to the classroom, we expect to better prepare students for either professional endeavors or graduate school.

Students may select from the Journalism Sequence, the Organizational Communication Sequence or Communication Studies. Those choosing Journalism learn to report events in a responsible and ethical manner. Combining classroom work with writing for publication, students learn both the mechanics and the craft of reporting. Those choosing Organizational Communication will gain knowledge in human resources and professional training, mediation, assessment, and human relations skills. Communication Studies offers students an opportunity to combine courses in Journalism and Organizational Communication. All majors are exposed to the creative and business sides of promotional communication and advocacy.

The department fosters the development of oral and written communication skills essential in navigating a constantly changing world while also developing the broad knowledge base that benefits the liberally educated graduate in better knowing how he/she fits in that world. Along with competency in speaking and writing, successful graduates of Pfeiffer's Communication Studies curriculum will possess skills in

Communication/61

research, critical thinking, computing, analysis and implementation.

Majors choose a sequence of courses considered foundational to their respective tracks. All communication studies majors are given the opportunity to choose from an ample number of electives from Communication, English, Business, and Computer Information Systems courses to insure both personal and professional interests are satisfied.

Students earning double majors within the department of Communication and Journalism must complete six (6) semester hours of electives in addition to the specified courses and hours; those earning triple majors within the Department of Communication and Journalism must complete nine (9) semester hours of electives in addition to the specified courses and hours.

Majors

Organizational Communication

42 Semester Hours, plus 6 SH of a foreign language

Core Courses - 21 Semester Hours (required of all majors):

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

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

| | | | |
|----------|-----------------------------|----------|----------------------------------|
| COMM 250 | Media & 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 though an examination certified by the Department Chair.

Journalism

42 Semester Hours, plus 6 SH of a foreign language

Core Courses - 27 Semester Hours (required of all majors):

| | | | |
|----------|--|----------|---------------------------------|
| COMM 230 | Intro to Communication Studies | COMM 325 | News Writing |
| COMM 250 | Media and Society | COMM 380 | Communication Theories |
| COMM 301 | Public Speaking | COMM 420 | Media Law: Judging Journalism |
| COMM 312 | <i>Falcon's Eye</i> Editorial Staff (must take at least three (3) semesters for a total of 3 SH of academic credit.) | COMM 512 | Journalism Internship OR |
| | | COMM 520 | Senior Project |
| | | ENGL 360 | Rhetoric |

Electives - Choose 5 courses (1 at the 400 level) from the following (15 SH):

| | | | |
|----------|-------------------------------|----------|--|
| COMM 335 | Writing for TV and Radio | COMM 416 | Investigative Reporting |
| COMM 311 | Intercultural Communication | COMM 417 | Ethics and Morality in Media |
| COMM 313 | TV Behind the Scenes | COMM 418 | Advanced Public Speaking |
| COMM 320 | Film Art | COMM 482 | Advanced Topics in Journalism and Mass Media |
| COMM 412 | Editorial and Feature Writing | | English Language and Linguistics |
| COMM 415 | Creating a Newscast | ENGL 410 | |

Language Requirement

Each major must complete at least six semester hours of foreign language. This requirement may be met though an examination certified by the Department Chair.

62/Communication

Communication Studies

42 Semester Hours, plus 6 SH of a foreign language

Core Courses - 18 Semester Hours (required of all majors):

| | | | |
|----------|--------------------------------|----------|----------------------------------|
| COMM 230 | Intro to Communication Studies | COMM 511 | Internship OR |
| COMM 301 | Public Speaking | COMM 520 | Senior Project |
| COMM 380 | Communication Theories | ENGL 360 | Rhetoric |
| | | ENGL 410 | English Language and Linguistics |

In consultation with an advisor select 8 (24 semester hours) courses from the offerings in Communication, English, and/or Theater at least three of which must be numbered at the 400 level.

Language Requirement

Each major must complete at least six semester hours of foreign language. This requirement may be met though an examination certified by the Department Chair.

Minors

Organizational Communications

24 Semester Hours

| | | | |
|----------|--------------------------------|----------|--------------------------|
| COMM 230 | Intro to Communication Studies | COMM 380 | Communication Theories |
| COMM 301 | Public Speaking | COMM 419 | Evaluating Organizations |
| COMM 360 | Organizational Communication | ENGL 360 | Rhetoric |

6 semester hours of electives in Communication or other approved areas.

Journalism

24 Semester Hours

| | | | |
|----------|--------------------------------|----------|-------------------------------|
| COMM 230 | Intro to Communication Studies | COMM 325 | News Writing |
| COMM 250 | Media and Society | COMM 420 | Media Law: Judging Journalism |
| COMM 301 | Public Speaking | ENGL 360 | Rhetoric |

6 Semester Hours of electives taken from the following journalism courses:

| | | | |
|----------|-------------------------------|----------|--|
| COMM 313 | TV Behind the Scenes | COMM 417 | Ethics and Morality in Media |
| COMM 335 | Writing for TV and Radio | COMM 420 | Media Law: Judging Journalism |
| COMM 412 | Editorial and Feature Writing | COMM 482 | Advanced Topics in Journalism and Mass Media |
| COMM 415 | Creating a Newscast | | |
| COMM 416 | Investigative Reporting | | |

Communication Studies

24 Semester Hours

| | | | |
|----------|--------------------------------|----------|------------------------|
| COMM 230 | Intro to Communication Studies | COMM 380 | Communication Theories |
| COMM 301 | Public Speaking | ENGL 360 | Rhetoric |

12 Semester Hours of electives in Communication or approved English courses.

Courses Offered

| | | | |
|-----------------|---|-------------|------------------------|
| COMM 103 | Falcon's Eye | F; S | Activity - 1 SH |
| | Any unpaid staff member of the Falcon's Eye (student newspaper) may obtain activity credit for work performed by registering for Falcon's Eye . In order to receive credit, the student will be required to attend a workshop at the beginning of each semester and attend all but one of the staff meetings. The student will receive training in newspaper reporting, layout, production, photography, and business management. Evaluation and determination of pass/not pass grade will be decided by the advisor. | | |
| COMM 104 | The Chimes | UD | Activity - 1 SH |
| | Any unpaid staff member of The Chimes (yearbook) may obtain activity credit for work performed by registering for The Chimes . In order to receive such credit, the student will be required to attend a workshop at the beginning of the fall semester and attend all but one of the staff meetings. The student will receive practical training in layout and composition, | | |

Communication/63

production, business management, and photography. Evaluation and determination of pass/not pass grade will be decided by the advisor.

| | | | |
|---------------------|--|---------------|------------------------|
| COMM 106 | The Pfeiffer Review Any unpaid staff member of The Pfeiffer Review (literary magazine) may obtain activity credit for work performed by registering for The Pfeiffer Review . In order to receive such credit, the student will be required to attend a workshop at the beginning of the fall semester and attend all but one of the staff meetings. The student will receive practical training in criticism and selection, layout, and composition production, business management, and art. Evaluation and determination of pass/not pass grade will be decided by the advisor. | F; S | Activity - 1 SH |
| COMM 230 (W) | Introduction to Communication Studies An introduction to the study of communication as a scholarly discipline. Serves as a survey course to the associated fields and an opportunity for the student to identify their interests and begin to develop a scholarly portfolio. Required for all majors and minors. This course includes a service learning component. This is a service learning course. This is a writing intensive course. | F; S | 3 SH |
| COMM 250 | Media & Society A look at different media professions in the United States and how they fulfill various functions in society. Includes a basic introduction to human communication as well as a critical analysis of different mass media objectives and outcomes. Students will also engage in role-playing exercises to understand the way different mass media influence society. | F | 3 SH |
| COMM 300 | Career Life Planning 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. | S even | 3 SH |
| COMM 301 | Public Speaking Speech-making; students prepare and deliver short, informative, entertaining and persuasive presentations. | F; S | 3 SH |
| COMM 311 | Intercultural Communication 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. | S | 3 SH |
| COMM 312 | Falcon's Eye Editorial Staff Those in the Journalism Sequence must enroll as a staff member of The Falcon's Eye student newspaper for a minimum of three semesters for a total of three semester hours of academic credit . Each student will be assigned to a staff position. After the third semester, students may continue on the newspaper staff and earn University <i>activity</i> credit. | F; S | 1 SH |
| COMM 313 | TV Behind the Scenes: Performance, Production, Promotion A look inside the world of television including video production techniques, editing basics, acting and reporting performance for the camera, producing, writing entertainment scripts, TV pilots and program acquisition and promotion. | UD | 3 SH |
| COMM 316 | Small Group Communication Theoretical and practical aspects of small group communication, focusing on use of small groups in the organizational and business sector. | S odd | 3 SH |

64/Communication

| | | | |
|----------------------|---|---------------|-------------|
| COMM 320 | Film Art Introduction to the art of filmmaking. Students will learn how to analyze and critique film as an art form. | S even | 3 SH |
| COMM 325 (WI) | Newswriting Students learn the basic techniques for writing news for print, broadcast and internet. Includes interviewing, reporting, researching and writing news stories. The inverted pyramid, Wall Street Journal method and other newswriting principles will be used in this practical application course. This is a writing intensive course. | F | 3 SH |
| COMM 330 | Public Relations Study of the practice of public relations and promotion in various communication contexts. Prerequisites: ENGL 202. | S odd | 3 SH |
| COMM 335 (WI) | Writing for TV and Radio Writing seminar focusing on newswriting techniques for radio and television. Includes writing VO's, VOSOT's and PKGs for television, wraps for radio and tease writing. Focus on writing to picture and sound for broadcast. This is a writing intensive course. Prerequisite: COMM 325, transfer equivalent, or permission of the instructor. | S odd | 3 SH |
| COMM 345 | Business Communication 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. | F | 3 SH |
| COMM 350 | Relational Communication 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 decision-making, problem-solving, power, and leadership. Prerequisite: COMM 230. | S even | 3 SH |
| COMM 355 (WI) | Issues of Diversity 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. This is a writing intensive course. Prerequisite: COMM 230. | F even | 3 SH |
| COMM 360 | Organizational Communication 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. This course includes a service learning component. | F | 3 SH |
| COMM 380 | Theories of Communication 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 or Junior standing. | F even | 3 SH |
| COMM 412 (WI) | Editorial and Feature Writing Practice and instruction in writing features, editorials and long-form pieces for the print media. This is a writing intensive course. Prerequisite: COMM 325. | S even | 3 SH |
| COMM 414 | Conflict Transformation Study of conflict management theory and skill processes, including active listening, assertion, negotiation, and mediation. Students will develop knowledge about the nature | F odd | 3 SH |

Communication/65

of conflict, the growing opportunities to utilize conflict management skills, and will develop awareness of personal styles of dealing with communicative discord.

| | | | |
|-------------------------|---|---------------|-------------|
| COMM 415 (W) | Creating A Newscast Students learn the skills of producing, anchoring, writing, reporting and shooting for a local newscast. This course functions as a journalism laboratory with students working in the field as well as the classroom. This is a writing intensive course. Prerequisite: COMM 335 or permission of the instructor. | UD | 3SH |
| COMM 416 (W) | Investigative Reporting 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. This is a writing intensive course. Prerequisite: COMM 325 | UD | 3SH |
| COMM 417 (W) | Ethics And Morality in Media 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. This is a writing intensive course. | UD | 3 SH |
| COMM 418 | Advanced Public Speaking 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. | F odd | 3 SH |
| COMM 419 | Evaluating Organizations 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. | S even | 3 SH |
| COMM 420 | Media Law: Judging Journalism 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. | F even | 3 SH |
| COMM 480 | Advanced Topics in Journalism and Mass Media 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. | UD | 3 SH |
| COMM 481 | Advanced Topics in Organizational Communication This course involves intensive study of a particular aspect of organizational communication. Students may take this course twice providing different topics are covered. Prerequisite: COMM 360. | UD | 3 SH |
| COMM 490 | Training and Development 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 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. | S odd | 3 SH |

INTERNSHIPS IN COMMUNICATION STUDIES

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

| | | | |
|-----------------|--|-----------|---------------|
| COMM 511 | Organizational Communication Internship Students may complete a suitable internship or produce a senior project. Internships and | UD | 3-6 SH |
|-----------------|--|-----------|---------------|

66/Comprehensive Science Education

projects must be approved by the department and must be appropriate for organizational communication professions.

COMM 512 Journalism Internship **UD** **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 journalism 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.

Comprehensive Science Education (CSED)

The Comprehensive Science Education Major is designed for teacher candidates planning to teach science in high school. It combines studies in Biology, Chemistry, Earth Science, and Physics. Teacher candidates completing this major and the Education minor are eligible for licensure in Comprehensive Science (9-12) with a B.S. degree.

Major

COMPREHENSIVE SCIENCE EDUCATION

87 Semester Hours Minimum (51 SH in concentration; 38 SH in required Education minor)

I. Teacher candidates in the Comprehensive Science Education major must complete a concentration in either Biology or in Chemistry. The exact sequence of the courses in the concentration will be determined by the academic advisor and the teacher candidate.

Biology Concentration (51 SH) from:

Biology -- 24 SH

Chemistry -- 12 SH

Earth Science -- 7 SH (may be satisfied by CHEM 201 and GEOG 201)

Physics -- 8 SH

Chemistry Concentration (51 SH) from:

Chemistry -- 24 SH

Biology -- 12 SH

Earth Science -- 7 SH (may be satisfied by CHEM 201 and GEOG 201)

Physics -- 8 SH

II. Professional Education Requirements for Secondary Licensure: 38 SH. Complete the Education minor as described in Education.

Computer Information Systems (COMP)

The Computer Information Systems program combines the study of systems analysis, systems design, and computer programming with business areas. Students learn to develop, implement, and maintain systems in business, government and other areas.

Graduates of the program are prepared to enter responsible positions in the design and implementation of computer-based information systems or to enter graduate studies in either Business Administration or Information Systems. They are competent in all areas of systems development, 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. Refer also to the major in **Mathematics-Computer Information Systems**.

Major

COMPUTER INFORMATION SYSTEMS

69 Semester Hours Minimum

The following courses are required for all CIS majors - 54 SH:

| | | | |
|----------|---|----------|----------------------------------|
| ACCT 221 | Principles of Accounting I | COMP 360 | Microcomputer Applications |
| BUAD 230 | Calculus for Business OR MATH 302 Calculus I | COMP 369 | Computer Upgrade & Repair |
| BUAD 321 | Business Statistics OR MATH 440 Probability & Statistics I OR PSYC 222 Statistics for Psychology | COMP 400 | The "C" Programming Language |
| | | COMP 460 | Systems Analysis |
| | | COMP 470 | Systems Design and Development |
| | | COMP 490 | Data Base Management Systems |
| BUAD 329 | Principles of Management | COMP 510 | Application Development Workshop |
| COMP 265 | Introduction to Computer Information Systems - Part I | COMP 520 | Computer Operating Systems |
| | | COMP 530 | Object-Oriented Programming |
| COMP 270 | Introduction to Computer Information Systems - Part II | ECON 222 | Principles of Microeconomics |
| | | MATH 220 | College Algebra |
| COMP 330 | Computer Networking I | | |

Areas of Concentration:

In addition to the above required courses for all majors, each student majoring in CIS will complete at least ONE of the following concentrations:

Information Technology Concentration(15 SH):

| | |
|----------|-----------------------------|
| ACCT 222 | Principles of Accounting II |
|----------|-----------------------------|

12 SH selected from the following:

| | | | |
|----------|--|----------|---|
| BUAD 409 | E-Commerce | COMP 502 | Computer Information Systems Internship - II |
| COMP 481 | Web Page Design and Development | COMP 540 | Programming Using Visual BASIC |
| COMP 485 | Advanced Multimedia Development | COMP 555 | The Internet and Java |
| COMP 500 | Computer Information Systems Internship | COMP 556 | Internet Programming Using Scripting |
| COMP 501 | Computer Information Systems Internship - I | | |

68/Computer Info. Systems

Network Administration and Support Concentration (15 SH) from:

| | | | |
|----------|----------------------------|----------|---------------------------|
| COMP 370 | Networking Applications I | COMP 373 | Network Management I |
| COMP 371 | Networking Applications II | COMP 411 | Network System Manager II |
| COMP 372 | Network System Manager I | COMP 412 | Network Management II |

Information Security and Assurance Concentration (15 SH) from:

| | | | |
|----------|---------------------------------------|----------|--------------------------|
| COMP 440 | Information Security and Assurance I | COMP 442 | Securing Unix Systems |
| COMP 441 | Information Security and Assurance II | COMP 443 | Securing Windows Systems |

and 3 SH selected from the following:

| | |
|----------|---|
| COMP 444 | Incident Handling |
| COMP 445 | Advanced Information Security and Assurance |

Minor

COMPUTER INFORMATION SYSTEMS

18 Semester Hours Minimum

| | | | |
|----------|--|----------|------------------------------|
| COMP 265 | Introduction to Computer Information Systems - Part I | COMP 360 | Microcomputer Applications |
| COMP 270 | Introduction to Computer Information Systems - Part II | COMP 400 | The "C" Programming Language |

3 SH from COMP 330, COMP 490, or COMP 520.

Any other COMP course at the 300 level or above.

Courses Offered

| | | | |
|-----------------|--|-----------|-------------|
| COMP 265 | Introduction to Computer Information Systems - Part I | F | 3 SH |
| | This course is the first of a two-part series that will provide students with critical information and experiences related to the world of technology. The content of this course includes: the history and evolution of computers and telecommunications, an examination of a computer system, and concludes with an overview of the major operating systems. Upon completion of this course, students will be prepared for other computer-related course work which builds on the critical foundation constructed in the introduction courses. This course will also benefit non-CIS majors or minors as it conveys the essentials of computing and technology, which would benefit employees in any field. This course will involve instructor-led discussions, guest presenters, and hands-on applications. | | |
| COMP 270 | Introduction to Computer Information Systems - Part II | S | 3 SH |
| | This course is the sequel to COMP 265 and continues with the theme of an introduction to the world of technology through discussions and critical applications. The content of this course includes: introduction to data structures, programming with flowcharting and the use of pseudocode, the programming process, an examination of various computer applications, and a discussion of the processes and tools involved in communicating information. Upon completion of this course, students will be prepared for other computer-related course work which builds on the critical foundation constructed in the introduction courses. This course will also benefit non-CIS majors or minors as it conveys the essentials of computing and technology, which would benefit employees in any field. This course will involve instructor-led discussions, guest presenters, and hands-on applications. | | |
| COMP 330 | Computer Networking I | UD | 3 SH |
| | Provides an introduction into the technical foundation in computer networking. Covers the aspects of mainframe versus microcomputer networks, client-server strategies, and issues such as throughput and response time. Prerequisite: COMP 265 or permission of the instructor. | | |
| COMP 340 | Computer Networking II | UD | 3 SH |
| | Examines different networking strategies such as ISDN, X.25, ATM and SONET. Also | | |

Computer Info. Systems/69

addresses advanced topics such as network design and architectural principles.

Prerequisite: COMP 330.

| | | | |
|-----------------|---|-------------|-------------|
| COMP 360 | Microcomputer Applications | F; S | 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 CIS majors. | | |
| COMP 369 | Computer Upgrade & Repair | F | 3 SH |
| | This course covers repairing, servicing, and upgrading computers and peripherals for industry certification. Topics include safety practices, CPU/memory/bus identification, disk subsystem, hardware/software installation/configuration, common device drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications. This course prepares students to understand concepts involved in the programming, networking, and information assurance courses required in the major. This course does not satisfy the computer competency requirement for graduation. | | |
| COMP 370 | Networking Applications I | F | 4 SH |
| | This course introduces the student to computer networking. It covers the first two modules of the Cisco CCNA certification curriculum. In Module I, students are exposed to the OSI model, network topologies, IP addressing, and subnet masks, simple routing techniques, and basic switching terminology. In Module II, students learn basic router configuration, router protocols, switching methods, and hub terminology. Upon completion, the student should be able to prepare the initial router configuration files, as well as enable, verify, and configure IP addresses. Prerequisite: COMP 360. | | |
| COMP 371 | Networking Applications II | S | 4 SH |
| | This course is a continuation of Networking Applications I and covers Module III and IV of the Cisco CCNA certification curriculum. In Module III, the student is introduced to advanced router configurations, advanced LAN switching theory and design, VLAN's, and threaded case studies. In Module IV, the student learns WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Upon completion, students should be able to provide solutions to network routing problems, identify ISDN protocols, channels, and function groups, and describe the Spanning Tree protocol. Prerequisite: COMP 370. | | |
| COMP 372 | Network System Manager I | F | 3 SH |
| | This course covers effective network management. Topics include network file system design and security, login scripts and user menus, printing services, e-mail, and backup. Upon completion, students should be able to administer an office network system. Prerequisite: COMP 370. | | |
| COMP 373 | Network Management I | F | 3 SH |
| | This course covers fundamental network administration and system management. Topics include accessing and configuring basic network services, managing directory services, and using network management software. Upon completion, students should be able to apply system administrator skills in developing a network management strategy. | | |
| COMP 400 | The "C" Programming Language | F | 3 SH |
| | 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. | | |
| COMP 411 | Network System Manager II | S | 3 SH |
| | This course is a continuation of COMP 372 (Network System Manager I) focusing on advanced network management, configuration, and installation. Emphasis is placed on server configuration files, start up procedures, server protocol support, memory and | | |

70/Computer Info. Systems

performance concepts, and management and maintenance. Upon completion, students should be able to install and upgrade networks and servers for optimal performance. Prerequisite: COMP 372.

- | | | | |
|-----------------|---|----------|-------------|
| COMP 412 | Network Management II | S | 3 SH |
| | This course is a continuation of COMP 373 focusing on advanced enterprise networks. Topics include directory service tree planning, management distribution and protection, improving network security, auditing the network, printing, networking, and system administration of an Internet node. Upon completion, students should be able to manage client services and network features and optimize network performance. Prerequisite: COMP 373. | | |
| COMP 440 | Information Security and Assurance I | F | 3 SH |
| | This course will introduce students to the concepts and best practices of Information Security and understanding the threats to IT resources. The course will provide lecture, reading material, and virtual labs where students will put into practice what is learned throughout the course. Students will learn networking, Internet Protocols, and routing concepts and behavior, attacks on those protocols, physical security, security policies, attacks on information systems, impact of security on industries, password security, encryption protocols, virtual private networks, covert channels, firewalls, methods of attacks, and basic recovery from an attack. Prerequisites: COMP 520, and COMP 330 or COMP 370. | | |
| COMP 441 | Information Security and Assurance II | S | 3 SH |
| | This course will introduce students to the concepts and best practices of Information Security and understanding the threats to IT resources. The course will provide lecture, reading material, and virtual labs where students will put into practice what is learned throughout the course. Students will build on what is learned in Information Security and Assurance I. Students will learn host-based security, network intrusion detection, how viruses and worms work, wireless security, secure network design, web security, how attackers prepare for attacks, detecting network and host attacks, and interpreting various log formats. Prerequisite: COMP 440. | | |
| COMP 442 | Securing Unix Systems | F | 3 SH |
| | This course will introduce students to the best practices of securing Unix systems. The course will provide lecture, reading material, and virtual labs where students will put into practice what is learned throughout the course. Students will learn auditing, backups, user administration, secure server installation and setup, setting up secure services, encryption protocols, virtual private networks, access controls, setting up firewalls, and interpreting server and services logs. Prerequisites: COMP 440 and COMP 441. | | |
| COMP 443 | Securing Windows Systems | F | 3 SH |
| | This course will introduce students to the best practices of securing windows systems. The course will provide lecture, reading material, and virtual labs where students will put into practice what is learned throughout the course. Students will learn auditing, backups, user administration, secure server installation and setup, setting up secure services, encryption protocols, virtual private networks, access controls, setting up firewalls, and interpreting server and service logs. Prerequisites: COMP 440 and COMP 441. | | |
| COMP 444 | Incident Handling | S | 3 SH |
| | This course will introduce students to the best practices of handling security-related incidents on Windows and Unix systems. The course will provide lecture, reading material, and virtual labs where students will put into practice what is learned throughout the course. Students will learn basic and advanced methods of file recovery, creating a toolkit to perform forensic analysis on Windows and Unix systems, understand file systems on Unix/Windows platforms, legal issues in computer forensics, interpreting output of various tools used for forensic investigation. The course will conclude with students putting all the tools and skills to use by performing an analysis on a compromised Unix and Windows system. Prerequisites: COMP 440 and 441, COMP 442, COMP 443. | | |

Computer Info. Systems/71

| | | | |
|---------------------|---|-------------|-------------|
| COMP 445 | Advanced Information Assurance | S | 3 SH |
| | This course will combine all the tools and techniques learned in the core classes to allow the student to create a secure network design and implement what was learned from those classes. The network can be created in a virtual environment or in an organization. Prerequisites: COMP 440 and COMP 441, COMP 442, COMP 443. | | |
| COMP 460 | Computer Information Systems Analysis | F | 3 SH |
| | Provides an introduction into the nature of systems, tools of structured analysis, modeling tools, and the many facets of the systems analysis process. All aspects of the project life cycle are covered from initial need to deployment of the system to the field. Prerequisites: COMP 490 and permission of the Department Chair. | | |
| COMP 470 | Systems Design and Development | S | 3 SH |
| | Provides an introduction into the nature of systems, tools and models of software development, and the many facets of the systems development process. Topics such as selecting the most effective development methodologies and life cycle planning are covered. Systems integration and testing activities prior to project roll-out are also covered in this course. Prerequisite: COMP 460 or permission of the Department Chair. | | |
| COMP 481 | Web Page Design and Development | UD | 3 SH |
| | Provides skill development related to web page design and development. Topics covered include presentation effectiveness, storyboarding and other pre-design techniques/considerations. Development instruction will consist of exposure to HTML tags and currently available design and development software. This course will benefit CIS majors and minors as well as students from a variety of other academic disciplines. Prerequisite: COMP 360 or permission of the Department Chair. | | |
| COMP 485 | Advanced Multimedia Development | UD | 3 SH |
| | Includes a comprehensive survey of media available for multimedia development. Development activities will allow students to utilize numerous media tools to develop multimedia projects. Course assignments will use multimedia development tools available in the CIS department and the university's computer labs. This course will benefit CIS majors and minors as well as students from a variety of other academic disciplines. Prerequisites: COMP 360 or permission of the Department Chair. | | |
| COMP 490 | Data Base Management Systems | UD | 3 SH |
| | Covers topics such as structures of data-based management systems, application of data structures, differences between hierarchical, relational and networked data bases, query design and development and data-base access and file concepts. Prerequisite: COMP 360 or permission of the Department Chair. | | |
| COMP 500 | Computer Information Systems Internship | UD | 6 SH |
| | A structured field experience in a profit of nonprofit organization of at least ten weeks duration. Students will be required to work regularly scheduled hours of the office providing the internship. Upon completion, an oral presentation will be required with students and faculty involved. Prerequisite: Junior Status or permission of the Department Chair. | | |
| COMP 501 | Computer Information Systems Internship - I | F; S | 3 SH |
| | Provides opportunities to apply skills and learn from professionals in CIS and CIS-related fields. This course differs from CIS 500 in that student participation is limited to fewer hours with less responsibility assumed by the student. | | |
| COMP 502 | Computer Information Systems Internship - II | UD | 3SH |
| | This course allows students to have an internship experience beyond COMP 501. Prerequisite: COMP 501. | | |
| COMP 510 (W) | Application Development Workshop | S | 3 SH |
| | This course puts to practical use all the aspects of computer information systems the student | | |

72/Computer Info. Systems

has learned. Student teams are responsible for all phases of analysis, design, and implementation of an actual computer system project. This is a writing intensive course. Prerequisites: Senior Standing or permission of the Department Chair.

| | | | |
|-----------------|--|-----------|-------------|
| COMP 520 | Computer Operating Systems | UD | 3 SH |
| | Covers topics relevant to operating systems internals such as error and interrupt handling, kernels, and memory management. Examines various memory management schemes such as virtual memory and fixed and dynamic memory partitioning. Prerequisite: COMP 330 or permission of the Department Chair. | | |
| COMP 530 | Object-Oriented Programming | UD | 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: COMP (MIS) 270, MATH 220 or permission of instructor. | | |
| COMP 540 | Programming Using Visual BASIC | UD | 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: COMP 270, MATH 220 or permission of instructor. | | |
| COMP 555 | The Internet and Java | UD | 3 SH |
| | Provides students an introduction into 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: COMP 330 or permission of instructor. | | |
| COMP 556 | Internet Programming Using Scripting | UD | 3 SH |
| | This course provides experienced programmers and web page designers with the opportunity to combine their skills for effective web pages. This course will utilize scripts for programming for the Internet, with a focus on the Perl language. Other scripting and programming sources will also be covered including: Visual BASIC, Java, and XML. Prerequisites: MATH 220, COMP 481, and COMP 555. | | |

Cooperative Education (COED)

The Coop program provides students with an opportunity to earn both money and academic credit while working full- or part-time in a career-related job placement.

Courses Offered

Pfeiffer offers the following course for elective academic credit:

| | | |
|-----------------|---|---------------|
| COED 301 | Cooperative Education | 1-6 SH |
| | Career-related, paid work experiences with a Cooperative employer/organization. The job placements are integrated with the student academic curriculum, under faculty supervision. Requirements include a daily work log, Student Term Report, 5 hours of pre-placement seminar, 6 hours of individual or small group faculty-supervised seminars. Part-time and full-time placements are available. Prerequisites: Application to chair of major department, approval of the Vice President for Academic Affairs. Must have sophomore standing and at least a 2.5 GPA. Repeat credit up to 18 hours. | |

Criminal Justice (CRIM)

The curriculum in Criminal Justice offers a series of courses that 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.

Major

CRIMINAL JUSTICE

52 Semester Hours Minimum

Core Requirements - 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 | | |
| CRIM 403 | Problems and Practices in Criminal Justice | PLSC 411 | Constitutional Law I - Powers |
| | | PLSC 412 | Constitutional Law II - Rights |
| CRIM 437 | International Issues in Justice | SOCY 402 | Sociology of the Family |
| CRIM 440 | Criminalistics | SPAN (6SH) | 201, 202, 301, or 302 |

74/Criminal Justice

Minor

CRIMINAL JUSTICE

24 Semester Hours Minimum

I. Core Requirements - 18 Semester Hours

| | | | |
|----------|----------------------------------|----------|---------------------------------|
| CRIM 202 | Introduction to Criminal Justice | CRIM 503 | Criminal Law II |
| CRIM 501 | Criminology | CRIM 510 | Ethics in Criminal Justice |
| CRIM 502 | Criminal Law I | CRIM 513 | Criminal Justice Administration |

II. Electives - 6 Semester Hours

Additional courses in criminal justice

| | | | |
|----------|-----------------------|----------|---------------------------|
| PLSC 411 | Constitutional Law I | PSYC 522 | Social Psychology |
| PLSC 412 | Constitutional Law II | SOCY 302 | Social Problems |
| PSYC 424 | Behavior Problems | SOCY 450 | Race and Ethnic Relations |

A faculty member in the Criminal Justice department will work with all criminal justice minors and their faculty advisors in advising course schedules.

Courses Offered

NOTE: CRIM202 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 | F; S | 3 SH |
| | 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. | | |
| CRIM 320 | Criminal Investigation | S | 3 SH |
| | 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. | | |
| CRIM 350 | Alternatives to Incarceration | F | 3 SH |
| | 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. | | |
| CRIM 360 | Juvenile Justice | S | 3 SH |
| | 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. | | |
| CRIM 403 | Problems and Practice in Criminal Justice | F; S | 3 SH |
| | 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. | | |
| CRIM 437 | International Issues in Justice | F | 3 SH |
| | Examines international law enforcement and correctional issues, problems, and trends within a historical perspective. The analysis will include societal reactions, cultural | | |

Criminal Justice/75

perspectives, and geographical differences. Contemporary issues and events are assimilated into the historical studies. Prerequisite: CRIM 202.

| | | | |
|---------------------|---|-------------|-------------|
| CRIM 440 | Criminalistics | F | 4 SH |
| | 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 or permission of the instructor. | | |
| CRIM 501 | Criminology | F | 3 SH |
| | 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. | | |
| CRIM 502 | Criminal Law I | F | 3 SH |
| | The evolution and current status of 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. | | |
| CRIM 503 | Criminal Law II | S | 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 (W) | Research Methods in Criminal Justice | F | 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. This is a writing intensive course. | | |
| CRIM 510 | Ethics in Criminal Justice | S | 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 | F | 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 (W) | Senior Seminar in Criminal Justice | S | 3 SH |
| | Designed as a capstone course bringing together all the competencies required of a criminal justice major. The student will demonstrate these competencies by participating in seminar discussions, maintaining a journal of contemporary criminal justice issues, completing a major research project and paper, making class presentations and completing a service-learning project. This is a writing intensive course. Prerequisite: Senior status and CRIM 504. | | |
| CRIM 555 | Internship in Criminal Justice | F; S | 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. Scheduled seminars with a faculty member provides guidance and evaluation of the learning experience. Prerequisites: Senior status and approval by the department. | | |

76/Economics

| | | | |
|---|---------------------------------------|-------------|-------------|
| CRIM 556 | Internship in Criminal Justice | F; S | 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. Scheduled seminars with a faculty member provides guidance and evaluation of the learning experience. Prerequisites: Senior status and approval by the department. | | | |

Economics (ECON)

The minor in Economics offers students a problem solving discipline to foster their intellectual and career development. It provides students a balanced and broad educational background and prepares them to choose from a wide range of career alternatives, as well as provides an excellent background for graduate studies in such fields as economics, business, law, and education.

The curriculum in Economics explores the economic decisions of individuals, businesses, governments, and other institutions. It examines the nature of economic activity, why it takes place, and how it affects everyone's lives. The program includes elective courses that enable students to tailor their educational program to meet personal needs and interests. The study of economics also helps students develop a logical and rigorous thought process, provides the decision- making tools that can be applied to personal as well as business decisions, and can be used to address the many economic decisions they will face along life's path.

Minor

ECONOMICS

21 Semester Hours Minimum

| | | | |
|----------|------------------------------|----------|-------------------|
| ECON 221 | Principles of Macroeconomics | ECON 325 | Public Finance |
| ECON 222 | Principles of Microeconomics | ECON 421 | Money and Banking |
| ECON 324 | Intermediate Macroeconomics | | |

Additional hours (6 SH) must be selected from Economics courses.

Courses Offered

| | | | |
|---|-------------------------------------|---------------|-------------|
| ECON 221 | Principles of Macroeconomics | F | 3 SH |
| Economic theory and public policy; national income; money and banking; economic growth; business fluctuations. | | | |
| ECON 222 | Principles of Microeconomics | F; S | 3 SH |
| 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. | | | |
| ECON 323 | Managerial Microeconomics | F | 3 SH |
| Application of the theoretical and analytical tools of economics and statistics to business decision-making; demand analysis and forecasting; costs of production; pricing; analysis of market structures. Prerequisites: ECON 222, BUAD 230. | | | |
| ECON 324 | Intermediate Macroeconomics | S | 3 SH |
| National income determination; role of money in determining income, employment, and output. Prerequisite: ECON 221. | | | |
| ECON 325 | Public Finance | S | 3 SH |
| Taxation, public finance, and fiscal policy at all levels of government; relationships between public finance and economic well-being. Prerequisite: ECON 221. | | | |
| ECON 326 | Comparative Economic Systems | F even | 3 SH |
| Description, analysis, and evaluation of capitalism, socialism, and communism in terms of | | | |

Economics/77

their philosophies, goals, and economic functioning on both the macroeconomic and micro-economic levels. Prerequisite: ECON 221.

| | | | |
|-----------------|--|---------------|-------------|
| ECON 327 | The U.S. in the Global Economy | S even | 3 SH |
| | A discussion of why some countries and cultures in the world have had a great economic prosperity while others have not. | | |
| ECON 421 | Money and Banking | F | 3 SH |
| | Analysis of the financial system, financial instruments, interest rates, and the relationship between money, credit, and economic activity. Prerequisites: ECON 221, ECON 222. | | |
| ECON 500 | Economics Internship | UD | 6 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. Upon completion of the internship an oral presentation will be required with students and faculty invited. | | |
| ECON 521 | Labor Relations and Economics | S odd | 3 SH |
| | 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. | | |
| ECON 525 | History of Economic Thought | S even | 3 SH |
| | Analysis of the history of economics as science; economics as a cumulative body of knowledge in a context of emerging technology, changing institutions, and new social problems; the evolution of theories of value, distribution, and employment. Prerequisites: ECON 323, ECON 324. | | |
| ECON 526 | Quantitative Forecasting and the Business Cycle | UD | 3 SH |
| | 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. | | |
| ECON 530 | Senior Seminar in Economics | F odd | 3 SH |
| | The capstone course in economics. Integrates the specialized areas of economics into unified whole. Advanced analysis of monetary policy, fiscal policy, employment theory, price theory, and the business cycle. Prerequisites: ECON 323, ECON 324, BUAD 520. | | |

Education (EDUC)

Pfeiffer University's Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the North Carolina Department of Public Instruction (NCDPI).

Thirty-nine (39) undergraduate students completed requirements for North Carolina licensure during academic year 2009-2010. Pfeiffer University undergraduate candidates for initial licensure have a 94% pass rate on the Praxis II in Elementary Education and a 100% pass rate in Special Education.

Teacher Education Philosophy

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.

Teacher Licensure

Pfeiffer University offers programs leading to teacher licensure in the following areas:

Comprehensive Science Education (9-12)

Elementary Education (K-6)

English (9-12)

Health & Physical Education (K-12)

Mathematics (9-12)

Music (K-12)

Social Studies (9-12)

Special Education (K-12)

Education/79

Teacher candidates planning to teach in North Carolina must be licensed at the elementary or secondary level based upon these criteria:

1. Successful completion of the Pfeiffer University program as approved by the NCDPI.
2. Recommendation of the University.
3. Achieving passing scores on the Praxis II Exams (Elementary Education and Special Education).
4. Completion of major field tests (Comprehensive Science Education, English, Mathematics, Music, Health & Physical Education, & History Major - Social Studies track).

Teacher candidates planning to teach in other states should check with the licensure officer in the School of Education at Pfeiffer to see if that state has a reciprocity agreement with North Carolina. Many states, including North Carolina, have established reciprocity agreements whereby an individual earning a teaching license in one state would be eligible for teaching licensure in another state. Some states may require additional course work and/or testing before issuing a permanent license to candidates educated out of state. Teacher candidates are encouraged to contact the Department of Public Instruction in the state in which the student plans to teach, to determine specific requirements for that state.

Teacher candidates who plan to obtain licensure as a teacher under Pfeiffer's Teacher Education Program are advised that the requirements for licensure are changed from time to time in compliance with the State Board of Education's standards and rules, and may not be the same as the requirements for graduation from Pfeiffer as listed in the student's catalog of entry. Teacher candidates should consult with their advisors to be sure that both sets of requirements are met. **In order to complete the Teacher Education Program within a four-year span, teacher candidates must declare the major early, carry at least 15 SH each semester, and keep courses in sequence. All transferred courses applying towards the Teacher Education Program must have been completed within five (5) years of admission to Pfeiffer.** After a teacher candidate becomes enrolled at Pfeiffer University, course work taken at any other institution must have the prior approval of the registrar, the Dean of the School of Education and the candidate's advisor. Credit earned in such approved courses will count towards the required 124 SH for graduation.

Admission to the Teacher Education Program

Candidates must formally apply for admission to the Teacher Education Program. Application packets for the Teacher Education Program are available in the School of Education in Goode Hall. Candidates are strongly encouraged to submit completed Teacher Education Program admission packets to the Secretary of the School of Education by the beginning of the candidate's junior year. Transfer students submit applications at the beginning of the second semester of their junior year.

Admission into the program is not automatic for teacher candidates who meet minimal requirements. Final approval of all applications is subject to the discretion of the Teacher Education Board (TEB), a faculty committee with representatives from each of the licensure areas. Teacher candidates must be must possess identified dispositions of successful teachers and mentally, physically, morally, and emotionally suitable for teaching.

Formal admission into the program **MUST** occur **prior to the last day to add a class in the semester prior to student teaching**. After formal admission into the Teacher Education Program, students may continue pursuing the coursework outlined in their major and enroll in upper level education courses as noted in the course description section.

Admission to Student Teaching

By the last day to add a class in the semester prior to enrolling in student teaching, the teacher candidate must complete a formal application for Student Teaching. Application forms are available from the Office of The School of Education, or from the Director of Elementary, Secondary, or Special Education. After submission, the placement specialist, Teacher Education Unit, and the Teacher Education Board, who makes final approval of all candidates wishing to enroll in student teaching, review the applications.

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

Licensure Only

Licensure only teacher candidates (persons with a degree who are working toward teacher licensure only) are required to complete all requirements of the licensure area in which they are enrolled. Transcripts are individually evaluated in the Office of the School of Education to determine program requirements already met and courses yet to be taken.

80/Education

Lateral Entry

Lateral entry teachers sign a contract in the Office of the School of Education indicating courses needed for licensure. Pfeiffer's program requirements for graduation meet the NCDPI guidelines for elementary education, secondary, and K-12 licensure. Pfeiffer University's School of Education also works cooperatively with the Regional Alternative Licensing Centers to provide required courses for lateral entry teachers.

Majors

ELEMENTARY EDUCATION (Kindergarten through Grade six)

The purpose of the Elementary Education Program (K-6) is to provide appropriate learning experiences to meet the needs, capabilities, and interests of children in kindergarten through grade Six. The program is designed to assist teacher candidates in acquiring knowledge, developing skills, and forming attitudes within a learning environment focused on active involvement and relevant learning activities.

Teacher candidates working toward teacher licensure at the elementary level must meet all requirements for admission into the Teacher Education Program and must:

1. complete at least 124 SH as required by the University,
2. complete prescribed courses in Elementary Education (K-6),
3. earn a grade of C or better in each education (EDUC) and special education (SPED) course,
4. earn a grade of C or better in HPED 401,
5. earn a grade of C or better in BIOL 211, 212; CHEM 201; ENGL 201, 202; MATH 210, 211, or higher level course,
6. complete cultural units prior to the semester in which student teaching occurs,
7. Complete an e-portfolio demonstrating mastery of State of North Carolina standards for teacher candidates. When enrolled in their first EDUC prefix course, Elementary Education majors must purchase a subscription for a web-based software system to develop the e-portfolio. This subscription carries a one-time cost of \$130.00.
8. take Praxis II tests required for North Carolina teacher licensure.

ALL REQUIREMENTS IN THIS CATALOGUE ARE EFFECTIVE FOR CANDIDATES GRADUATING IN ACADEMIC YEAR 2011-2012 AND AFTERWARDS.

General Education Requirements (Elementary K-6 Licensure)

The following courses meet the NCDPI guidelines for general education for K-6 licensure:

University Studies (3 SH) Freshman Only

UNIV 201 Pfeiffer Journey or exemption

Writing (3-6 SH)

ENGL 201 Intro. to College Writing
or exemption

ENGL 202 College Writing

Language and Literature (6 SH)

ENGL 306 Approaches to Literature

ENGL/ 411 Children's Literature
EDUC

History/Political Science (8-9 SH)

Must take HSTY 303 North Carolina History

GEOG 202 World Regions **or**
EDUC 202 Geography in the
Elementary Curriculum

HSTY 221 US History to 1865 **or**
HSTY 222 US History since 1865
One civilizations course

Music/Art/Theatre (3 SH)

EDUC 304 Arts in the Elementary School

Natural Science (12 SH)

BIOL 211 General Biology I
BIOL 212 General Biology II

CHEM 201 Science, Technology and Modern
Society I

Mathematics (6 SH)

MATH 210 Basic Math Concepts I

MATH 211 Basic Math Concepts II

Economics/Psychology/Sociology (6 SH)

One must be EDUC 322 Diversity in Education.

Religion (6 SH)

Two courses from RELG, PHIL, and CHED, one of which must be in RELG.

Activities (4 SH)

Four (4) one semester hour courses must be taken from specific areas indicated on the class schedule.

Electives (6 SH)

Education Major - Elementary Education:

60 SH Minimum

Professional Core Studies: (28 SH)

| | | | |
|-----------|--------------------------------|----------|--|
| EDUC 205 | Introduction to Teaching | EDUC 360 | Technological Applications for Educators |
| EDUC 306A | Learner and Learning I - Elem. | EDUC 510 | Student Teaching -K-6 |
| EDUC 321 | Research & Assessment in Ed. | EDUC 570 | Licensure Preparation |
| EDUC 322 | Diversity in Education | | |

Specialty Studies: (32 SH)

| | | | |
|-----------|---|----------|--|
| EDUC 304* | Arts in the Elementary School | EDUC 442 | Math Methods in the Elementary School |
| EDUC 406A | Learner and Learning II - Elem. | EDUC 443 | Social Studies Methods in the Elementary School |
| EDUC 407A | Practicum in Elementary Ed. I | EDUC 444 | Language Arts in the Elementary School |
| EDUC 407B | Practicum in Elementary Ed. II | HPED 401 | Health & Physical Education in Elementary School |
| EDUC 412 | Teaching Reading in the Primary Grades | SPED 200 | Introduction to Teaching Students with Exceptional Needs |
| EDUC 413 | Teaching Reading in the Intermediate Grades | | |
| EDUC 441 | Science Methods in the Elementary School | | |

*Listed under General Education as a required course.

SPECIAL EDUCATION (General Curriculum K-12)

The intent of the Special Education Program at Pfeiffer University is to prepare teacher candidates to meet the educational and social needs of students with mild disabilities in grades kindergarten through high school. The program is designed to prepare teacher candidates to provide research-validated instruction and behavior supports to maintain at grade level students with mild disabilities who are enrolled in the *North Carolina Standard Curriculum*.

Candidates working toward teacher licensure in special education **must** meet all the requirements for admission into the Teacher Education Program **and must**:

1. complete at least 124 SH as required by the university,
2. complete prescribed courses in Special Education: General Curriculum (K-12),
3. earn a grade of C or better in each education (EDUC) and special education (SPED) course,
4. earn a grade of C or better in HPED 407,
5. earn a grade of C or better in BIOL 211, 212; ENGL 201, 202; MATH 210, or higher level course,
6. complete cultural units prior to the semester in which student teaching occurs,
7. complete an e-portfolio demonstrating mastery of State of North Carolina standards for teacher candidates. When enrolled in their first EDUC prefix course, Special Education majors must purchase a subscription for a web-based software system to develop the e-portfolio. This subscription carries a one-time cost of \$130.00
8. take Praxis II tests.

82/Education

ALL REQUIREMENTS IN THIS CATALOG ARE EFFECTIVE FOR CANDIDATES GRADUATING DURING 2011-2012 AND AFTERWARDS.

General Education: (Special Education - K-12 Licensure)

The following courses meet NCDPI guidelines for general education for Special Education, K-12, licensure.

University Studies (3 SH) Freshmen Only

UNIV 201 Pfeiffer Journey or exemption

Writing (3-6 SH)

| | | | |
|----------|---|----------|-----------------|
| ENGL 201 | Intro. to College Writing (or exemption) | ENGL 202 | College Writing |
|----------|---|----------|-----------------|

Language and Literature (6 SH)

| | | | |
|----------|---|-----------|----------------------------------|
| ENGL 319 | Approaches in Literature (recommended) | ENGL/ 411 | Children's Literature (required) |
| | | EDUC | |

History and Political Science (6 SH)

A two course sequence in U.S. History is recommended.

Music/Art/Theatre (3 SH)

One course required.

Natural Science (8 SH)

A two course sequence in a laboratory science.

Mathematics (3 SH)

One course required at the 200 level or above.

Economics/Psychology/Sociology (6 SH)

One must be EDUC 322 Diversity in Education.

Religion (6 SH)

Two courses from RELG, PHIL, and CHED, one of which must be in RELG.

Activities (4 SH)

Four (4) one semester hour courses must be taken from specific areas indicated on the class schedule.

Electives (6 SH)

Special Education Major: GENERAL CURRICULUM (K-12)

(68 SH minimum)

Professional Core Studies: (28 SH)

| | | | |
|-----------|------------------------------|----------|---|
| EDUC 205 | Introduction to Teaching | EDUC 360 | Technological Applications for Educators |
| EDUC 306C | Learner & Learning I - K-12 | | |
| EDUC 321 | Research & Assessment in Ed. | EDUC 570 | Licensure Preparation |
| EDUC 322 | Diversity in Education | SPED 515 | Student Teaching - SPED |

Specialty Studies: (32 SH)

| | | | |
|-----------|--|----------|---|
| EDUC 406C | Learner & Learning II - K-12 | HPED 407 | Adapted Physical Education |
| EDUC 407A | Practicum in Elem. Ed. I OR | SPED 445 | Behavior Management for Exceptional Students |
| EDUC 407B | Practicum in Elem. Ed. II | | |
| EDUC 412 | Teaching Reading in the Primary Grades OR | SPED 501 | Assessment and Instruction |
| EDUC 413 | Teaching Reading in the Intermediate Grades | SPED 525 | High Incidence Exceptionalities |
| EDUC 442 | Math Methods in the Elementary School | SPED 526 | Educational Strategies for Special Needs Learners |
| EDUC 444 | Language Arts in the Elementary School | SPED 528 | Collaboration & Program Development |
| EDUC 500 | Materials & Methods in the Secondary School | | |

COGNATE AREA (24 SH):

24 SH in a Cognate Area: English, Mathematics, Science or Social Studies (General Education courses may be applied to the cognate). To be applied to the cognate area, course codes must be assigned prefixes in the discipline.

NOTE: Teacher candidates may elect to major in Special Education and Elementary (K-6) Education. This program will require approximately five years to complete. Prior transcripts will be reviewed and a written course of study must be approved by the licensure officer.

Licensure For Secondary Education (English, Mathematics, Comprehensive Science, & Social Studies)

ALL REQUIREMENTS IN THIS CATALOG ARE EFFECTIVE FOR CANDIDATES GRADUATING IN ACADEMIC YEAR 2011-2012 AND AFTERWARDS.

SECONDARY EDUCATION (9-12)

Candidates who plan to seek licensure in secondary education major in the specialty areas of **Comprehensive Science, and Mathematics** and minor in Secondary Education. The minor is comprised of a sequence of professional courses and field experiences that prepare candidates for the acquisition of knowledge and skills necessary to teach in secondary schools. The sequence of courses required in the Secondary Education minor also is required for licensure in the secondary education majors of **English Education and History Major - Social Studies Licensure Track**.

Candidates majoring in these specialty areas who plan to acquire licensure for teaching in secondary schools need to make contact early in their academic careers with School of Education faculty to ensure they are meeting all of the necessary licensure requirements.

Teacher candidates working toward teacher licensure at the secondary level must meet all requirements for admission to the Teacher Education Program and must:

1. complete at least 124 SH as required by the University,
2. earn a grade of C or better in each education (EDUC) course,
3. complete cultural units prior to the semester in which student teaching occurs.
4. complete an e-portfolio demonstrating mastery of State of North Carolina standards for teacher candidates. When enrolled in their first EDUC prefix course, Education majors and minors must purchase a subscription for a web-based software system to develop the e-portfolio. This subscription carries a one-time cost of \$130.00.
5. take the Praxis II tests or major field test(s) for the concentration area(s).

84/Education

Courses Required:

Professional Core Studies: (27 SH)

| | | | |
|-----------|------------------------------------|----------|------------------------------------|
| EDUC 205 | Introduction to Teaching | EDUC 360 | Technological Applications for Ed. |
| EDUC 306B | Learner & Learning I - Secondary | EDUC 540 | Student Teaching — Secondary |
| EDUC 321 | Research & Assessment in Education | | |
| EDUC 322 | Diversity in Education | | |

Specialty Studies: (11 SH)

| | | | |
|-----------|-----------------------------------|-----------------------|---|
| EDUC 406B | Learner & Learning II - Secondary | One of the following: | |
| EDUC 500L | Secondary Methods Lab | EDUC 500 | Materials & Methods - Secondary School |
| EDUC 503 | Senior Seminar & Field Exp. | EDUC 500A | Science Methods for Secondary Teachers |
| | | EDUC 500B | Social Studies Methods for Secondary Teachers |
| | | EDUC 500C | English Methods for Secondary Teachers |
| | | EDUC 500D | Mathematics Methods for Secondary Teachers |

ENGLISH EDUCATION (9-12)

See also page 93 for program details and requirements for the major.

HISTORY MAJOR -SOCIAL STUDIES TRACK (9-12)

See also page 110 for program details and requirements for the major.

Licensure For K-12 Specialty Areas (Health & Physical Education and Music Education)

ALL REQUIREMENTS IN THIS CATALOGUE ARE EFFECTIVE FOR CANDIDATES GRADUATING IN ACADEMIC YEAR 2011-2012 AND AFTERWARDS.

Teacher candidates working toward teacher licensure in the K-12 licensure areas of health & physical education and Music Education must meet all requirements for admission to the Teacher Education Program and must:

1. complete at least 124 SH as required by the University,
2. successfully complete required courses in Health and Physical Education or Music Education
3. earn a grade of C or better in each education (EDUC) and special education (SPED) course,
4. complete cultural units prior to the semester in which student teaching occurs,
5. complete an e-portfolio demonstrating mastery of State of North Carolina standards for teacher candidates. When enrolled in their first EDUC prefix course, Education majors and minors must purchase a subscription for a web-based software system to develop the e-portfolio. This subscription carries a one-time cost of \$130.00,
6. take the Praxis II tests or major field test(s) for the concentration area(s).

HEALTH & PHYSICAL EDUCATION (K-12)

See also page 105 for program details and requirements for the major.

EDUCATION MINOR FOR MUSIC EDUCATION

32 SH Minimum

Professional Core Studies

| | | | |
|-----------|------------------------------------|----------|--|
| EDUC 205 | Introduction to Teaching | EDUC 541 | Student Teaching — K-12 |
| EDUC 306C | Learner & Learning I - K-12 | SPED 200 | Introduction to Teaching Students with Exceptional Needs |
| EDUC 322 | Diversity in Education | | |
| EDUC 360 | Technological Applications for Ed. | | |
| EDUC 503 | Senior Seminar & Field Exp | | |
| EDUC 406C | Learner & Learning II - K-12 | | |

See also page 128 for program details and requirements for the major.

NOTE: For all Education majors and minors, all professional core and specialty studies courses must be taken prior to student teaching.

Courses Offered (EDUC)

The student teaching courses in Education are taken under the guidance of a public school supervising teacher and a University supervisor. The following Education courses require a special **\$150** fee to pay the extra costs associated with student teaching: EDUC 510, EDUC 540, EDUC 541, and SPED 515. A laboratory fee of **\$25** is charged with EDUC 360. Education majors and minors must purchase a subscription for a web-based software system at a one-time cost of \$130.00 when they enroll in their first EDUC prefix course.

| | | | |
|-------------------------|---|-------------|-------------|
| EDUC 202 | Geography in Elementary Curriculum | UD | 2 SH |
| | This course focuses on the content of geography as a component part of the social studies curriculum in the elementary school classroom. This course reviews content and equips the teacher candidate to use best practices in teaching the People, Places, and Environments thematic strand developed by the National Council for Social Studies as well as the five themes of geography developed by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers. | | |
| EDUC 204 | Professional Communications in Education | S | 3 SH |
| | This course is designed for the prospective teacher who desires focused skill development in oral and written communications related to the teaching profession. It may also include content for mathematics literacy. It is recommended for students who want additional assistance in meeting the requirements for admission to the Teacher Education Program. Evaluated on Pass/Fail basis. | | |
| EDUC 205 (W) | Introduction to Teaching | F, S | 3 SH |
| | This seminar and field experience course will focus on helping prospective teachers to understand organization, context, and characteristics of the contemporary public school that serves a diverse student population. The student will participate in a semester-long field experience of at least 15 hours. Structured observation in a public school classroom with a diverse population will be supplemented with a 2-hour seminar that focuses on the role of the classroom teacher in the elementary and secondary school, the <i>North Carolina Professional Teaching Standards</i> , and expectations of the Pfeiffer Teacher Education Program. Also, in this course the student will initiate the development of a personal teaching philosophy that embraces a servant-leadership perspective. This is a writing intensive course. | | |
| EDUC 304 | Arts in the Elementary School | S | 3 SH |
| | This course will prepare prospective elementary teachers to implement a more balanced and thorough curriculum through incorporating the teaching of visual arts, dance, music, and theater arts in the elementary school classroom. Components and organization of the arts curricula, pedagogical implications of arts integration in the regular classroom, and arts resources and materials will be examined. | | |
| EDUC 306A | The Learner and Learning I - Elementary | F, S | 3 SH |
| | This course focuses on the common and diverse cognitive, affective, and physical characteristics of children in early and late childhood in terms of the content and organization of the elementary school curriculum (grades K-6). Candidates will study the theories of learning, motivation, pedagogical strategies, and assessment, as well as theories of human development as they apply to the development of effective teaching practices in the elementary school classroom. Candidate will learn to use formative and summative assessment to monitor and evaluate student performance. The candidate will learn to use traditional strategies for assessment as well as authentic assessments to measure content knowledge as well as learning and thinking skills, information and technology literacy, and life skills. Prerequisite: EDUC 205 | | |

86/Education

| | | | |
|---------------------------------|--|-------------|-------------|
| EDUC 306B | The Learner and Learning I - Secondary | S | 3 SH |
| | This course focuses on the cognitive, affective, and physical aspects of the secondary learner as well as the content and organization of the secondary school (grades 9-12) curriculum. The student is introduced to the North Carolina Standard Course of Study and explores implications for teaching the secondary school learner. The entire curriculum of the secondary school, including the intended, informal, and hidden curricula, and extra-curriculum in terms of the effects on the secondary learner are examined. Prerequisite: EDUC 205 | | |
| EDUC 306C | The Learner and Learning I - K-12 | S | 3 SH |
| | In this course, the student examines the K-12 curriculum in the content area in terms of the cognitive, affective, and physical characteristics of the learner. The student will study the <i>North Carolina Standard Course of Study</i> and implications for teaching the elementary and secondary school learner in terms of psycho-educational theory and practice. Also other components of the entire curriculum, including the informal and hidden curriculum, and the effects on learners throughout the elementary and secondary school experience are explored. The student will focus study on the area of intended licensure. Prerequisite: EDUC 205. | | |
| EDUC 321 (WI) | Research and Assessment in Education | F, S | 3 SH |
| | This course introduces the teacher candidate to research in education by examining problems in contemporary American education. Candidates develop consumer research skills and learn basic skills for evaluating and reporting instructional effectiveness. They apply information and media literacy skills, critical thinking skills, and problem-solving strategies while writing a research paper on a major area of research-verified practice in content pedagogy. This is a writing intensive course. Prerequisites: EDUC 205, EDUC 360 | | |
| EDUC 322 (WI) | Diversity in Education | F, S | 3 SH |
| | This course is designed to equip prospective teachers with a broad base of knowledge and skills for teaching diverse learners. Teacher candidates study the heritage and culture of high incidence ethnic groups and exceptionalities. They will learn principles of culturally responsive teaching, accommodations for exceptional learners, and strategies for effective inclusion of English language learners in general education classrooms. Candidates will develop and implement a school-based project that responds to identified needs in a local school. This is a writing intensive course. Prerequisites: EDUC 205, EDUC 360. | | |
| EDUC 360 | Technological Applications for Educators | F,S | 3 SH |
| | Candidates will learn strategies for using technology for professional practice and instruction. Learning activities also will focus on the use of information and communications technology to facilitate learning how to learn, critical thinking, solving problems, communicating, and collaborating. Skills learned in this course will be applied in subsequent methods courses. \$25 fee. | | |
| EDUC 406A (WI) | The Learner and Learning II - Elementary | F | 3 SH |
| | The focus of this course is the study of the elementary school curriculum including the terms of the intended, informal, and hidden curriculum, and its effects on the development of elementary school students. Prospective teachers will examine and use the components and organization of the formal curriculum and pedagogical implications of integration to plan for effective use of the written curriculum, developmentally appropriate curricular materials, media, and other resources for effective teaching in classrooms with diverse school populations. Instructional strategies for high levels of student achievement and assessment procedures will be incorporated through a focus on curriculum alignment. Students may be required to observe curricular processes in the elementary general education classroom. This is a writing intensive course. Co-requisite or Prerequisite: EDUC 306A | | |
| EDUC 406B (WI) | The Learner and Learning II - Secondary | F | 3 SH |
| | This is a seminar course in which the teacher candidate applies concepts and theories learned in The Learner and Learning I to the study of students and their learning in the content area classroom. Through structured observation and assisting in secondary school classrooms, and through case studies, the teacher candidate will identify strategies that result in effective learning. The candidate will also identify and analyze problems in learning and teaching, and | | |

Education/87

possible solutions. This course will include at least 30 hours of structured field experience in the secondary classroom. Observations and analyses will focus on strategies for effective classroom management in the secondary school. This is a writing intensive course. Corequisite or Prerequisite: EDUC 306B

| | | | |
|---------------------------|---|-------------|-------------|
| EDUC 406C (WI) | The Learner and Learning II - K-12 | F | 3 SH |
| | This is a seminar course in which the teacher candidate applies concepts and theories learned in The Learner and Learning I to the study of students as they participate in the special area classroom. Through structured observations and assisting in elementary and secondary classrooms, and through case studies, the teacher candidate will develop an understanding of the K-12 learner and identify strategies that result in effective learning. The candidate will also identify and analyze problems in learning and teaching, and possible solutions. This course will include at least 30 hours of field experience in elementary and secondary classrooms. Observations and analyses will focus on strategies for effective classroom management in the elementary and secondary school. This is a writing intensive course. Co-requisite or Prerequisite: EDUC 306C | | |
| EDUC 407A | Practicum in Elementary Education I | S | 1 SH |
| | This course will provide field experience in teaching prior to student teaching in the elementary school. The practicum experiences will be directly related to methods coursework in science and technology. Candidates will work in area public elementary schools. Structured observation, assisting, tutoring, and teaching will be included in these intensive field experiences. Teacher candidates will participate in at least two practicums prior to student teaching. | | |
| EDUC 407B | Practicum in Elementary Education II | F | 1 SH |
| | This course will provide field experience in teaching prior to student teaching in the elementary school. The practicum experiences will be directly related to methods coursework in the arts and humanities. Candidates will work in area public elementary schools. Structured observation, assisting, tutoring, and teaching will be included in these intensive field experiences. Teacher candidates will participate in at least two practicums prior to student teaching. | | |
| EDUC 411 | Children's Literature | F, S | 3 SH |
| | 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. Cross-listed as ENGL 411. | | |
| EDUC 412 | Teaching Reading in the Primary Grades | S | 3 SH |
| | The purpose of this course is to provide the teacher candidates with the knowledge and understanding of the cognitive and linguistic foundations of literacy development, the processes of oral, written, and visual communication, and the content of a balanced reading program for grades K-3; and includes programmed instruction in Standard English usage and conventions. Includes a community service component. Prerequisites: EDUC 306A, EDUC 411 and formal admission to the teacher education program by the TEB. Corequisite: EDUC 406A. | | |
| EDUC 413 | Teaching Reading in the Intermediate Grades | F | 3 SH |
| | The purpose of this course is to provide teacher candidates with the knowledge and teaching competence in all areas of the elementary curriculum unique to intermediate learners and reading. Using narrative and expository text, candidates will learn reading comprehension and decoding strategies for content area learning and reading enjoyment in grades 4-6; also includes programmed instruction in Standard English usage and conventions. Includes a community service component. Prerequisites: EDUC 306A, EDUC 411, and formal admission to the teacher education program by the TEB. Corequisite: EDUC 407A. | | |
| EDUC 441 (WI) | Science Methods in the Elementary School | S | 3 SH |
| | This course will prepare prospective elementary teachers to implement a concept-based, developmentally appropriate, and process oriented science program, including activity- | | |

88/Education

based science lessons, science process skills and the integration of technology throughout the science curriculum. In this course, the teacher candidate will learn to use formative and summative assessment to monitor and evaluate student performance. The candidate will learn to use traditional strategies for assessment as well as authentic assessments to measure content knowledge as well as learning and thinking skills, information and technology literacy, and life skills. @ In addition the course fosters critical thinking and problem-solving skills, contextual learning skills, creativity skills, and collaboration skills. The course also enhances global awareness and health and wellness awareness. This is a writing intensive course. Prerequisite: EDUC 306A and formal admission to the Teacher Education Program by the TEB.

| | | | |
|----------------------|---|----------|-------------|
| EDUC 442 | Math Methods in the Elementary School | S | 3 SH |
| | This course will prepare prospective elementary teachers to implement a concept-based, and process oriented mathematics curriculum consistent with research on effective instruction and the NCTM standards. In this course, the teacher candidate will learn to use formative and summative assessment to monitor and evaluate student performance. The candidate will learn to use traditional strategies for assessment as well as authentic assessments to measure content knowledge as well as learning and thinking skills, information and technology literacy, and life skills. In addition the course fosters critical thinking and problem-solving skills, contextual learning skills, creativity skills, and collaboration skills. Prerequisite: EDUC 406A and formal admission to the Teacher Education Program by the TEB. Includes a community service component. | | |
| EDUC 443 (WI) | Social Studies Methods in the Elementary School | F | 3 SH |
| | This course will prepare teacher candidates to implement a concept-based, developmentally appropriate, and process oriented social studies program. The course will focus upon 21st Century learning skills including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, and contextual learning skills. In addition, candidates will learn to systematically include 21st Century life skills into their pedagogy: including: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility, including activity-based social studies lessons, social studies process skills, and the integration of technology throughout the social studies curriculum. The candidate will learn to use formative and summative assessment to monitor and evaluate student performance. The candidate will learn to use traditional strategies for assessment as well as authentic assessments to measure content knowledge as well as learning and thinking skills, information and technology literacy, and life skills. Instruction on the stock market and the Junior Achievement program is included. Lesson plans focusing on financial, economic, business and entrepreneurial literacy or civic literacy will be required. Prerequisite: EDUC 406A and formal admission to the Teacher Education Program by the TEB. This is a writing intensive course. | | |
| EDUC 444 | Language Arts in the Elementary School | F | 3 SH |
| | This course will prepare prospective elementary teachers to implement a concept-based, developmentally appropriate, and process oriented communication program. The course will focus upon 21st Century learning skills including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, and contextual learning skills. In addition, candidates will learn to systematically include 21st Century life skills into their pedagogy: including: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility. The course will include the integration of technology throughout the language arts curriculum. The candidate will learn to use formative and summative assessment to monitor and evaluate student performance and will learn to use traditional strategies for assessment as well as authentic assessments to measure content knowledge, learning and thinking skills, information and technology literacy, and life skills Prerequisite: EDUC 406A and formal admission to the Teacher Education Program by the TEB. | | |
| EDUC 500 | Materials and Methods - Secondary School | S | 3 SH |
| | This course focuses on strategies for curriculum planning, instruction, and assessment in the secondary school with discussion and assignments closely tied to the students' content areas. Candidates will learn to integrate 21st Century content and skills in daily lessons | | |

Education/89

including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, and contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs. Prerequisite: Admission to the Teacher Education Program by the TEB or post-baccalaureate status.

- EDUC 500A Science Methods for Secondary Teachers UD 3 SH**
This course focuses on strategies for curriculum planning, instruction, and assessment in secondary science. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs. Prerequisite: Admission to the Teacher Education Program by the TEB or post-baccalaureate status.
- EDUC 500B Social Studies Methods for Secondary Teachers UD 3 SH**
This course focuses on strategies for curriculum planning, instruction, and assessment for the social studies. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs. Prerequisite: Admission to the Teacher Education Program by the TEB or post-baccalaureate status.
- EDUC 500C English Methods for Secondary Teachers UD 3 SH**
This course focuses on strategies for curriculum planning, instruction, and assessment in English. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs. Prerequisite: Admission to the Teacher Education Program by the TEB or post-baccalaureate status.
- EDUC 500D Mathematics Methods for Secondary Teachers UD 3 SH**
This course focuses on strategies for curriculum planning, instruction, and assessment in secondary mathematics. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs. Prerequisite: Admission to the Teacher Education Program by the TEB or post-baccalaureate status.
- EDUC 500L Secondary Methods Laboratory S 3 SH**
The secondary teacher education candidate will participate in two hours of simulated teaching and/or critique each week. Also, the candidate will observe, assist, or teach in a high school classroom for one class period each week. Prerequisite: Admission to the Teacher Education Program by the TEB. Co-requisite: EDUC 500, EDUC 500A, EDUC 500B, EDUC 500C, or EDUC 500D.

90/Education

| | | | |
|--------------------------|--|-------------|--------------|
| EDUC 503 (W) | Senior Seminar and Field Experience During this course, the teacher candidate will engage in service learning in the secondary or K-12 classroom, conducting structured observations, assisting the classroom teacher, and teaching at least five lessons. This field experience will be accompanied by weekly seminars. During seminar, the teacher candidate will participate in reflection on the field experience, incorporating all North Carolina Professional Teaching Standards. Prerequisite: EDUC 406B or EDUC 406C. This is a writing intensive course. | F; S | 2 SH |
| EDUC 510 (W) | Student Teaching K-6 Full Time supervised teaching in a nearby cooperating elementary school for 15 weeks. Orientation, observation, conferences, seminars, and 110-150 hours of actual classroom teaching are all integral parts of the experience. Candidates integrate 21st Century learning skills in all pedagogy. 21st Century learning skills include critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will systematically include 21st Century life skills into their pedagogy: 21st Century life skills include: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility. This is a writing intensive course. | F; S | 12 SH |
| EDUC 515 | Public School Internship This course will be taken by lateral entry candidates in all areas of licensure at the end of their programs of study. Students will provide lesson plans and copies of teaching evaluations. The instructor will observe and evaluate students in their classrooms. Following each evaluation, the instructor and student will analyze the lessons observed and develop strategies to strengthen the classroom performance. Content knowledge, lesson planning, teaching strategies, student evaluation, and classroom management will be evaluated. Prerequisite: All plan of study requirements. | F; S | 3 SH |
| EDUC 520 | Cross-Curricular Literacy During this course, teacher candidates will refine their skills in developing units and lessons by learning to incorporate cross-curricular content and teaching strategies for facilitating reading comprehension in the content area and advanced literacy skills among secondary school students. This course also includes programmed instruction in Standard English usage and conventions. Prerequisite: EDUC 500, EDUC 500A, EDUC 500B, EDUC 500C, or EDUC 500D; EDUC 505; or Lateral Entry status. | UD | 3 SH |
| EDUC 540 | Student Teaching - Secondary Full-time supervised teaching in subject areas, including directed observation - participation experiences in a nearby cooperating secondary school for 15 weeks during a semester of the senior year. Orientation, seminars, and conferences are an integral part of the student teaching experience. Prerequisites: all core and professional education courses, and approval of Teacher Education Board. \$150.00 fee. | F; S | 12 SH |
| EDUC 540A (W) | Student Teaching - Music Full-time supervised teaching in music including directed observation - participation experiences in a nearby cooperating school for 15 weeks. Orientation, seminars, and conferences are an integral part of the student teaching experience. Prerequisites: all core and professional education courses, MUSC 505, and approval of the Teacher Education Board. \$150.00 fee. This is a writing intensive course. | F; S | 12 SH |
| EDUC 541 (W) | Student Teaching K-12 Full time supervised teaching in subject areas, including directed observation-participation in experiences in a nearby cooperating elementary and/or secondary school for 15 weeks during a semester of the senior year. Orientation, seminars, and conferences are an integral part of the student teaching experience. Prerequisites: all core and professional education courses, and approval of the Teacher Education Board. \$150.00 fee. This is a writing intensive course. | F; S | 12 SH |
| EDUC 560 | Educational Technology This course will prepare prospective teachers in the use of computers and related | F; S | 3 SH |

Education/91

technologies in (1) the delivery, development, prescription, and assessment of instruction; (2) effective use of computers as an aid to problem solving; (3) classroom management; (4) electronic information access and exchange; and (5) personal and professional productivity. **\$25 fee.**

| | | | |
|---|------------------------------|----------|-------------|
| EDUC 570 | Licensure Preparation | F | 1 SH |
| <p>Preparation for the completion of Praxis Examinations and Requirements for Performance Based Licensure for elementary and special education teacher candidates. This course is designed to assist senior level students pursuing licensure in the application of academic knowledge and skills. Students will practice test taking and reflective writing according to national and state standards. Discussions and exercises will be directed towards how to successfully complete requirements for licensure in the state of North Carolina. Prerequisite: Senior rank.</p> | | | |

Courses Offered (SPED)

| | | | |
|--|---|-------------|--------------|
| SPED 200 | Introduction to Teaching Students with Exceptional Needs | F; S | 3 SH |
| <p>This course is designed to explore the relationship between regular and special education by providing the teacher candidate with knowledge of and direct experiences within instructional settings that include one or more special needs learners. Structured experiences will be provided to (a) ensure mastery of skills in differentiating normal from atypical patterns of behavior in children or adolescents, (b) promote acquisition of skill in understanding the educational needs of exceptional learners as well as the procedures used to identify and provide instruction for them and (c) promote a positive attitude toward atypical students. Pre- or Co-requisite: EDUC 406A or EDUC 406B or EDUC 406C.</p> | | | |
| SPED 445 | Behavior Management for Exceptional Students | F | 3 SH |
| <p>This course addresses the management and intervention strategies for students with special needs in the general and separate classroom settings in elementary and secondary schools. Functional Behavior Assessment and development of the Positive Behavior Plan will be included in this course to equip the special educator with effective crisis intervention strategies. Teacher candidates are taught to integrate 21st Century learning skills such as critical thinking, problem solving, and collaborative skills to detect early warning signs of problematic behaviors, employ verbal and non-verbal techniques to avoid violent confrontations, and implement safe physical intervention procedures. Includes a community service component. Prerequisite: SPED 525.</p> | | | |
| SPED 501 | Assessment/Instruction in Special Education | F | 3 SH |
| <p>This course focuses on the knowledge and practical experiences with standardized norm-referenced and criterion-referenced diagnostic procedures. Students will participate in the administration of assessments applicable to students with various exceptionalities. There will be an emphasis on the interpretation and role of authentic 21st century assessment data in the determination of eligibility, identification of appropriate materials, and the facilitation of educational programming. Prerequisite: SPED 525 or permission of the instructor, and formal admission to the Teacher Education Program by the TEB.</p> | | | |
| SPED 515 | Student Teaching in Special Education | F; S | 12 SH |
| <p>Supervised experiences in special education in a public school setting for 15 weeks. Observations, assessment, educational planning, small and large group instruction, attendance at and involvement in school-based committees. Must include students with learning disabilities, mental handicaps, and behavioral/emotional disorders. In addition, students will participate in weekly scheduled seminars. Prerequisite: Completion of all methods courses. \$150 fee.</p> | | | |
| SPED 525 (W) | High Incidence Exceptionalities | F | 3 SH |
| <p>This course is designed to explore the historical precepts, legal framework, definitions, characteristics, and multicultural aspects of the students with exceptionalities with</p> | | | |

92/English

specific emphasis on specific learning disabilities, emotional-behavioral disorders, and cognitive disabilities. Structured experiences will promote acquisition of skills in understanding the educational needs of exceptional learners. This is a writing intensive course and will require an in-depth research project. Prerequisite: Permission of the instructor or formal admission to the Teacher Education Program by the TEB.

SPED 526 Educational Strategies for Special Learners F 3 SH

Focus is on specialized methods used for teaching students with special needs across content areas in elementary, middle, and secondary school settings. Candidates will be taught to use contextual learning and information and media literacy skills in the development and delivery of lessons that employ these specialized methods. Additionally, curricula and intervention strategies for the development of cognitive, adaptive, and behavior skills are examined. Includes a community service component. Prerequisite: SPED 525, or permission of the instructor, and formal admission to the Teacher Education Program by the TEB.

SPED 528 Collaboration and Program Development S 3 SH

This course focuses on Individualized Education Program (IEP) development and the collaboration involved in that process. It will address strategies for the development, implementation, and monitoring of IEPs and the related instructional planning for students with exceptional learning needs. Teacher candidates will develop group-processing skills by engaging in a service-learning project that requires collaborative interaction with educators, families, and community agencies. Candidates will utilize critical-thinking and problem-solving skills in learning to manage compliance across programs, prepare for IEP team meeting, and coordinate the delivery of services. Prerequisite: SPED 525, SPED 526 or permission of the instructor, and formal admission to the Teacher Education Program by the TEB

English (ENGL)

The English major is designed for the student interested in teaching English in secondary school, attending graduate school in English or preparing for professional programs such as law and business administration. The reading, writing and intellectual skills acquired by the English major are also excellent preparation for students interested in pursuing careers in public service, mass communications, public relations and advertising as well as for the generalist interested in a well rounded liberal arts education. One may pursue licensure to teach high school (grades 9-12) by completing the requirements listed under the English Education major.

Majors

ENGLISH:

36 semester hours Minimum

ENGL 314 Introduction to Literary Studies ENGL 410 English Language and Linguistics

General Studies:

ENGL 317 American Literature to 1865 **OR** ENGL 325 British Literature I **OR**
ENGL 318 American Literature since 1865 ENGL 326 British Literature II

Two additional courses numbered between 308 and 328

World Literature: One course chosen from ENGL 330, 354, 357, 360

Study in Depth:

Four courses numbered 400 or above at least one of which must be a seminar or directed research project. Students interested in graduate study of English are encouraged to take ENGL 437, ENGL 460, and ENGL 490.

Elective:

One additional course chosen from the offerings in English

Foreign Language Requirement

Two semesters of study of foreign language or the equivalent is required of all English 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.

Note: Students planning to apply to graduate programs should acquire a reading knowledge of at least one foreign language. This usually requires at least six semester hours of study beyond the intermediate level.

ENGLISH: CREATIVE WRITING:**Core Studies:**

ENGL 314 Introduction to Literary Studies ENGL 410 English Language and Linguistics

General Studies:

Two courses chosen from ENGL 308, 313, 320

ENGL 315 Creative Writing I

Two courses numbered between 317 and 328

World Literature: One course chosen from ENGL 330, 354, 357, 360

Studies in Depth:

Two courses numbered 400 and above at least one of which must be a seminar or directed research.

ENGL 415 Creative Writing II

ENGL 510 Creative Writing III

Foreign Language Requirement:

Two semesters of study of foreign language or the equivalent is required of all English 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. **Note:** Students planning to apply to graduate programs should acquire a reading knowledge of at least one foreign language. This usually requires at least six semester hours of study beyond the intermediate level.

ENGLISH EDUCATION (71 SH):**Core Studies:**

ENGL 314 Introduction to Literary Studies

ENGL 410 English Language and Linguistics

General Studies:

ENGL 317 American Literature to 1865 OR

ENGL 318 American Literature since 1865

ENGL 325 British Literature I OR

ENGL 326 British Literature II

Three additional courses numbered between 308 and 328

World Literature: One course chosen from ENGL 330, 354, 357, 360

Study in Depth:

ENGL 460 Theory and Practice of Teaching Writing

ENGL 501 Shakespeare

Two additional courses numbered 400 or above at least one of which must be a seminar or directed research.

94/English

Licensure:

EDUC 205 Introduction to Teaching
EDUC 306B Learner and Learning I
EDUC 321 Research & Assessment in Education
EDUC 322 Diversity in Education
EDUC 360 Technological Applications for Education
EDUC 406 B Learner and Learning II -- Secondary
EDUC 503 Senior Seminar and Field Experience
EDUC 500C English Methods OR EDUC 500 Secondary Methods
EDUC 500L Secondary Methods Laboratory
EDUC 540 Student Teaching -- Secondary

Foreign Language:

Two semesters of study of foreign language or the equivalent is required of all English 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. Note: Students planning to apply to graduate programs should acquire a reading knowledge of at least one foreign language. This usually requires at least six semester hours of study beyond the intermediate level. Students completing the English Education major are encouraged to complete at least six semester hours of Spanish.

Minor

ENGLISH: 18 Semester Hours Minimum

ENGL 314 Introduction to Literary Studies
One course chosen from ENGL 308, 313, 320
Two courses chosen from courses numbered 317-360
Two courses numbered 400 or above

CREATIVE WRITING: 18 Semester Hours Minimum

ENGL 314 Introduction to Literary Studies
Two courses chosen from ENGL 308, 313, 320
ENGL 315 Creative Writing I
ENGL 415 Creative Writing II
ENGL 510 Creative Writing III

Courses Offered

NOTE: ENGL 202 College Writing is a **prerequisite** for **ALL** English (**ENGL**) courses at or above the 300 level.

| | | | |
|-----------------|---|-------------|-------------|
| ENGL 200 | English Proficiency Review of fundamentals of English grammar, mechanics, and usage. Extensive practice with in-class writing, revision and editing will be included. | F; S | 3 SH |
| ENGL 201 | Introduction to College Writing 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. | F; S | 3 SH |
| ENGL 202 | College Writing Through the close study of exemplary texts chosen from across the academic disciplines, | F; S | 3 SH |

English/95

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.

All English 300 level courses are designed to meet the general education requirement in Literature.

| | | | |
|-------------------------------|---|---------------------|-------------|
| ENGL 306 | Approaches to Literature | F; S | 3 SH |
| | Theme and genre in literature, moving from simple myths to complex modern works. Critical composition and research writing are required. | | |
| ENGL 308 | Introduction to Poetry | F even | 3 SH |
| | Study of forms and practices related to the creation, criticism and interpretation of poetry. | | |
| ENGL 313 | Introduction to Short Fiction | F even | 3 SH |
| | Study of forms and practices related to the creation, criticism, and interpretation of short fiction. | | |
| ENGL 314 (W) | Introduction to Literary Studies | F | 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 (W) | Creative Writing I | F odd | 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. This is a writing intensive course. | | |
| ENGL 317 | American Literature to 1865 | F odd | 3 SH |
| | Survey of American poetry, drama, and fiction from the precolumbian period through 1865. | | |
| ENGL 318 | American Literature from 1865 to the Present | S | 3 SH |
| | Survey of American poetry, drama, and fiction from 1865 to the present. | | |
| ENGL 319 | Topics in Literature | F odd; S odd | 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. | | |
| ENGL 320 | Introduction to Film and Drama | S even | 3 SH |
| | Study of forms and practices related to the creation, criticism, and interpretation of film and drama. | | |
| ENGL 325 | British Literature I | F even | 3 SH |
| | Study of major authors in the British tradition from the Restoration to the end of the 20th century. | | |
| ENGL 326 | British Literature II | S odd | 3 SH |
| | Study of major authors in the British tradition from the middle ages to the Restoration. | | |
| ENGL 330 | Contemporary World Literature | S even | 3 SH |
| | Study of major works and trends in world literature since 1945, including writers from Africa, India, the West Indies, the Americans, and Australia. | | |

96/English

| | | | |
|---|---|---------------|-------------|
| ENGL 343 (WI) | C.S. Lewis and J.R.R. Tolkien An exploration of major prose works of each writer including essays, short stories, and novels. The course will also examine the contributions made by Lewis and Tolkien to theological, philosophical, and literary discussions in the twentieth and twenty first centuries through their writings on faith, fantasy, science fiction and mythology. Special emphasis will be given to the role of friendship in the development of the writers' works and Lewis and Tolkien's enduring place in popular culture. This is a writing intensive course. (Crosslisted as RELG 343.) | S Even | 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. | S odd | 3 SH |
| ENGL 357 | World Literature in Translation Major world writers from the medieval period to 1945. Writers studied will include those from the Asian, African, and European traditions. | F even | 3 SH |
| ENGL 360 (WI) | 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. This is a writing intensive course. | F even | 3 SH |
| ENGL 314 and at least six additional hours in ENGL courses at the 300 level are prerequisites for all 400 and 500 level courses. This requirement can be waived by the department chair for students transferring in 50 or more undergraduate credit hours. | | | |
| ENGL 410 (WI) | 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. This is a writing intensive course. Prerequisite: Junior standing, ENGL 314 and at least six additional hours in ENGL courses at the 300 level. Note: This course does not meet the general education requirement in literature. | F even | 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, ENGL 314 and at least six additional hours in ENGL courses at the 300 level. Cross-listed as EDUC 411. | S | 3 SH |
| ENGL 415 (WI) | 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. This is a writing intensive course. Prerequisites: ENGL 314 and at least six additional hours in ENGL courses at the 300 level, ENGL 315 and Junior standing or instructor's permission. | UD | 3 SH |
| 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. ENGL 432, 435, 437, and 439 are writing intensive courses. | | | |
| ENGL 431 | Seminar in Adolescent Literature | UD | 3 SH |
| ENGL 432 (WI) | Seminar in American Literature | S | 3 SH |
| ENGL 433 (WI) | Seminar in British Literature | S | 3 SH |
| ENGL 435 (WI) | Seminar in Rhetorical Studies | S even | 3 SH |
| ENGL 437 (WI) | Seminar in Criticism and Theory | S Odd | 3 SH |
| ENGL 439 (WI) | Seminar in World Literature | F even | 3 SH |

Environmental Science/97

| | | | |
|-------------------------|--|--------------|-------------|
| ENGL 460 (W) | Theory and Practice of Teaching Writing | F odd | 3 SH |
| | This course introduces various approaches to composing and revising prose. Classical and contemporary strategies for invention and editing will be studied and practiced. Class members will direct writing assignments for one another and will teach writing in other contexts such as the Learning Center. This is a writing intensive course. Prerequisite: Junior Standing, EDUC 405, SPED 200 and formal admission to the Teacher Education Program by the TEB. Corequisite: SPED 300. | | |
| ENGL 490 (W) | Directed Research | UD | 3 SH |
| | Students enrolled in this class will engage in a research project with a faculty member that is of mutual interest to the participants. Students must be English majors or minors, have senior standing, and have an outlined research project developed with a member of the department faculty and approved by the Department chair at least one semester in advance of taking the course. Faculty and students will work together on completing and writing up the project results. This is a writing intensive course. | | |
| ENGL 501 (W) | Shakespeare | F odd | 3 SH |
| | Selected comedies, tragedies, histories, and sonnets of Shakespeare. This is a writing intensive course. Prerequisite: ENGL 327 and Junior standing or permission of the instructor. | | |
| ENGL 510 (W) | Creative Writing III | UD | 3 SH |
| | Advanced workshop in poetry and fiction for students who have completed Creative Writing I and II. The course is offered upon demand and may be taken twice for credit. This is a writing intensive course. Prerequisites: ENGL 315 and ENGL 415. | | |

Environmental Science (ENSC)

The Environmental Science degree program provides an interdisciplinary curriculum centered in biology and chemistry and complemented by the study of other academic areas including public policy, ethics, law, and business. Many of the major environmental issues which face our planet will be examined from a scientific viewpoint. Understanding the physical, chemical and biological controls on the environment will allow a more informed social/political discussion of environmental issues and prepare students to become professionals in the rapidly growing area of environmental science.

Major

ENVIRONMENTAL SCIENCE

71 Semester Hours Minimum

CORE COURSES (47 SH):

| | | | |
|----------|--|----------|---------------------------------------|
| BIOL 211 | General Biology I | ENSC 201 | Introduction to Environmental Science |
| BIOL 212 | General Biology II | ENSC 401 | Jr. Research I |
| BIOL 328 | Conservation Biology | ENSC 402 | Jr. Research II |
| BIOL 411 | Genetics | ENSC 403 | Environmental Science Internship |
| BIOL 418 | Plant Physiology | ENSC 501 | Sr. Research I |
| BIOL 510 | Senior Seminar | ENSC 502 | General Ecology |
| BUAD 321 | Business Statistics OR MATH 440 Probability and Statistics I | ENSC 503 | Sr. Research II |
| | | | 3 SH of a Foreign Language |
| CHEM 301 | General Chemistry I | | |
| CHEM 302 | General Chemistry II | | |

98/Environmental Science

CHOOSE ONE TRACK:

ENVIRONMENTAL CHEMISTRY TRACK (24 SH):

| | | | |
|----------|--|----------|--|
| BIOL 414 | Cell & Molecular Biology OR CHEM 503 Biochemistry OR BIOL 403 Microbiology | CHEM 420 | Environmental Chemistry OR CHEM 405 Quantitative Analysis |
| CHEM 403 | Organic Chemistry I | PHYS 301 | General Physics I |
| CHEM 404 | Organic Chemistry II | PHYS 302 | General Physics II |

WILDLIFE MANAGEMENT AND ECOLOGY TRACK (24 SH):

| | | | |
|----------|-------------------------|----------|------------------------------------|
| BIOL 320 | Biological Anthropology | BIOL 415 | Vertebrate Morphology |
| BIOL 321 | Biological Evolution | | Biology/Natural Science Elective 1 |
| BIOL 350 | Wildlife Biology | | Biology/Natural Science Elective 2 |

ENVIRONMENTAL SCIENCE AND POLICY TRACK (24 SH):

| | | | |
|----------|---|----------|------------------------------------|
| BIOL 350 | Wildlife Biology | PLSC 405 | Public Policy |
| ECON 221 | Principles of Macroeconomics | | Biology/Natural Science Elective 1 |
| PHIL 307 | Environmental Philosophy | | Biology/Natural Science Elective 2 |
| PLSC 201 | American Government OR PLSC 203 World Politics | | |

Courses Offered

| | | | |
|----------------------|--|--------------|-------------|
| ENSC 201 | Introduction to Environmental Science | F | 3 SH |
| | This course explores the root causes of the global environmental quality deterioration: overpopulation, depletion of natural resources, and subsequent pollution. Students will consider differing world viewpoints and development of possible solutions. <i>This course does not satisfy the general education requirement in Natural Science.</i> Cross-listed as CHEM 250. | | |
| ENSC 328 (WI) | Conservation Biology | F Odd | 4 SH |
| | This course provides students with an in-depth exploration of the conservation and management of ecosystems and protected areas from a scientific perspective. The course focuses on issues ranging from genetics, policy, stakeholders, technology, diplomacy, biodiversity, endangerment, and deforestation. While the course will focus on terrestrial systems, which will be more immediately familiar to most students, the course will also include components of avian, freshwater, and marine conservation. The intersection between human populations and biodiversity will be a major theme of this course. Understanding of conservation and ecosystems will be a capstone goal of the course. At the end of the course, students will have been exposed to the fields of environmental law, international environmental law, anthropology, GIS, mammalogy, ornithology, ichthyology, herpetology, and invertebrate biology. Field trips to Uwharrie National Forest, the Carnivore Conservation Trust, NC Zoo and/or Duke Primate Center will be included in this course. The course will be taught in a seminar format, with lab period. It will involve heavy emphasis on readings from the current, primary, peer-reviewed literature, but it will also require background material from a text. This is a writing intensive course. Prerequisites: BIOL 211-212. Cross-listed as BIOL 328. | | |
| ENSC 401 | Jr. Research I | UD | 1 SH |
| | In the first semester of a major's junior year (or with instructor approval for nontraditionally calendared students), the student will engage in one-on-one directed research with natural sciences faculty on an appropriate independent program of scientific investigation. This first semester of a 4-semester sequence will surround the identification of a potential undergraduate thesis project and the literature review for the background of said project. Once appropriate literature has been reviewed between the student and faculty, a formal project of scientific investigation will be identified. Once-weekly meetings throughout the semester will occur, at minimum. Grading will be based upon meeting participation, background research, and a semester's end paper and | | |

Environmental Science/99

presentation of the project identified, its background, and the methods to be used in upcoming semesters of this sequence. Prerequisites: instructor approval, BIOL 211, BIOL 212, CHEM 301, CHEM 302, and ENSC 201.

| | | | |
|-----------------|---|---------------|-------------|
| ENSC 402 | Jr. Research II | UD | 1 SH |
| | In this second semester of the major's junior year and second semester of a four-semester sequence (or with instructor approval for nontraditionally calendared students), data collection or synthesis will commence on the project identified in Jr. Research I. Weekly meetings with faculty will provide advice and assurance of student performance of this "pilot" semester of individual scientific investigation. Grading will be based on a semester-end paper and poster presentation of the pilot project's progress. Prerequisites: instructor approval and Jr. Research I. | | |
| ENSC 403 | Environmental Science Internship | UD | 1 SH |
| | This course is designed to require students to engage in some form of environmental internship at some point in their undergraduate career. Internships may include, but are not limited to, internships with the NC Zoo, local/state/federal environmental regulatory agencies, environmental field study or assistantship, etc. Appropriateness of the internship for the course curriculum will be planned and concluded in advance between the student and faculty advisor(s). Grading will be based upon performance within the internship, plus a paper and presentation on the internship given during semester of enrollment for this course. | | |
| ENSC 501 | Sr. Research I | UD | 1 SH |
| | In this third semester of the four-semester sequence and the first semester of the major's senior year (or with instructor approval for nontraditionally calendared students), final data collection will occur and analysis will be complete for the project identified in Jr. Research I and II. Meetings will occur weekly. Grading will be based upon a complete independent research paper (student's final draft version) designed for scientific publication on the program of study identified in Jr. Research I and II. Prerequisites: instructor approval and Jr. Research II. | | |
| ENSC 502 | General Ecology | F even | 4 SH |
| | Plants and animals in their natural surroundings. Prerequisites: Two courses in BIOL. Cross-listed as BIOL 502. | | |
| ENSC 503 | Sr. Research II | UD | 1 SH |
| | In this final semester of a four-semester sequence and the second semester of the major's senior year (or with instructor approval for nontraditionally calendared students), the student will pursue publication of his/her research and analyses. The final paper submitted in Sr. Research I will be edited by faculty and student during the semester and submitted for scientific publication. Grading will be based on faculty's evaluation of the paper's quality and a final oral presentation on the paper given at a scientific conference (e.g., professional society annual meeting or at the annual Milton Rose Science Symposium at Pfeiffer University) or formal academic assembly. Prerequisites: instructor approval and SR Research I. | | |

Exercise Science (EXSC)

The Bachelor of Science in Exercise Science is designed to provide basic theory and application in the rapidly growing field of exercise science, fitness leadership, and exercise physiology. Students will receive a scientific foundation in the structure and function of the human body at rest and during activity, emphasizing the changes that occur with physical activity and nutritional variations. In addition, students will learn different methods of measurement and evaluation in the components of fitness in order to assess fitness status, evaluate progress, and design appropriate programs for improving fitness levels. A particular emphasis is placed on the health-related aspects of fitness.

Students additionally receive instruction in aspects of business, computing, and statistics that will enhance their career opportunities. Within this field of study, students may choose to pursue careers in such areas as fitness leadership, exercise physiology, or rehabilitation technology.

Major

EXERCISE SCIENCE

73-74 Semester Hours plus 2 Activities Minimum

Core Requirements:

| | | | |
|----------|---|----------|--|
| BIOL 211 | General Biology I | EXSC 306 | Kinesiology |
| BIOL 212 | General Biology II | EXSC 312 | Human Anatomy and Physiology II |
| BUAD 321 | Business Statistics or | EXSC 403 | Nutrition for Health and Human Performance |
| | PSYC 222 Statistics for Psychology | | |
| CHEM 301 | General Chemistry I | EXSC 506 | Practicum in Sports Science |
| CHEM 302 | General Chemistry II | EXSC 511 | Exercise Testing and Prescription |
| COMP 360 | Microcomputer Applications | EXSC 512 | Exercise Science Seminar |
| EXSC 202 | Principles of Injuries and Rehabilitation | HPED 213 | Personal Wellness in Modern Society |
| | | MATH 220 | College Algebra |
| EXSC 215 | Foundations of Fitness Leadership | SMGT 311 | Sport and Exercise Psychology or |
| EXSC 303 | Human Anatomy and Physiology I | | EXSC 310 Health Psychology |
| EXSC 305 | Exercise Physiology | | Any 2 HPED activity classes |

AREAS OF CONCENTRATION:

In addition to the above-listed required courses for all majors, each student majoring in Exercise Science will complete one of the following concentrations:

Fitness Leadership Concentration (12 SH) from:

| | | | |
|----------|------------------------|----------|--|
| BUAD 201 | Principles in Business | SMGT 212 | History of Sport and Physical Activity |
| COMM 301 | Public Speaking | SMGT 307 | Sports Facilities Management |

Sports Medicine Concentration (11 SH) from:

| | | | |
|----------|----------------------|----------|--------------------|
| MATH 235 | College Trigonometry | PHYS 302 | General Physics II |
| PHYS 301 | General Physics I | | |

Courses Offered

NOTE: All Exercise Science majors are **REQUIRED** to be currently certified in CPR/First Aid in order to receive final grades in all EXSC courses numbered 300 and higher. Failure to show proof of certification prior to the conclusion of a 300 level course will result in a grade of "Incomplete". American Red Cross Certification is preferred.

| | | | |
|-----------------|---|----------|-------------|
| EXSC 202 | Principles of Athletic Injuries and Rehabilitation | F | 3 SH |
| | An introductory course to the field of athletic training. Emphasis is placed on elements of | | |

Exercise Science/101

recognition/care and prevention of common athletic illnesses and injuries. The roles of the NATA/BOC certified athletic trainer and other community-based emergency care providers are also discussed.

- EXSC 202L Principles of Athletic Injuries and Rehabilitation Laboratory F 1 SH**
A laboratory course covering the selection, fabrication, and application of preventive taping, wraps, pads, splints, braces, and other specific protective devices. Universal precautions in wound management are discussed and demonstrated as is the fitting of protective athletic equipment and crutches.
- EXSC 215 Foundations of Fitness Leadership F 3 SH**
This course is a lecture/lab style course in which students will learn the principles of safe and effective activity leadership, skills for designing and implementing various types of activity/training programs for a variety of populations, and demonstrate understanding of basic training principles. Application of activity principles from previous and current personal participation.
- EXSC 303 Human Anatomy and Physiology I F 4 SH**
The first of an introductory level, two-semester sequence with emphasis on the structure and function of the human body systems: integumentary, skeletal, muscular, nervous/special senses, circulatory, and respiratory. Consists of three (3) contact hours of lecture and a one hour lab. Prerequisites: BIOL 211 and permission of the instructor **or** BIOL 324 Microbiology and permission of the instructor **or** two classes in the sciences and sophomore standing.
- EXSC 305 Exercise Physiology F 4 SH**
(WI) Human physiological responses and adaptations to acute and chronic exercise. This is a writing intensive course. Prerequisite: EXSC 303.
- EXSC 306 Kinesiology S 3 SH**
Application of anatomical and mechanical principles to human motion. Prerequisite: EXSC 303.
- EXSC 310 Health Psychology S odd 3 SH**
A course that provides an overview of the rapidly expanding field of health psychology, a relatively recent subdiscipline of Psychology. It is drawn from a variety of areas within the field: personality, social, developmental, clinical. Focus is on the contributions for the discipline of psychology to the promotion and maintenance of health, the prevention and treatment of illness, and the identification of etiologic and diagnostic correlates of health, illness, and related dysfunction. Prerequisite: PSYC 221.
- EXSC 312 Human Anatomy and Physiology II S 4 SH**
The second of an introductory two-semester sequence on the structure and function of the human body. Consists of three (3) contact hours of lecture and one and one-half hours of lab. Topics covered in EXSC 312 include the following body systems: endocrine, digestive, urinary, lymphatic, and reproductive. Prerequisites: A grade of C- or better in EXSC 303.
- EXSC 403 Nutrition for Health and Human Performance F 3 SH**
This course provides knowledge of the functions of food and its relationship with health and human performance. Some of the topics that are included are: essential dietary nutrients; carbohydrates, fats, and proteins; vitamins and minerals; energy sources at rest and during exercise; diet, weight control, body composition, and exercise; vegetarianism; and foods for special purposes.
- EXSC 500 Advanced Concepts in Athletic Injuries and Rehabilitation S 3 SH**
A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illnesses. Includes history taking, visual inspection, manual palpation and specific and functional testing. Recognition of typical clinical presentations of athletic injuries/illnesses is also covered. Prerequisite: EXSC 202, 202L, 303, 312.

102/Foreign Languages

| | | | |
|---------------------|---|---------------|-------------|
| EXSC 506 | Practicum in Sports Science | F; S | 3 SH |
| | Working in a health-oriented fitness program either on or off-campus for a minimum of 90 contact hours. It is expected that this practical experience will provide exposure to health-related fitness assessment and exercise prescription techniques. A weekly seminar with a faculty member will provide guidance and evaluation of the practicum experience. Prerequisites: EXSC 305 and EXSC 306. | | |
| EXSC 511 | Exercise Testing and Prescription | S | 3 SH |
| | This course centers on the development of skills and knowledge related to exercise testing, prescription, measurement, and evaluation. Topics include: medical/health screening, exercise test administration and development, metabolic calculations, exercise program development, and electrocardiography. Prerequisites: EXSC 305 and EXSC 306. | | |
| EXSC 512 (W) | Exercise Science Seminar | S even | 2 SH |
| | This course is a current literature and field research review. Focus will be recent research in exercise science with required journal readings, discussion, and commentary. Students will be asked to critically analyze experimental research and review literature in their field. This is a writing intensive course. Prerequisites: EXSC 305 and BUAD 321 or PSYC 222. | | |

Foreign Languages

The curriculum in foreign languages includes study in Chinese and Spanish. Courses in language are normally taken for either General Education or elective credit. Although there is no specific General Education requirement in foreign language, students are encouraged to broaden their education by taking foreign languages.

Foreign language study is required in certain majors at Pfeiffer. Students majoring in business or accounting can prepare themselves for careers in international commerce by becoming orally functional in social and professional settings in one or more language.

Refer to the **Academic Policies** section of this catalog for credit-hour equivalence of AP and CLEP scores and for information on undergraduate challenge exams in a foreign language. A Pfeiffer University placement test (2 levels: Beginner-Intermediate, and Intermediate-Advanced) in a foreign language may be required of some students, by the Department Chair. There is no charge for a placement test, but it must be taken before the semester's Add/Drop deadline.

Refer to the TRIP program and to information on Study Abroad Programs (**Academic Policies**). A minor is offered in Spanish.

Minor

SPANISH

24 Semester Hours

| | | | |
|----------|------------------------|----------|-------------------------|
| SPAN 201 | Spanish I | SPAN 202 | Spanish II |
| SPAN 301 | Intermediate Spanish I | SPAN 302 | Intermediate Spanish II |

Select 9 semester hours from:

| | | | |
|----------|------------------------------------|----------|------------------------------------|
| SPAN 307 | Current Issues in Hispanic Culture | SPAN 310 | Hispanic Cinema |
| SPAN 315 | Spanish for the Professions | SPAN 340 | Introduction to Spanish Literature |

Select 3 semester hours from:

| | | | |
|----------|----------------------------------|----------|---|
| SPAN 430 | Advanced Grammar and Composition | SPAN 470 | Advanced Topics in Spanish Literature and Culture |
| SPAN 440 | Advanced Conversational Spanish | | |

Spanish minors are encouraged to spend a semester studying abroad. Course equivalents and credits awarded towards the minor in Spanish will be determined on an individual basis prior to a student's departure for the semester abroad.

Courses Offered

Chinese (CHIN)

| | | | |
|---|---|----------|-------------|
| CHIN 210 | Chinese Language and Culture I | F | 3 SH |
| <p>A beginning Mandarin Chinese course for students with no prior knowledge of Chinese. The course will focus on the Chinese Pinyin Romanization system: tones, rules of phonetic spelling, and pronunciation drill; Chinese characters: creation and evolution, stroke order, structure, the writing system, and calligraphic techniques. Reading and writing skills are introduced, including basic sentence pattern analysis and development of language skills in listening, speaking, reading, and writing. This course will also cover computer skills related to learning Chinese.</p> | | | |
| CHIN 215 | Chinese Language and Culture II | S | 3 SH |
| <p>A continuation of CHIN 210, this course continues to focus on Chinese Pinyin, Chinese characters and reading and writing skills. Students should achieve a basic lexicon of 200-300 characters by the end of this course. Prerequisite: CHIN 210 or permission of the instructor.</p> | | | |
| CHIN 310 | Chinese Language and Culture III | F | 3 SH |
| <p>The focus of this course will be Chinese grammar, reading comprehension, writing, and development of vocabulary. Students will continue to develop speaking and aural comprehension while going more deeply into the study of Chinese culture and social systems. Prerequisite: CHIN 215 or permission of the instructor.</p> | | | |
| CHIN 315 | Chinese Language and Culture IV | S | 3 SH |
| <p>Continuation of CHIN 310. Students should have knowledge of 750-1000 characters by the end of this course. Prerequisite: CHIN 310 or permission of instructor.</p> | | | |

Spanish (SPAN)

With Spanish language and Hispanic culture/customs so prevalent today within the United States, and around the world, college and university graduates with proficiency in conversational Spanish and in Hispanic culture/etiquette have a distinct advantage intellectually, socially, and professionally. Pfeiffer University offers a minor in Spanish language and Iberoamerican culture (Spain, Mexico, Central and Latin America, Caribbean). Within each required course for this minor, students will master Spanish vocabulary pertinent to their major field of study or to their career plans, as well conversational and reading vocabulary. A minimum of 24 credit-hours in mandatory and elective courses are required for the Spanish Minor.

Pfeiffer University encourages all of its students to participate in overseas trips and/or study programs, especially those students studying foreign languages and cultures. See the description below for SPAN 300.

The Spanish Minor is **NOT** available to Spanish-language natives who have completed their secondary schooling in a Spanish-language school.

| | | | |
|--|-------------------------------|----------|-------------|
| SPAN 201 | Spanish I | F | 3 SH |
| <p>Exercises in pronunciation; fundamental grammar; reading, composition, and simple conversation. 3 hours of classroom work and 1 hour of laboratory work each week.</p> | | | |
| SPAN 202 | Spanish II | S | 3 SH |
| <p>Continuation of SPAN 201.</p> | | | |
| SPAN 301 | Intermediate Spanish I | F | 3 SH |
| <p>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</p> | | | |

104/Foreign Languages

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.

| | | | |
|-----------------|---|---------------|-------------|
| SPAN 302 | Intermediate Spanish II | S | 3 SH |
| | 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. | | |
| SPAN 307 | Current Issues in Hispanic Culture | S even | 3 SH |
| | Oral and written practice of Spanish with a focus on the presentation of current issues in Peninsular and Latin American popular media. Prerequisite: SPAN 301 (may be taken concurrently with SPAN 302). | | |
| SPAN 310 | Hispanic Cinema | F odd | 3 SH |
| | This course introduces students to Latin American, Spanish and Latino cultural, political and socioeconomic issues as portrayed in cinema. The course aims at exploring issues such as immigration and exile, globalization, experiences of repression, war and violence, women's roles in contemporary society, and the role that United States' political and economic policies play in Latin American societies. Prerequisite: SPAN 301 (may be taken concurrently with SPAN 302). | | |
| SPAN 315 | Spanish for the Professions | F even | 3 SH |
| | Oral and written practice of Spanish through the use of specialized vocabularies of the medical, commercial, legal and social services professions. Prerequisite: SPAN 302. | | |
| SPAN 340 | Introduction to Spanish Literature | S even | 3 SH |
| | Approaches to reading and interpreting 20th century Spanish Literature, both Peninsular and Latin American. Includes study of literary terms and interpretive practices. Prerequisite: SPAN 302. | | |
| SPAN 430 | Advanced Grammar and Composition | S odd | 3 SH |
| | Intensive practice in written Spanish with study of syntax and semantics. Prerequisites: at least two courses numbered 307-340. | | |
| SPAN 440 | Advanced Conversational Spanish | UD | 3 SH |
| | Intensive oral practice combined with study of Spanish pronunciation, intonation, oral proficiency, dialectology and production of sounds. Prerequisite: at least two courses numbered 307-340. | | |
| SPAN 465 | Latino Studies | S odd | 3 SH |
| | This course is designed to discuss Latino identity within and outside of the US. Through the works of a variety of Latino authors, and multiple media venues-literature, films, historical and cultural studies- this course looks at how issues such as race, gender, religion, class, language, and the historical, political and socioeconomic specifics of the immigration patterns of each group shape their identity. Students will be expected to work individually and collaboratively on various projects that are designed to enhance their knowledge and understanding of the works analyzed in class. Prerequisite: SPAN 301 or the equivalent in the Spanish Placement Exam (may be taken concurrently with SPAN 302). | | |

Health and Physical Education/105

| | | | |
|--|--|-----------|-------------|
| SPAN 470 | Advanced Topics in Spanish Literature and Culture | UD | 3 SH |
| Various topics focused on the study of Peninsular or Latin American literature and culture. Prerequisite: at least two courses numbered 307-340. | | | |

Geography (GEOG)

The curriculum in Geography consists of courses which are sometimes taken as electives but are primarily used by students in the Teacher Education Program. No major or minor is offered in Geography.

Courses Offered

| | | | |
|---|----------------------|----------|-------------|
| GEOG 202 | World Regions | S | 3 SH |
| Survey of eight world regions, including their world importance, geographical characteristics, and major problems. Required for majors in Elementary Education. | | | |

Global Pfeiffer Studies (GPS)

Course offered prior to participation in the GPS Program outlined on p.35

| | | | |
|--|--|------------|-------------|
| GPS 200 | Seminar for Global Pfeiffer Studies | F;S | 2 SH |
| Study in preparation for participation in the GPS Program. Topics will be selected by faculty to coordinate with the international travel that is planned for the end of the semester after which the seminar is offered. This course may be taken a maximum of four (4) times for credit if different topics are offered. | | | |

Health and Physical Education (HPED)

The Health and Physical Education major leading to a Bachelors of Science degree in North Carolina licensure is designed to prepare teachers who are qualified to conduct quality health and physical education programs in K-12 school settings. In addition to coursework health and physical education majors participate in a number of practicum and field experiences culminating in a full semester of student teaching during the senior year. The teacher education program at Pfeiffer University is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the North Carolina Department of Public Instruction (NCDPI) to offer a program for licensure in health and physical education. All courses meet and satisfy competencies and guidelines established by NCDPI.

Basic Physical Education Program

All students may participate in Pfeiffer's Basic Physical Education program, which consists of 14 activity courses. These are available for personal enrichment, as well as to fulfill the activity requirements of the General Education curriculum. The activity courses are graded on a "Pass/Not Pass" basis. Physical Education activity courses may not be repeated to fulfill major requirements (except HPED 115).

106/Health and Physical Education

HEALTH AND PHYSICAL EDUCATION

(with Teacher Licensure)

83 Non-Activity Semester Hours and 4 Activities Minimum

| | | | |
|-------------------------------|---|-----------|---|
| BIOL 211 | General Biology I | HPED 240 | Teaching and Coaching Individual Sports |
| EDUC 205 | Introduction to Teaching | | |
| EDUC 306C | Learner & Learning I - K-12 | HPED 401 | Health and Physical Education in Elementary Schools (K-6) |
| EDUC 360 | Technological Applications for Educators | HPED 401L | Health & Physical Education in Elementary Schools Lab |
| EDUC 321 | Research & Assessment in Educ. | | |
| EDUC 322 | Diversity in Education | HPED 402 | Health and Physical Education in Secondary Schools (7-12) |
| EDUC 406C | Learner & Learning II - K-12 | | |
| EDUC 503 | Senior Seminar and Field Study | HPED 403 | Health Promotion and Life Skills |
| EDUC 540 | Student Teaching-Secondary | HPED 407 | Adapted Physical Education |
| EXSC 215 | Foundations of Fitness Leadership | SMGT 212 | History of Sport and Physical Activity |
| EXSC 303 | Human Anatomy and Physiology I | SMGT 307 | Sports Facilities Management |
| EXSC 305 | Exercise Physiology | | |
| EXSC 306 | Kinesiology | | |
| EXSC 312 | Human Anatomy and Physiology II | | |
| Two (2) HPED Activity Courses | | | |
| HPED 120 | Fitness for Life | | |
| HPED 213 | Personal Wellness in Modern Society | | |
| HPED 220 | Teaching and Coaching Team Sports I or HPED 221 | | |
| | Teaching and Coaching Team Sports II | | |

Students must also satisfy requirements for teacher licensure; refer to **SECONDARY EDUCATION** on page 83.

Courses Offered

NOTE: Courses numbered 100 through 125 are Basic Physical Education activity courses and may **not** be repeated for credit (exception is HPED 115). *The frequency of all HPED activity course offerings will be determined by the HPED staff.

| | | | |
|-----------------|---|---|------------------------|
| HPED 100 | Aerobics | * | Activity - 1 SH |
| | Conditioning course in which participants exercise to music for the purpose of developing cardiovascular efficiency, strength, and flexibility. | | |
| HPED 105 | Golf | * | Activity - 1 SH |
| | Grip, stance, and components of a good golf swing; rules, etiquette, and problem shots. | | |
| HPED 106 | Badminton | * | Activity - 1 SH |
| | Skills, rules, strategies for both singles and doubles play. | | |
| HPED 108 | Jogging | * | Activity - 1 SH |
| | Emphasis on the proper intensity, frequency, and duration of exercise for maximum aerobic development through jogging. | | |
| HPED 111 | Tennis | * | Activity - 1 SH |
| | Basic skills, strategies, and rules for singles and doubles play. | | |
| HPED 114 | Weight Training | * | Activity - 1 SH |
| | Basic weight training exercise for major muscle groups; routines appropriate for developing muscular strength and endurance. | | |

Health and Physical Education/107

| | | | |
|----------|---|--------|----------------------------|
| HPED 115 | Adapted Physical Education Activity Special instruction in sport and physical activities; rehabilitation for individuals with temporary and permanent physical disabilities. | * | Activity - 1 SH |
| HPED 116 | Conditioning Activities Exercises which tone major muscle groups; principles of weight control; nutrition. Various aerobic exercises are emphasized. | * | Activity - 1 SH |
| HPED 118 | Volleyball Skills, rules, strategies, and formations for the sport of volleyball. | * | Activity -1 SH |
| HPED 120 | Fitness for Life A health-oriented approach toward developing and maintaining minimum levels of physical fitness for an entire lifetime. Emphasis on cardiovascular and muscular fitness, weight control and diet. | S | 2 Activities -2 SH |
| HPED 121 | Basketball Fundamentals of basketball with emphasis on team play. | * | Activity -1 SH |
| HPED 123 | Lifeguard Training American Red Cross certification. Prerequisites: CPR training and SPMM 304. | * | 2 Activities - 2 SH |
| HPED 124 | Swimming Activity Swimming strokes and techniques; water safety; swimming for personal fitness; water sports and activities. | * | Activity - 1 SH |
| HPED 125 | Caddie Program The program is run in conjunction with the Old North State Golf Club at Uwharrie Point. Students are allowed to enroll in the course "by permission of instructor" (BPI) only. | * | Activity - 1 SH |
| HPED 127 | Outdoor Pursuits This course provides an introduction to the field of Outdoor Education. In addition, there will be a theoretical and experiential examination of land and water outdoor pursuits. This course is to be a springboard for students to further explore the fields of Outdoor and Adventure Education as well as find recreational opportunities for themselves and others in the area that surrounds Pfeiffer University. Technical competency, program planning and implementation, safety procedures, equipment and gear use are addressed. As a result of this course, students will be prepared to participate in managed, environmentally sound, and effective outdoor pursuit programs and services. | F even | Activity - 1 SH |
| HPED 200 | Foundations of Physical Education and Sport An overview of philosophical, historical, and scientific foundations of physical education and sports; principles, objectives, and career opportunities in sports medicine, sports management, and physical education. | F | 3 SH |
| HPED 204 | Aquatic Skills Skill training in strokes, water sports, and drown-proofing. Methods of teaching swimming are emphasized. | UD | 1 SH |
| HPED 210 | Health and Physical Education in the Elementary School Focuses on the importance of health and physical education in the elementary school curriculum; content development in accordance with the Healthful Living curriculum in North Carolina Standard Course of Study; selection and utilization of appropriate instructional materials and methods. | F | 3 SH |
| HPED 213 | Personal Wellness in Modern Society Study of health needs and problems designed to foster understanding and attitudes needed for intelligent decision-making related to present and future wellness behaviors. | S | 3 SH |

108/Health and Physical Education

| | | | |
|----------------------|---|---------------|-------------|
| HPED 220 | Teaching and Coaching Team Sports I | S even | 3 SH |
| | Teaching approaches for beginning and advanced players for the sports of softball, baseball, and basketball. Also included are coaching philosophies, strategies, conditioning programs, drills, methods of evaluation, scouting, scoring, and charting procedures for the above listed activities. | | |
| HPED 221 | Teaching and Coaching Team Sports II | S odd | 3 SH |
| | Teaching approaches for beginning and advanced players for the sports of soccer and volleyball. Also included are coaching philosophies, strategies, conditioning programs, drills, methods of evaluation, scouting, scoring, and charting procedures for the above listed activities. | | |
| HPED 240 | Teaching and Coaching Individual Sports | F | 3 SH |
| | Teaching beginning and advanced skills; training; scheduling; scouting; practice schedules; strategy; player evaluation and motivation. Sports covered include golf, tennis, cross country, and swimming. | | |
| HPED 314 | Movement Education K-6 | S | 3 SH |
| | Adoption of a movement concept and skill theme framework for teaching children fundamental and complex motor patterns, including sport and game skills, developmental gymnastics, recreational dance, and personal fitness skills. Prerequisite: Formal admission to the Teacher Education Program by the TEB. | | |
| HPED 401 | Health and Physical Education in Elementary Schools (K-6) | S | 3 SH |
| | Curriculum and method of instruction for health and physical education at the elementary level. This class is designed to prepare students to teach health and physical education in grades K-5. This course includes preparation in the knowledge and skills found in the Healthful Living Curriculum of the North Carolina Standard Course of Study. Knowledge of movement education, motor skills, skill analysis, components of health such as mental, emotional, personal and physical health. This course also provides a study of health, safety and physical education needs of elementary children (including content and methodology) and the integration of those needs with the curriculum. Public school practicum required. | | |
| HPED 401L | Health and Physical Education in Elementary Schools LAB | S | 1 SH |
| | This lab course will be required of health and physical majors. It will provide the students with practical experience outside of the classroom working with local students planning, teaching and assessing physical education lessons. A minimum of 15 practicum hours will be required and will be scheduled by the instructor. | | |
| HPED 402 | Health and Physical Education in Secondary Schools (7-12) | F | 4 SH |
| | This course covers the methods, materials and techniques of teaching health and physical education in secondary school which includes organization and planning of the total 7-12 curriculum and daily programs. Students develop unit plans and examine a variety of approaches for teaching middle and high school health. Strategies for improving reading skills in Health Education will be an integral part of this course. Public school practicum required. | | |
| HPED 403 | Health Promotion and Life Skills | F | 3 SH |
| | This course provides a comprehensive study of factors influencing health promotion and life skill including personality, societal and biological factors. This course will emphasize knowledge, skills and concepts necessary for the effective implementation of health education, disease prevention and disease control. Specifically, the course will emphasize prevention through the curriculum, identifying the high-risk student and appropriate referrals in the school system and community. Students will gain experience using technology as a strategic resource related to this topic. | | |
| HPED 407 (WI) | Adapted Physical Education | S | 3 SH |
| | This course will prepare prospective physical education and special education majors to implement a developmentally appropriate physical education curriculum for students with | | |

History/109

disabilities, consistent with the Healthful Living component of the North Carolina Standard Course of Study. Field experiences with exceptional children are included as part of the course. This is a writing intensive course. Prerequisite: Formal admission to the Teacher Education Program by the TEB.

| | | | |
|-----------------|---|----------|-------------|
| HPED 409 | Measurement and Evaluation in Physical Education and Exercise Science | F | 3 SH |
| | Planning, administering, and evaluating accountability systems in physical education and exercise settings; assessment of individual achievement in psychomotor, cognitive, and affective domains; analysis and interpretation of data; reliability, validity, objectivity, and other psychometric properties of tests; and considerations in selection of fitness tests for adults and children. | | |
| HPED 411 | Methods of Teaching Physical Education | F | 4 SH |
| | Curriculum and methods of instruction for physical education at the secondary level. This course will focus on current research and practice in physical education including, but not limited to, content analysis and development consistent with the <i>Healthful Living</i> component of the <i>North Carolina Standard Course of Study</i> , teaching strategies, planning, and assessment. Prerequisite: Formal admission to the Teacher Education Program by the TEB. | | |
| HPED 508 | Licensure Preparation in Physical Education | F | 1 SH |
| | This focuses on the integration of knowledge from previous coursework to prepare students for their semester of student teaching. Current trends and issues in physical education will also be addressed. Prerequisites: Senior standing and admission to the Teacher Education Program by the TEB. | | |

History (HSTY)

The History curriculum provides a broad spectrum of courses covering all periods of history in all areas of the world. There are few specifically required courses in the History major and students have the opportunity to design majors (with the approval of the Department Chair) that best meet their own career goals or personal interests.

Graduates in History may continue their studies in graduate or law school or may choose to pursue careers in teaching, government, foreign service, journalism, archival work, or business.

Majors

HISTORY

36 Semester Hours Minimum

Required Courses (18 SH)

| | | | |
|----------|---|----------|----------------------------|
| HSTY 221 | U.S. History to 1865 | HSTY 233 | Civilizations of Europe I |
| HSTY 222 | U.S. History since 1865 | HSTY 236 | Civilizations of Europe II |
| HSTY 231 | Civilizations of Asia | HSTY 501 | Research in History |
| | or | | |
| HSTY 232 | Civilizations of Africa and the Middle East | | |
| | or | | |
| HSTY 235 | Civilizations of Latin America | | |

Additional Courses (18 SH) must be selected from the offerings in History at 300-level or above. At least one course from American history and at least one course from European history. At least two courses at the 400 level.

110/History

Optional Courses (up to 6 SH) may be selected from the related courses listed below:

ECON 525 History of Economic Thought
ENGL 317 American Literature to 1865
ENGL 318 American Literature since 1865
ENGL 319 Topics Literature (with permission of advisor-depending on topic)
ENGL 325 British Literature I
ENGL 326 British Literature II
ENGL 330 Contemporary World Literature
ENGL 354 Myth and Literature of the Ancient World
ENGL 357 World Literature in Translation
PHIL 301 Founders of Ancient Philosophy
PHIL 302 Founders of Modern Philosophy
PLSC 305 Modern Warfare and Politics
PLSC 306 International Intelligence and Espionage
PLSC 401 Comparative Politics
PLSC 402 Modern Political Thought
PLSC 406 The American Presidency

NOTE: Foreign languages are highly recommended for those considering graduate study in History.

HISTORY MAJOR: SOCIAL STUDIES LICENSURE TRACK (101 SH (26 SH will satisfy General Education requirements))

Required in History (21 SH)

| | | | |
|----------|---|----------|----------------------------|
| HSTY 221 | U.S. History to 1865 | HSTY 233 | Civilizations of Europe I |
| HSTY 222 | U.S. History since 1865 | HSTY 236 | Civilizations of Europe II |
| HSTY 231 | Civilizations of Asia | HSTY 411 | Current Events |
| | or | HSTY 501 | Research in History |
| HSTY 232 | Civilizations of Africa and the Middle East | | |
| | or | | |
| HSTY 235 | Civilizations of Latin America | | |

9 semester hours must be selected from the offerings in History. At least one course from American history and at least one course from European history at 300 level or above. At least two courses at the 400 level

6 semester hours must be selected from the following:

ENGL 317 American Literature to 1865
ENGL 318 American Literature since 1865
ENGL 319 Topics in Literature (with permission of advisor-depending on topic)
ENGL 327 British Literature I
ENGL 328 British Literature II
ENGL 330 Contemporary World Literature
ENGL 354 Myth and Literature of the Ancient World
ENGL 357 World Literature in Translation
PHIL 301 Founders of Ancient Philosophy
or
PHIL 302 Founders of Modern Philosophy

Required Social Studies Classes (27 SH):

CHEM 201 Science, Technology and Modern Society I
CHEM 202 Science, Technology and Modern Society II
ECON 221 Principles of Macroeconomics
ECON 222 Principles of Microeconomics
GEOG 202 World Regions
PLSC 201 American Politics
PSYC 221 General Psychology
SOCY 301 Introduction to Sociology

Education Courses for Secondary (9-12) Programs (38 SH):

| | |
|-----------|--|
| EDUC 205 | Introduction to Teaching |
| EDUC 306B | Learner & Learning I - Secondary |
| EDUC 321 | Problems & Research in Education |
| EDUC 322 | Diversity in Education |
| EDUC 360 | Technological Applications for Educators |
| EDUC 406B | Learner & Learning II - Secondary |
| EDUC 500 | Secondary Methods, or EDUC 500B |
| EDUC 500L | Secondary Methods Laboratory |
| EDUC 503 | Senior Seminar & Field Experience |
| EDUC 540 | Student Teaching-Secondary |

Minor

HISTORY**27 Semester Hours Minimum**

Same courses required for the Major with the exception of HSTY 501 Research in History I plus **three** additional history courses, 300 and above.

Courses Offered

| | | | |
|-----------------|--|--------------|-------------|
| HSTY 221 | United States History to 1865 | F | 3 SH |
| | Colonial foundations; national origins; constitutional development; territorial and economic expansion; cultural development; civil discord and war. | | |
| HSTY 222 | United States History since 1865 | S | 3 SH |
| | A continuation of HSTY 221 Reconstruction; industrial growth; the rise of progressivism; involvement in world affairs; changing social and economic patterns. | | |
| HSTY 231 | Civilizations of Asia | S | 3 SH |
| | The people, institutions, events, issues, and ideas which shaped Asia from the rise of civilization to the present. The course will focus on India, China and Japan. | | |
| HSTY 232 | Civilizations of Africa and the Middle East | F odd | 3 SH |
| | The people, institutions, events, issues, and ideas which shaped Africa and the Middle East from the rise of civilization to the present. | | |
| HSTY 233 | Civilizations of Europe I | F | 3 SH |
| | The people, institutions, events, issues, and ideas which shaped Europe from the rise of civilization to 1789. | | |
| HSTY 235 | Civilizations of Latin America | F | 3 SH |
| | The people, institutions, events, issues, and ideas which shaped Latin America from the rise of civilization to the present | | |
| HSTY 236 | Civilizations of Europe II | S | 3 SH |
| | The people, institutions, events, issues, and ideas which shaped Europe from 1789 to the present. | | |
| HSTY 303 | North Carolina History | UD | 3 SH |
| | Social, political, and economic development from colonial times to the present. Prerequisite: Declared major or minor in History, Social Studies, or Education. | | |
| HSTY 311 | Current Events: The Present as History | S | 3 SH |
| | Significant current events, issues, or movements such as the growth of Islamic fundamen- | | |

112/History

talism, global terrorism, the Arab-Israeli conflict, the AIDS epidemic, the expansion of the European Union, and the tension between China and Taiwan are studied in their historical context. Events in the United States are covered, but the focus of the course is international. An international research/service project is required. This is a designated service learning course. Prerequisite: Sophomore standing.

| | | | |
|--------------------------|--|---------------|-------------|
| HSTY 313 | Ancient Greece and Rome | F odd | 3 SH |
| | A political, social, cultural and economic survey of the Greek and Roman worlds. | | |
| HSTY 316 | History of England since 1688 | S odd | 3 SH |
| | Constitutional, political, social, cultural, and economic developments from the "Glorious Revolution" to the present. | | |
| HSTY 340 | The Civil Rights Movement | F odd | 3 SH |
| | An in-depth look at the modern Civil Rights Movement with a focus on the years 1954-1968. The course will consider not only the development of the major leaders and organizations that struggled against the Jim Crow system of the American South, but also the local people who supplied the "foot soldiers" of the movement. Attention will also be given to the precursors of the movement as well as the after effects that continue to the present. | | |
| HSTY 345 | The American South | S even | 3 SH |
| | A survey of the history of the southeastern United States from the pre-colonial period to the present. The course looks especially at two themes--the development of the South as a distinctive region in the United States and the level of influence (political, cultural, economic) the region has had on the country at large. Students will explore these issues through the interpretive lens of race, class, gender, and the environment. | | |
| HSTY 390 | Topics in History | UD | 3 SH |
| | These one-semester reading, research and discussion courses will be offered at the discretion of the History program faculty or in response to popular demand by students. | | |
| HSTY 401 (WI) | African-American History | F even | 3 SH |
| | An examination of the African-American experience in the United States from 1619 to the present. Slave narratives, the writings of Booker T. Washington, W.E.B. DuBois, and other prominent African-Americans, and recent documentaries will bring to life the horrors of slavery and the struggle for equality. A research project is required. This is a writing intensive course. Prerequisites: HSTY 221 and 222 or permission of the instructor. | | |
| HSTY 405 (WI) | Civil War and Reconstruction | S odd | 3 SH |
| | 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 Reconstruction. A research project is required. This is a writing intensive course. Prerequisites: HSTY 221 and 222 or permission of the instructor. | | |
| HSTY 408 (WI) | Europe 1815-1914 | F odd | 3 SH |
| | Interpretive survey of European history from the Congress of Vienna to the outbreak of WWI. Social, economic, and political transformation. Prerequisite: HSTY 236 or sophomore standing. A research project is required. This is a writing intensive course. | | |
| HSTY 409 (WI) | Europe 1914-Present | S even | 3 SH |
| | Interpretive survey of European History from World War I to the present. This is a writing intensive course. Prerequisite: HSTY 236 or sophomore standing (HSTY 222 recommended). | | |
| HSTY 419 (WI) | The American Revolution and Early Republic | S even | 3 SH |
| | A study of the causes of the American Revolution, the British North American colonies' War for Independence, the Confederation government, the drafting and implementation of the Constitution, the early presidencies of Washington, Adams, and Jefferson. While much of | | |

History/113

the course will explore the history of the "Great Men" of the early United States, attention will be given to the social history of this era--namely what has been termed the "unknown" history of the Revolution and Early Republic. The class will consider how the massive change wrought from 1763-1808 influenced the margins of American society. A research paper is required. This is a writing intensive course.

| | | | |
|-------------------------|---|---------------|-------------|
| HSTY 423 (W) | The Vietnam Era | S odd | 3 SH |
| | A close look at American society during the 1960's and early 1970's with special emphasis on the conduct and consequences of the Vietnam War. Historical readings will be augmented by novels and films. A research project is required. This is a writing intensive course. Prerequisite: HSTY 221 and 222 or permission of the instructor. | | |
| HSTY 427 | Museum Internship | UD | 3 SH |
| | Internship in conjunction with the Stanly County Historic Preservation Commission designed to give students practical experience in a museum setting. Interns will have the opportunity to learn techniques of research, collections management, and museum education. Students may repeat up to a total of 6 SH. Prerequisite: permission of Department Chair in consultation with supervising faculty. | | |
| HSTY 428 | Life in Medieval England | F even | 3 SH |
| | An exploration of the ways people in all levels of Medieval English society lived and thought. Each student will be responsible for researching and discussing with the class the life of a particular kind of medieval person (i.e. noble, knight, lady, merchant, priest, nun, peasant, etc.) and for writing a fictionalized autobiography of his or her person. Prerequisite: HSTY 233 or permission of the instructor. | | |
| HSTY 430 (W) | Revolution in the Modern World | F even | 3 SH |
| | A study in comparative history and in the concept of revolution. The course will deal with the French, Russian and Chinese revolutions as well as several more recent revolutions. A research project is required. This is a writing intensive course. Prerequisite: HSTY 221, 231, 232, or 233 or sophomore standing. | | |
| HSTY 490 | Topics in History | UD | 3 SH |
| | These one-semester reading, research and discussion courses will be offered at the discretion of the History program faculty or in response to popular demand by students. They include such topical courses as: History of the American South, Immigration and Ethnicity, and Pre-Revolutionary America. Research projects are often required in these courses. | | |
| HSTY 501 (W) | Research in History | F | 3 SH |
| | Students undertake an intensive course of study in a topic of special personal interest. Classroom exercises and discussions, oral presentations, peer evaluations, and extensive work with primary and secondary materials prepare students to write a prospectus for an article-length paper worthy of publication or presentation at an undergraduate conference. This is a writing intensive course. Prerequisite: Senior standing or permission from instructor. | | |

Honors (HNRS)

| | | | |
|-----------------|--|-------------|-------------|
| HNRS 201 | Sophomore Honors Research | F, S | 1 SH |
| | Initial foray into independent research conducted during the Honors student's sophomore year. A partnership and research focus will be fostered with a faculty member outside the student's intended major. Student and faculty mentor explore a topic raised in the classroom but in greater detail than the partnered course objectives intend. The end result will be a paper, poster, or digital project suitable for presentation at the spring University Symposium. Work completed in this study is in addition to expectations of the partnered class. (Registration must include permission of Honors Program advisor, faculty advisor, and faculty partner). | | |

114/Human Services

| | | | |
|-----------------|--|-------------|-------------|
| HNRS 301 | Junior Honors Research | F, S | 1 SH |
| | Research conducted during the Honors student's junior year. A partnership and research focus will be fostered with a faculty member inside the student's intended major. Offers the opportunity to explore a topic of specific interest with greater depth. May provide a building block toward capstone research in the major. The end result will be a paper, poster, or digital project suitable for presentation at the spring University Symposium. Work completed in this study is in addition to expectations of the partnered class. (Registration must include permission of Honors Program advisor, faculty advisor, and faculty partner). | | |
| HNRS 302 | Honors Thesis Preparation | S | 1 SH |
| | The course is dedicated to the process of formalizing an Honors thesis project. With the guidance of the Honors Director, students will share, revise, and refine ideas with their classmates. In addition, students will select a faculty thesis advisor (from their major field) and a thesis committee (including two additional faculty members-one from the student's home department, one from outside the department). The culminating project will be a thesis proposal submitted to both the Honors Director and the Thesis committee. (Registration with permission of Honors Program Director only). | | |
| HNRS 401 | Honors Thesis I | F | 2 SH |
| | The first of a two-semester sequence leading to the completion of an Honors thesis with the focus on the student's major field. The project may build off or be an expansion of work completed in a capstone course, or it may be a new project entirely. At the end of the semester, significant progress toward the completion of the thesis should be evident. (Permission of Honors Program advisor and Thesis committee must accompany registration). | | |
| HNRS 402 | Honors Thesis II | S | 2 SH |
| | The second of a two-semester sequence ending with the completion of an Honors thesis. Successful completion of the Honors Thesis includes an oral defense before the student's Thesis committee and a presentation at the University Symposium. (Permission of Honors Program advisor and Thesis committee must accompany registration). | | |

Human Services (HSRV)

The human services program offers an interdisciplinary curriculum that combines study in the fields of sociology and psychology. Students take a core of courses that help them develop basic understandings of people, helping skills and knowledge of program evaluation. Students concentrate in one of three areas: aging, child development or diverse populations.

Students who major in human services will find career opportunities in many human service agencies, including group homes, children's homes, nursing homes and the Department of Social Services.

Major

HUMAN SERVICES

51 Semester Hours Minimum

Core Requirements:

| | | | |
|----------|--------------------------------------|----------|--------------------------------|
| HSRV 301 | Program Evaluation in Human Services | PSYC 221 | General Psychology |
| | | PSYC 420 | Group Processes |
| HSRV 401 | Field Placement in Human Services | PSYC 424 | Behavior Problems |
| | | PSYC 425 | Counseling |
| HSRV 410 | Behavior Modification | PSYC 428 | Community Psychology |
| HSRV 430 | Intervention in Human Services | SOCY 301 | Introduction to Sociology |
| HSRV 501 | Senior Seminar in Human Services | SOCY 302 | Social Problems |
| | | SOCY 320 | Social Work and Social Welfare |

AREAS OF CONCENTRATION:

In addition to the above required courses for all majors, each student majoring in HSRV will complete one (1) of the following three (3) concentrations.

Concentration in Aging (9 SH)

| | | | |
|----------|-----------------------------|----------|------------------------------|
| PSYC 423 | Adult Development and Aging | SOCY 420 | Medical Sociology |
| | or SOCY 406 Gerontology | SOCY 425 | Sociology of Death and Dying |

Concentration in Child Development (9 SH)

| | | | |
|----------|---------------------------------|----------|--------------------------------------|
| PSYC 430 | Child and Adolescent Psychology | SPED 200 | Introduction to Exceptional Children |
| SOCY 402 | Sociology of the Family | | |

Concentration in Diverse Populations (9 SH)

| | | | |
|----------|-------------------------|----------|---------------------------|
| PSYC 435 | Psychology of Women | SOCY 450 | Race and Ethnic Relations |
| SOCY 402 | Sociology of the Family | | |

Courses Offered

| | | | |
|-----------------|--|-------------|-------------|
| HSRV 301 | Program Evaluation in Human Services | F | 3 SH |
| | Planning, executing and analyzing the outcomes of program evaluation in human service fields. Basic statistics, evaluation methods and the use of evaluation outcomes to improve services will be stressed. | | |
| HSRV 430 | Intervention in Human Services | F | 3 SH |
| | 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. | | |
| HSRV 401 | Field Placement in Human Services | F; S | 4 SH |
| | Students are given the opportunity to develop skills in providing direct services to clients in human service agencies. | | |
| HSRV 410 | Behavior Modification | S | 3 SH |
| | Study of the application of learning principles to practical problems of behavior with emphasis on behavior management and behavior modification in home, school, and clinical settings, laboratory study in acquisition of new behaviors, and visits to local programs using behavior modification with normal and exceptional persons. Prerequisite: PSYC 221 or permission of instructor. | | |
| HSRV 500 | Special Topics in Human Services | UD | 3 SH |
| | Provides opportunity for exploration in depth of selected topics and areas of interest to the human services field. Topics include families and children in crisis, homelessness, job skills training, meeting the needs of diverse populations and crisis assistance. Prerequisite: PSYC 221 or SOCY 301. | | |
| HSRV 501 | Senior Seminar in Human Services | S | 4 SH |
| | The capstone course in human services. An overview of past and present approaches to providing human services. Psychological and sociological research bases for current human services practices will be emphasized. A major paper is required. Prerequisite: Major in Human Services, senior standing, and HSRV 301. | | |

116/International Business

International Business (INTB)

The program in International Business offers the option of broadening studies and experiences into today's global economies. This major not only equips state-side students in international trade, but it also is an attractive opportunity for international students to prepare for practicing in their own countries as well. Unlike the major in Business Administration, this alternative course of study is general yet specific; it has no required concentrations.

Major

INTERNATIONAL BUSINESS

72 Semester Hours Minimum

Core Requirements:

| | | | |
|----------|-----------------------------|----------|---------------------------------|
| ACCT 221 | Principles of Accounting I | BUAD 520 | International Trade and Finance |
| ACCT 222 | Principles of Accounting II | BUAD 523 | Management of Human Resources |
| ACCT 421 | Managerial Accounting | BUAD 540 | Marketing Management |
| BUAD 201 | Principles of Business | BUAD 550 | Business Strategy |
| BUAD 230 | Calculus for Business | COMP 360 | Microcomputer Applications |
| BUAD 321 | Business Statistics | ECON 221 | Principles of Macroeconomics |
| BUAD 323 | Business Law I | ECON 222 | Principles of Microeconomics |
| BUAD 326 | Marketing | ECON 323 | Managerial Microeconomics |
| BUAD 329 | Principles of Management | ECON 326 | Comparative Economic Systems |
| BUAD 422 | Investments | ECON 327 | The U.S. in the Global Economy |
| BUAD 424 | Financial Management | ECON 421 | Money and Banking |
| BUAD 445 | International Business | MATH 220 | College Algebra |

plus:
Travel abroad outside of the U.S. and Canada, on an approved tour.

International Cultural Studies (ICUL)

The International Cultural Studies minor offers an interdisciplinary perspective on world culture. The study of the literature, art and religion of diverse societies forms the core of the program. The program will provide students with the basis to understand and appreciate the cultural heritage of people from many world regions. The study of a foreign language is recommended for students pursuing the International Cultural Studies minor. International travel is also encouraged.

Minor

INTERNATIONAL CULTURAL STUDIES

24 Semester Hours Minimum

Required Courses (12 SH)

| | | | |
|----------|-------------------------------|----------|---|
| ENGL 330 | Contemporary World Literature | GEOG 202 | World Regions or HSTY 233 Civilizations of Europe and Latin America to 1492 |
|----------|-------------------------------|----------|---|

Minimum of 6 SH of foreign language completed prior to study abroad.

Additional courses to be selected from the following:

| | | | |
|----------|---|----------|--|
| ART 305 | History of Art before 1500 | ENGL 354 | World Mythology |
| ART 306 | History of Art since 1500 | HSTY 430 | Revolution in the Modern World |
| COMM 311 | Intercultural Communication | PLSC 203 | World Politics |
| ENGL 340 | World Literature in Translation: The Ancient World to 1400 | RELG 208 | World Religions |
| ENGL 344 | World Literature in Translation: 1400 to 1945 | TRIP 200 | Seminar for International Travel Experience |

International Relations/117

Up to 12 semester hours may be earned through approved study abroad programs excluding TRIP. Up to 6 hours of these 12 hours may be additional foreign language hours.

It is strongly recommended that students participate in the Pfeiffer International Living Experience Program (UNIV 210) and join the International Students Association. It is also recommended that they become involved in the Pfeiffer Microfinance Club and the Pfeiffer International Business Club.

International Relations (INRL)

The International Relations minor offers an interdisciplinary course of study designed to promote the understanding of the government, geography and culture of countries around the globe. The study of a foreign language and international travel are recommended as part of the program. As economic, cultural and political interconnections increase, knowledge of international issues and relations is becoming increasingly important. The International Relations minor complements majors in business, political science, and a variety of other fields.

Minor

INTERNATIONAL RELATIONS

24 Semester Hours Minimum

Required Courses (12 SH)

| | | | |
|----------|---|----------|--|
| COMM 311 | Intercultural Communication | ENGL 354 | World Mythology |
| ECON 326 | Comparative Economic Systems | HSTY 430 | Revolution in the Modern World |
| ECON 520 | International Trade and Finance | PLSC 401 | Comparative Political Systems |
| ENGL 340 | World Literature in Translation: The Ancient World to 1400 | TRIP 200 | Seminar for International Travel Experience |
| ENGL 344 | World Literature in Translation: 1400 to 1945 | UNIV 210 | Pfeiffer International Living Experience |

Up to 12 semester hours may be earned through approved study abroad programs excluding TRIP. Up to 6 hours of these 12 hours may be additional foreign language hours.

It is strongly recommended that students participate in the Pfeiffer International Living Experience Program (UNIV 210) and join the International Students Association. It is also recommended that they become involved in the Pfeiffer Microfinance Club and the Pfeiffer International Business Club.

118/Mathematical Sciences

Mathematical Sciences (MATH)

The curriculum in Mathematical Science offers a comprehensive program of study, including a four-semester sequence in elementary and intermediate calculus and a two-semester sequence in advanced calculus, differential equations, probability and statistics, modern geometry, linear and abstract algebra. A variety of introductory and special courses, serving the needs of general education and majors in business, teacher education, and the natural and social sciences is also available.

Students may either major or minor or take a concentration for teacher education in Mathematics. One may pursue licensure to teach high school (grades 9-12) by completing the Education Minor as described in the **Secondary Education** section. Mathematics majors may continue with graduate study in Mathematics, statistics, computer science, operations research, biomathematics and other areas. Study in Mathematics also prepares one for a career in business, industry, or education. Because so many upper-level math courses (the calculus sequence, linear algebra, differential equations, probability and statistics, and numerical analysis) are required or recommended for engineering studies, the math major is appropriate for a student interested in pursuing an engineering degree at a later date. The need for mathematically-trained individuals in the various fields of application continues to increase. Refer also to the interdisciplinary major in **Mathematics-Computer Information Systems**.

Major

MATHEMATICS

58 Semester Hours Minimum

MATH 302 Calculus I
MATH 303 Calculus II
MATH 400 Linear Algebra
MATH 411 Calculus III
MATH 412 Calculus IV
MATH 420 Differential Equations

MATH 502 Abstract Algebra
MATH 570 Math Seminar
PHYS 303 Calculus-Based General Physics I
PHYS 304 Calculus-Based General Physics II

Plus additional courses in Mathematics at 400 level or above to reach 58 SH minimum.

Choose one of the following two-course sequences:

CHEM 301 General Chemistry I **and** CHEM 302 General Chemistry II **or** General Biology **and** BIOL 212 General Biology II.

COMP 2 courses in Computer Information Systems (courses selected must be approved by the Mathematics Department Chair).

Reading qualification in French **or** German is recommended for students considering graduate work in Mathematics.

In order to meet state certification requirements students planning to teach secondary school Mathematics must take, in addition to the courses listed above, MATH 410 **and** MATH 430 **and** either MATH 440 **or** MATH 503.

Mathematical Sciences/119

Minor

MATHEMATICS

20 Semester Hours Minimum

Courses are to be taken in sequence until the minimum semester hour requirement is met.

| | | | |
|----------|----------------------|----------|-------------|
| MATH 220 | College Algebra | MATH 302 | Calculus I |
| MATH 235 | College Trigonometry | MATH 303 | Calculus II |

Plus additional courses taken at 400 level or above to complete a minor in Mathematics. If students start their minor with MATH 302, the semester hour requirement is reduced to 17.

Courses Offered

MATH 101 may not be taken if MATH 200 level or above has been passed. Courses at the 235 level and below may not be taken if courses above 235 have been previously passed unless permission is given by the Mathematical Sciences Department Chair.

| | | | |
|------------------|--|-------------|-------------|
| MATH 101* | Fundamentals of Mathematics | F | 3 SH |
| | 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. | | |
| MATH 210* | Basic Mathematical Concepts I | F; S | 3 SH |
| | 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. | | |
| MATH 211 | Basic Mathematical Concepts II | S | 3 SH |
| | 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. | | |
| MATH 220* | College Algebra | F; S | 3 SH |
| | Basic concepts of algebra; sets; algebraic operations; linear equations and systems of 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 235 | College Trigonometry | S | 3 SH |
| | Trigonometric functions, identities, and inverse functions; triangles, vectors and applications, exponential and logarithmic functions. Prerequisite: MATH 220. | | |
| MATH 302* | Calculus with Analytical Geometry I | F | 4 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. | | |
| MATH 303 | Calculus with Analytical Geometry II | S | 4 SH |
| | An integrated study of analytic geometry and the calculus; integration and applications of integration; logarithmic and exponential functions; trigonometric functions; further techniques of integration. Prerequisite: MATH 302. | | |

*Placement tests will be used to help determine permission to enroll in these courses.

120/Mathematical Sciences

| | | | |
|----------------------|---|---------------|-------------|
| MATH 400 | Linear Algebra | F | 3 SH |
| | Matrices; systems of linear equations; determinants; vectors and vector spaces; linear transformations; eigen values, associated eigen vectors; solving differential equations by using eigen values. Prerequisite or corequisite: MATH 302. | | |
| MATH 410 (WI) | Modern Geometry | F even | 3 SH |
| | Geometry of two and three dimensions from an advanced viewpoint. Topics selected from: the incidence geometry of planes and space; similarities and congruences; geometric inequalities; absolute geometry; the parallel postulate and parallel projection; polygonal regions; circles and spheres. This is a writing intensive course. Prerequisite: MATH 303. | | |
| MATH 411 | Calculus III | F | 3 SH |
| | Conic sections; polar coordinates; infinite series; parametric equations; solid analytic geometry. Prerequisite: MATH 303. | | |
| MATH 412 | Calculus IV | S | 3 SH |
| | Functions of several variables; multiple and line integrals; vectors. Prerequisite: MATH 411. | | |
| MATH 420 | Differential Equations | F | 3 SH |
| | Basic concepts, theorems, methods, and applications of ordinary differential equations. Prerequisite: MATH 303. | | |
| MATH 430 | Discrete Methods | S | 3 SH |
| | An introduction to the basic techniques and modes of reasoning or combinatorial problem solving. Topics selected from graph theory and combinatorics, including: basic properties of graphs and digraphs; graph coloring; trees; Eulerian and Hamiltonian circuits; elementary counting principles; permutations and combinations; inclusion/ exclusion principle; and recurrence relations. Prerequisite: MATH 303. | | |
| MATH 440 | Probability and Statistics I | F odd | 3 SH |
| | Probability; discrete variables and their probability distributions; continuous random variables and their probability distributions. Calculus-based. Prerequisite: MATH 303. | | |
| MATH 441 | Probability and Statistics II | S even | 3 SH |
| | Functions of random variables; multivariate probability distributions; sampling distributions and the central limit theorem; estimation and hypothesis testing. Prerequisite: MATH 440. | | |
| MATH 497 | Internship in the Mathematical Sciences | S | 3 SH |
| | This course will provide students with an opportunity to participate in work experiences within mathematically related subjects. Students will be involved in a local high school and in Math 101 at Pfeiffer assuming designated servant leadership with specific tasks to be completed during the term. This hands-on experience integrates practical experience with classroom knowledge. Under the supervision of Pfeiffer mathematics faculty and a local schoolteacher, the student will develop a course contract to be agreed upon by the student, mathematics faculty member, and the Chair of the Mathematics Department. The student will be required to keep log time of activities and written reports. The local schoolteacher will also submit a written evaluation at the completion of the internship. Students are expected to complete 90 hours total for the semester credit received. Forty-five hours will be spent teaching Math 101, one class per week, grading and preparing for the lesson plan. Teaching at Pfeiffer will be under the supervision of math faculty. Math faculty must approve all lesson plans. Another forty-five hours will be through Gray Stone Day School. Prerequisite: Math 412. This course does not count toward the math major. | | |
| MATH 502 (WI) | Abstract Algebra | S | 3 SH |
| | Structure of the number system; basic algebraic properties groups, rings, integral domains, and fields. This is a writing intensive course. Prerequisite: MATH 400. | | |
| MATH 503 (WI) | Mathematical Analysis I | F even | 3 SH |
| | A re-examination and in-depth extension of the concepts of limits, continuity, derivative, and integral to one and several variables. This is a writing intensive course. Prerequisite: MATH 412. | | |

Mathematical Sciences/121

| | | | |
|--------------------------|---|---------------|-------------|
| MATH 504 (WI) | Mathematical Analysis II Functions of several variables; partial differentiation; implicit and inverse function theorems; point-set theory; continuous functions; integration theory. This is a writing intensive course. Prerequisite: MATH 503. | S odd | 3 SH |
| MATH 510 | Complex Variables A study of complex numbers, analytic functions, elementary functions, integrals, residues, series and poles. Prerequisite: MATH 412. | F odd | 3 SH |
| MATH 520 | Numerical Analysis Computer arithmetic, systems of equations; interpolating polynomials; numerical methods applied to integration and differential equations; root solving. Prerequisites: MATH 400, MATH 420 and COMP 265 or above. | S odd | 3 SH |
| MATH 530 | Theory of Numbers Properties of numbers, divisibility, primes, congruence of numbers, Diophantine equations, arithmetic functions and Fermat's Theorem. Prerequisite: MATH 412. | S even | 3 SH |
| MATH 570 | Math Seminar Faculty and students will give talks on topics of interest. Each student will also prepare a research paper. Prerequisite: Junior status in mathematics and completion of MATH 412. | S | 1 SH |

Mathematics-Computer Information Systems (MACO)

This major provides an opportunity for students who are interested in a mathematical approach to computing to prepare themselves for computer programming in a technical environment. It also provides an opportunity to students interested in a computational or applied (as opposed to theoretical) approach to mathematics.

Major

MATHEMATICS-COMPUTER INFORMATION SYSTEMS

70 Semester Hours Minimum

I. Mathematics - 30 SH

| | | | |
|----------|--------------------------------------|----------|------------------------------|
| MATH 302 | Calculus with Analytical Geometry I | MATH 420 | Differential Equations |
| MATH 303 | Calculus with Analytical Geometry II | MATH 430 | Discrete Methods |
| MATH 400 | Linear Algebra | MATH 440 | Probability and Statistics I |
| MATH 411 | Calculus III | MATH 520 | Numerical Analysis |
| MATH 412 | Calculus IV | MATH 570 | Math Seminar |

II. Computer Information Systems - 24 SH

| | | | |
|----------|--|----------|--------------------------------|
| COMP 265 | Introduction to Computer Information Systems - Part I | COMP 400 | The "C" Programming Language |
| COMP 270 | Introduction to Computer Information Systems - Part II | COMP 460 | Systems Analysis |
| | | COMP 470 | Systems Design and Development |

122/Military Science

Three (3) elective courses from:

| | | | |
|----------|--|----------|--------------------------------------|
| COMP 330 | Computer Networking I | COMP 520 | Computer Operating Systems |
| COMP 340 | Computer Networking II | COMP 530 | Object-Oriented Programming |
| COMP 475 | Decision Support and Knowledge-Based Systems | COMP 540 | Programming Using Visual BASIC |
| COMP 481 | Web Page Design and Development | COMP 555 | The Internet and Java |
| COMP 490 | Data Base Management Systems | COMP 556 | Internet Programming Using Scripting |

III. Physics - 8 SH

| | | | |
|----------|------------------------------|-----------|---|
| PHYS 301 | General Physics I and | or | |
| PHYS 302 | General Physics II | PHYS 303 | Calculus-Based General Physics I and |
| | | PHYS 304 | Calculus-Based General Physics II |

IV. Other Sciences - 8 SH

| | | | |
|----------|--------------------------------|-----------|------------------------------|
| CHEM 301 | General Chemistry I and | or | |
| CHEM 302 | General Chemistry II | BIOL 211 | General Biology I and |
| | | BIOL 212 | General Biology II |

Military Science (MLSC)

Pfeiffer makes ROTC available to students through the Davidson College Reserve Officer's Training Corps (ROTC) Program which is also offered at Davidson's ROTC Center on the campus of The University of North Carolina at Charlotte. The Army ROTC program provides college-trained officers for the U.S. Army, the Army National Guard and the U.S. Army Reserve. ROTC is offered on more than 400 campuses, and at over 600 other schools such as Pfeiffer through cross-enrollment. Enrolled students may compete for three- and two-year full tuition scholarships.

While being a pre-commissioning program, Army ROTC also helps students develop:

- An understanding of the principles of military leadership, management, and organization.
- The ability to communicate effectively, both orally and in writing, in a military environment.
- A general knowledge of the historical development of the U.S. Army and its role in support of national objectives.
- An understanding of military life, including career opportunities and obligations.
- A knowledge of the principles of military science and tactics.

The four-year Army ROTC program is divided into two parts -- the Basic Course and the Advanced Course -- and is open to both men and women.

The Basic Course is usually taken in the freshman and sophomore years. No military commitment is incurred during this time, and students may withdraw at any time through the end of the second year. Subjects studied include management principles; national defense issues; leadership development; and military courtesy, discipline, and customs. Various social and professional enrichment activities are available in conjunction with the Military Science program. Uniforms, necessary textbooks, and materials are furnished without cost to the students. After completing the Basic Course, students who have demonstrated officer potential and meet Army physical standards are eligible to enroll in the Advanced Course.

The Advanced Course is normally taken in the final two years of college. Instruction subjects include leadership development, organization and management, tactics, administration, and military history.

A paid six-week Advanced Camp is held during the summer between the junior and senior years. This camp permits cadets to put into practice the principles and theories they have acquired in the classroom. It also exposes them to Army life in a tactical or field environment.

All cadets in the Advanced Course receive uniforms, necessary military science textbooks, pay for the Advanced Camp, and a living allowance of up to \$1,000 each school year.

The Two Year Option is designed for students at four-year colleges, such as Pfeiffer, who have not taken Army ROTC during their first two years.

Students entering ROTC under this option complete a paid six-week Basic Camp after their sophomore year and enroll in the ROTC Advanced Course in their junior and senior years, provided they

Military Science/123

meet enrollment requirements. Except for this camp, the requirements for and obligations incurred in the two- and four-year program are the same.

Before entering the Advanced Course, students sign a contract that certifies an understanding of the service obligation. This obligation may be fulfilled by serving in various ways, depending on personal preference and the needs of the Army at the time of commissioning. Commissioned graduates may fulfill their service obligation of 8 years by a combination of active and reserve duty or exclusively reserve duty.

Through this cooperative arrangement, Pfeiffer University students may attend either Davidson College or UNC-Charlotte for ROTC courses. Hours earned in Military Science courses are applied toward the Pfeiffer degree as elective credits.

For further information contact:
ROTC Department
Davidson College
704-892-2170 (collect)

ROTC Department
University of North Carolina at
Charlotte
704-547-2411 (collect)

Courses Offered

| | | |
|-----------------|---|-------------|
| MLSC 101 | Military Science I (Basic) ROTC and the U.S. Army; the mission and organization of the Army; basic leadership and management theories. | 1 SH |
| MLSC 102 | Military Science I Leadership Laboratory (Basic) Practical work in basic military skills; land navigation; drill and ceremony; communications; first aid. | 1 SH |
| MLSC 201 | Military Science II (Basic) Map reading techniques; small unit tactics. Prerequisite: MLSC 101 or permission of the Department. | 2 SH |
| MLSC 202 | Military Science II Leadership Laboratory (Basic) Proficiency in basic military skills. Students assume primary leadership roles, and the class functions as a military unit. Prerequisite: MLSC 102 or permission of the Department. | 1 SH |
| MLSC 301 | Military Science III (Advanced) An introduction to the Advanced ROTC program; military instructional techniques; tactics; operations order format; military organization and management. Prerequisite: Basic Course or permission of the Department. | 3 SH |
| MLSC 302 | Military Science III (Advanced) Practical application of squad platoon tactics; advanced map reading; leadership principles. Prerequisite: MLSC 301 or permission of the Department. | 3 SH |
| MLSC 303 | Military Science III Advanced Leadership Laboratory Extensive practical work in military skills. Emphasis is on those skills evaluated at ROTC Advanced Camp. Extensive physical conditioning. Prerequisite: MLSC 301 or permission of the Department. | 1 SH |
| MLSC 401 | Military Science IV (Advanced) Staff organization and procedures; analysis of the Reserve components; practical application of military briefing techniques; military law. Prerequisite: MLSC 302 or permission of the Department. | 3 SH |
| MLSC 402 | Military Science IV Leadership Laboratory (Advanced) Extensive practical work in military planning and instructional techniques. Special emphasis is placed on the development of the applied leadership skills necessary for commissioned officers. Prerequisite: MLSC 401 or permission of the Department. | 2 SH |

124/Military Science

Aerospace Studies (Air Force ROTC)

Classes are taught at UNC-Charlotte. For more information contact AFROTC Det 592 at UNC-Charlotte at (704) 687-4537, or via e-mail at tlagnew@email.uncc.edu.

| | | | |
|-------------------|--|----------|-------------|
| AERO 1101 | The Air Force Today Survey of topics relating to the Air Force including offership, professionalism, and basic communicative skills. Pre-professional corequisite: AERO 1101L. | F | 1 SH |
| AERO 1101L | The Air Force Today Leadership Lab. | F | 0 SH |
| AERO 1102 | The Air Force Today A continuation of AERO 1101 to include a study of organizational structure and missions of the Air Force, life on an active duty base, and the relation of other armed service components to the Air Force mission. Pre-professional corequisites: AERO 1102L. | S | 1 SH |
| AERO 1102L | The Air Force Today Leadership Lab. | S | 0 SH |
| AERO 2101 | Development of Air Power I Examination of the development of air power from its beginnings through the Cold War emphasizing the evolution of air power concepts and doctrine. An assessment of communication skills is included. Pre-professional corequisite: AERO 2101L. | F | 1 SH |
| AERO 2101L | Development of Air Power I Leadership Lab. | F | 0 SH |
| AERO 2102 | Development of Air Power II A continuation of AERO 2101 which examines the history of airpower from Vietnam to the present. Oral communication development is a critical element. Pre-professional corequisite: AERO 2102L. | S | 1 SH |
| AERO 2102L | Development of Air Power II Leadership Lab. | S | 0 SH |
| AERO 3101 | Leadership and Management Study of leadership theory and skills, and the Air Force officer's role as a leader. Includes a study of management skills and their value in the military environment. Emphasis is placed on written and oral communication. Pre-professional corequisite: AERO 3101L. | F | 3 SH |
| AERO 3101L | Leadership and Management Leadership Lab. | F | 0 SH |
| AERO 3102 | Defense Administration and Military Management Examination of Air Force doctrine, leadership, and ethics. Emphasis is placed on written and oral communication. Pre-professional corequisite: AERO 3201L. | S | 1 SH |
| AERO 3102L | Defense Administration and Military Management Leadership Lab. | S | 0 SH |
| AERO 3201 | National Security Issues in Contemporary American Society The executive-legislative matrix of our national government is developed and compared with other government systems. Special emphasis on the role of the emerging military leader in implementing national policy decisions, civilian control of the military, and regional security issues. Pre-professional corequisite: AERO 3201L. | F | 1 SH |
| AERO 3201L | National Security Issues in Contemporary American Society Leadership Lab. | F | 1 SH |

| | | | |
|---|---|----------|-------------|
| AERO 3202 | The Defense Leader: Perspectives on Ethics and Justice | S | 3 SH |
| Continued development of the fundamentals presented in AERO 3201 with special emphasis on the military as a profession and officership. Selected ethical and military justice scenarios are presented and discussed to prepare the student with an adequate intellectual framework for action as a professional military officer. Pre-professional corequisite: AERO 3202L. | | | |
| AERO 3202L | The Defense Leader: Perspectives on Ethics and Justice | S | 0 SH |
| Leadership Lab. | | | |

Music (MUSC)

The curriculum in music presents students with opportunities to perform with a variety of vocal groups such as the Chapel Choir, Concert Choir and Symphonic Choir. Students interested in instrumental music may perform with the Wind Ensemble or Jazz Ensemble and have opportunities to participate in a variety of chamber music groups. The Handbell Choir provides the unique experience of ensemble bell ringing.

The curriculum includes a variety of courses to assist students in developing a strong base in music theory, music history, and musicianship. Students are offered individual instruction in voice, piano, organ, woodwind, brass and percussion. Students may also seek certification in Music Ministry in The United Methodist Church.

Many of the activities of the Music Program are open to students majoring in other areas who wish to perform with either vocal or instrumental groups. Certain courses are available to non-majors.

For students who wish to major in music, the Music Program offers a liberal arts curriculum as well as a professional curriculum with three sequences of study: I. Church Music, II. Music Education — Instrumental Emphasis, and III. Music Education — Vocal Emphasis.

Application to the Music Program

Students wishing to enter Pfeiffer University as music majors should apply to both the Office of Admission and the Department of Music Chair. **Admission to the University does not constitute acceptance as a music major, nor does acceptance as a music major admit one to the University.**

Auditions

Students seeking admission to the Music Program as majors must audition before the music faculty. The audition should be completed in the year preceding the student's entrance to Pfeiffer. Dates for auditions and application forms may be obtained by writing to:

Chair, Department of Music
Pfeiffer University
Misenheimer, NC 28109

Audition tapes may be accepted if a student is unable to come to the campus for the audition. Students with inadequate preparatory work may be conditionally accepted on the basis of the audition. In order to continue as a music major, conditions must be removed by the end of the first year.

Music Placement Tests For Transfer Students

During the week of registration, all transfer students are required to take a number of competency tests in music for placement. The results of these tests are used by the faculty of the Music Program to determine the courses, or segments of courses, each transfer student needs to complete the degree requirements in music at Pfeiffer University. Transfer students should understand that all previously earned credits may not be counted toward their degree requirements.

Major

Music majors are required to abide by the rules and regulations as determined by the music faculty in keeping with the standards of the National Association of Schools of Music. All regulations are found in the University Catalog or issued in printed form to each music major. Students who fail to abide by the rules and regulations of the Program will be required to drop the major.

126/Music

Junior Qualifying Exam

Music majors must pass the Junior Qualifying Examination before taking upper division applied lessons. This examination is taken at the end of the sophomore year. Students perform an achievement examination in their performance medium which demonstrates sufficient progress to be admitted to upper division study.

Students who wish to continue into the junior level as majors must also pass Musicianship II and fulfill all music requirements. Students failing to meet the above requirements will be required to drop the major.

Transfer students, especially those transferring for their junior or senior year, should realize that the level of the Junior Qualifying Examination at Pfeiffer must be passed even though the student is transferring two or more years of applied studies from another regionally accredited institution of higher learning. Upper division courses may be begun before the successful completion of the Junior Qualifying Examination, but Students transferring 3 or more semesters of work (or equivalent) will take the Junior Qualifying Examination no later than the end of their first semester at Pfeiffer. Students transferring less than 3 semesters of applied music will take the examination at the time normally scheduled, the end of the sophomore year.

Musicianship Competency

The development of the ability to discern musical pitches, intervals, rhythms and to sight-read any given piece of music is basic to the development of the musician. The program offers four levels of musicianship courses. Students are required to pass Musicianship I with a minimum grade of C- in the first year to continue in the music major.

Piano Proficiency Examination

The Piano Proficiency Examination tests the student's ability to use the piano as a tool within the framework of his/her professional activities. The examination is given the first week of each semester and during each semester's final examination period.

All music majors must pass the Piano Proficiency and study piano in a consecutive semester sequence until the examination has been passed. Keyboard Concentrations must pass the Piano Proficiency by the end of the sophomore year. (Four levels of Class Piano are offered for students without keyboard experience).

The Piano Proficiency Examination consists of the following:

- Play all major and minor (harmonic and melodic) scales through four sharps and four flats, two octaves, hands together, at a steady tempo, two notes per beat (M.M. — 80-100).
- Play a piece having a melody with accompaniment on the level of difficulty of a sonatina by Clementi, Haydn, or Mozart. The selection must be submitted to the piano instructor for approval at least two weeks before the examination date.
- Play hymns. The student must demonstrate the ability to lead a group in hymn singing at the piano. This means choosing and maintaining an appropriate tempo, phrasing musically with correct notes and rhythms.
- Play an accompaniment to a song, anthem or instrumental piece. The selection must be submitted to the piano instructor at least two weeks before the examination date. The accompaniment is performed with a soloist at the examination.
- Sight-read a simple accompaniment maintaining a suitable tempo and observing such details as dynamics, phrasing, cadences, rhythms, articulation and pedaling.
- Improvise at sight a simple accompaniment to a given melody using I, IV V7 chords where appropriate. The student is allowed to play through the given melody once in order to plan chord changes, character of melody, phrasing and cadences. Then the student plays the melody providing a tasteful left hand accompaniment.

Applied Music

The courses in applied music are designed to fulfill three purposes:

1. To give music majors a concentrated program of study to develop technique, style, musicianship, interpretation and repertoire in one medium of performance.
2. To provide sufficient study to develop basic competency in a second applied area.
3. To provide a performance outlet for the general university student as an elective.

Students usually remain with the same instructor throughout their study. Requests for changes in instructors must be made through the Department Chair.

Applied music students wishing to appear as soloists in public performances (wedding, church service, concert, recital, etc.) should secure permission to do so from their applied music instructor.

Applied Music for Music Majors

All music majors declare an applied music area of concentration not later than the beginning of the second semester of residence. Selection and/or change of the applied music concentration is subject to approval by the faculty. Students are not permitted to change their area of concentration during a semester or after the beginning of the junior year.

Music majors perform on campus as soloists in at least one Program or public recital per semester in their applied music concentration. Performances by first semester freshmen are at the discretion of the applied music instructor. Freshmen not performing in a Program or public recital during their first semester will perform at least once in a studio class before their colleagues and under the supervision of the applied music teacher.

Students, in consultation with their applied music instructor, may perform in two chamber ensembles (2-9 performers) during a semester in lieu of a solo performance. In the succeeding semester, however, a solo performance is required. Students are encouraged to perform both as soloists and in chamber ensembles as often as an acceptable level of performance can be maintained.

Music majors in the professional curriculum are required to attend all Tuesday Music Program recitals and a minimum of ten campus recitals, concerts, and public music lectures per semester; students enrolled in the liberal arts curriculum are required to attend during each semester of applied music study. Students who fail to meet these requirements during a given semester are required to attend two performances for every event missed.

Students are encouraged to present a Junior Recital in the applied music concentration. A half- or full-length recital is required in the senior year for students enrolled in the professional music track.

Students in the liberal arts track may register for Senior Recital with permission of the departmental faculty and enrollment in senior level applied music.

Applied Music for Other Students

General university students may elect to study applied music as the teaching schedule permits. Students who have not previously studied applied music at Pfeiffer are required to audition with the instructor before beginning their course work. Students whose work does not merit continuation of private study may be dropped from the schedule.

MUSIC MAJOR

LIBERAL ARTS TRACK

Students enrolled in the liberal arts curriculum will complete the following sequence:

LIBERAL ARTS DEGREE IN MUSIC**44-45 Semester Hours Minimum**

| | | |
|----------|----------------------------|----------------------------|
| MUSC 204 | Musicianship I | One of the following: |
| MUSC 207 | Class Piano I | MUSC 433 Music Before 1800 |
| MUSC 208 | Class Piano II | MUSC 434 Music Since 1800 |
| MUSC 209 | Music Theory I | |
| MUSC 210 | Music Theory II | |
| MUSC 301 | Survey of Music Literature | One of the following: |
| MUSC 309 | Class Piano III | MUSC 426 Counterpoint |
| MUSC 310 | Class Piano IV | MUSC 509 Orchestration |
| MUSC 305 | Musicianship II | MUSC 510 Form and Analysis |
| MUSC 319 | Music Theory III | |
| MUSC 320 | Music Theory IV | |
| MUSC 435 | Instrumental Conducting I | |
| | or | |
| MUSC 401 | Vocal and Choral Methods I | |

Electives: Two semester hours from the academic course offerings in music.

Applied Music Concentration: Wind Instrument, Percussion, Organ, Piano, Voice, or Strings. (12 SH)

Ensemble: Students must participate in at least one ensemble during semesters 1-6. Required ensembles must be chosen according to applied area. (Instrumental or Vocal-6 SH)

128/Music

PROFESSIONAL TRACK

Students enrolled in the professional curriculum will complete the Basic Program **and** any one of the three optional sequences:

BASIC PROGRAM:

27 Semester Hours Minimum

| | | | |
|----------|----------------------------|----------|-------------------------|
| MUSC 204 | Musicianship I | MUSC 426 | Counterpoint |
| MUSC 209 | Music Theory I | MUSC 433 | Music Before 1800 |
| MUSC 210 | Music Theory II | MUSC 434 | Music Since 1800 |
| MUSC 301 | Survey of Music Literature | | |
| MUSC 305 | Musicianship II | MUSC 509 | Orchestration |
| MUSC 318 | Musicianship III | MUSC 510 | Form and Analysis |
| MUSC 319 | Music Theory III | MUSC 514 | Senior Recital Research |
| MUSC 320 | Music Theory IV | | or |
| MUSC 410 | Musicianship IV | MUSC 521 | Senior Recital |

SEQUENCE I: CHURCH MUSIC

50 Semester Hours Minimum

| | | | |
|----------|-----------------------------|----------|-----------------------------|
| MUSC 401 | Vocal and Choral Methods I | MUSC 435 | Instrumental Conducting I |
| MUSC 402 | Vocal and Choral Methods II | MUSC 502 | Church Music Administration |
| MUSC 405 | Music in Ministry | MUSC 522 | Children's Choir Methods |

Applied Music Concentration: Organ, Piano or Voice. Four semesters of lower division study (2 SH each) and four semesters of upper division study (2 SH each). (16 semester hours)

Applied Music Secondary: Organ and Piano concentrations must have a minimum of four semesters of voice. Voice concentrations must have a minimum of four semesters of keyboard. (4 semester hours)

Ensembles: Minimum of one vocal ensemble each semester. Chapel Choir is required during the first two semesters. Handbell Choir is strongly recommended as an elective. (8 semester hours)

Supporting Courses: Two courses in Religion and/or Christian Education in addition to those counted toward the General Education Requirements. Courses are selected in consultation with the advisor. (6 semester hours)

SEQUENCE II: MUSIC EDUCATION -- INSTRUMENTAL EMPHASIS

45 Semester Hours Minimum

| | | | |
|----------|--------------------------------|----------|--------------------------------|
| MUSC 304 | Music in the Elementary School | MUSC 418 | String Methods |
| MUSC 401 | Vocal and Choral Methods I | MUSC 419 | Percussion Methods |
| MUSC 411 | Brass Methods | MUSC 435 | Instrumental Conducting I |
| MUSC 412 | Woodwind Methods | MUSC 436 | Instrumental Conducting II |
| | | MUSC 505 | Music in the School Curriculum |

Applied Music Concentration: Wind Instrument, Percussion, Organ, Piano, or Strings. Four semesters of lower division study (2 SH each) and four semesters of upper division study (2 SH each). Students certifying to teach may be exempt from applied study during the semester of student teaching provided the Senior Recital requirement has been met. (14-16 semester hours)

Applied Music Secondary: Wind Instrument, Percussion, Organ, Piano, Strings, or Voice. Four semesters of study in an area of applied music appropriate to the student's needs and interests. Courses are selected in consultation with the student's advisor and the Department Chair. (4 semester hours)

Ensemble: Wind Ensemble is required each semester. Students certifying to teach may be exempt from ensemble during the semester of student teaching. (7-8 semester hours)

Teacher Licensure: Students working towards teacher licensure in Music Education (K-12) must complete the general education curriculum and the sequence of professional courses required by the Program of Teacher Education in conjunction with the North Carolina Department of Public Instruction. For a complete description of the requirements for teacher licensure, refer to the section of the Catalog entitled **Education**.

SEQUENCE III: MUSIC EDUCATION—VOCAL EMPHASIS**43 Semester Hours Minimum**

| | | | |
|----------|--------------------------------|----------|--------------------------------|
| MUSC 304 | Music in the Elementary School | MUSC 412 | Woodwind Methods |
| MUSC 401 | Vocal and Choral Methods I | MUSC 418 | String Methods |
| MUSC 402 | Vocal and Choral Methods II | MUSC 505 | Music in the School Curriculum |
| MUSC 411 | Brass Methods | | |

Applied Music Concentration: Organ, Piano or Voice. Four semesters of lower division study (2 SH each) and four semesters of upper division study (2 SH each). Students pursuing licensure to teach may be exempt from applied study during the semester of student teaching provided the Senior Recital requirement has been met. (14-16 semester hours)

Applied Music Secondary: Wind Instrument, Percussion, Organ, Piano, Strings, or Voice. Organ and Piano concentrations must have a minimum of four semesters of voice. Voice concentrations must have four semesters of study in an area of applied music appropriate to the student's needs and interests. Courses for the voice concentration are selected in consultation with the student's advisor and the Department Chair. (4 semester hours)

Ensemble: Minimum of one vocal ensemble each semester. Chapel Choir is required the first two semesters. Students seeking licensure to teach may be exempt from ensemble during the semester of student teaching. (7-8 semester hours)

Teacher Licensure: See statement under Sequence II. For a complete description of the requirements for teacher licensure, refer to the section of the Catalog entitled **Education**.

MUSIC MINOR**25 Semester Hours Minimum:**

| | | | |
|----------|-----------------|----------|----------------------------|
| MUSC 204 | Musicianship I | MUSC 209 | Music Theory I |
| MUSC 210 | Music Theory II | MUSC 301 | Survey of Music Literature |

Nine hours selected from the academic course offerings in Music. The selection of courses must be approved by the faculty of the Music Program. A minimum of four semester hours from one area of applied music. A minimum of four activity courses in ensemble.

**Courses Offered
ENSEMBLES**

Music ensembles (MUSC 102-MUSC 110) are open to all students based on stated qualifications. MUSC 102-110 (activities) may be repeated for credit an unlimited number of times.

NOTE: Music Majors only

Students registered for music ensembles will receive academic letter grades rather than pass/fail designations. ONE ensemble per semester will be figured into the GPA. Faculty will designate at registration which course will be counted into the GPA.

1. MUSIC FACULTY will designate the ensemble for which students will receive academic credit, and will submit same to Registrar's office not later than 2 weeks after classes begin.
2. Students will receive ONLY academic credit for the ensemble indicated. They will NOT receive activity credit for this ensemble.

MUSC 102 **Chapel Choir** **F; S** **Activity-1 SH**
A mixed ensemble which sings for chapel services and convocations held on the campus. This group occasionally sings off-campus at churches and civic clubs. A variety of choral literature, both sacred and secular, forms the repertoire of this ensemble. A cantata is presented each semester. Open to any student; however, the director has the privilege of limiting the size of the group.

130/Music

| | | | |
|-----------------|---|-------------|----------------------|
| MUSC 104 | Gospel Choir A multicultural and interdenominational choral ensemble whose repertoire, while specialized and select, is very diverse. The choir performs primarily African-American spirituals and gospel music by both historic and contemporary composers. Open to any student by audition. | F; S | Activity-1 SH |
| MUSC 105 | Concert Choir A mixed ensemble of 40 voices. This choir makes an annual American tour and has made several highly successful concert tours of Europe. Membership is by audition and invitation. Membership in the Symphonic Choir is required of all Concert Choir members. | F; S | Activity-1 SH |
| MUSC 106 | Symphonic Choir A large ensemble of mixed voices which performs choral masterworks with orchestra. The group has performed works by Bach, Handel, Stravinsky, Brahms, Durufle, Honegger, and other leading composers both on and off-campus with the Salisbury and Charlotte Symphony Orchestras. Open to all students by audition. | F; S | Activity-1 SH |
| MUSC 107 | Wind Ensemble An ensemble of wind and percussion instruments which performs all types of literature both on and off-campus. Open to all students by audition. | F; S | Activity-1 SH |
| MUSC 108 | Jazz Ensemble A small instrumental group which performs the music of the "Big Band" era as well as music of today. This group performs both on- and off-campus for social and school events. Open to all students by audition and permission of the director. | F; S | Activity-1 SH |
| MUSC 109 | Handbell Choir A select group of players performing both secular and sacred repertoire. This choir plays on campus and makes an annual tour. Open to all students by audition and invitation. | F; S | Activity-1 SH |
| MUSC 110 | Chamber Music Small ensembles of three or more instrumentalists (brass and/or woodwind) combined to perform chamber literature from all periods of music. Open to all students by audition. | F; S | Activity-1 SH |

APPLIED MUSIC

The following series of courses, MUSC 111 - MUSC 169, are private music lessons and carry an instruction fee of \$150 per semester hour (SH) in addition to the regular tuition.

Voice Concentration

The Voice Concentration is open to music majors only.

| | | | |
|-----------------|--|-------------|-------------|
| MUSC 111 | Voice I (1-hour lesson per week) Fundamentals of vocal tone production through proper use of the vocal mechanism. Students study early Italian songs and art songs in English. | F; S | 2 SH |
| MUSC 112 | Voice II (1-hour lesson per week) Continuation of Voice I. | F; S | 2 SH |
| MUSC 113 | Voice III (1-hour lesson per week) Continuation of basic vocal production plus techniques of good diction. Repertoire includes study of Italian songs and arias, American and English art songs as well as German Lieder and French art songs. Prerequisites: MUSC 111, MUSC 112 and MUSC 204. | F; S | 2 SH |
| MUSC 114 | Voice IV (1-hour lesson per week) Continuation of Voice III. | F; S | 2 SH |
| MUSC 115 | Voice V (1-hour lesson per week) Introduction to arias from standard operas and oratorios; interpretation; proper stage | F; S | 2 SH |

Music/131

presence and repertoire building. Preparation of a partial recital is suggested. Prerequisites: MUSC 113, MUSC 114, MUSC 305 and Junior Qualifying Examination.

| | | | |
|-----------------|---|-------------|-------------|
| MUSC 116 | Voice VI (1-hour lesson per week) Continuation of Voice V. | F; S | 2 SH |
| MUSC 117 | Voice VII (1-hour lesson per week) Continuation of repertoire building; more advanced opera and oratorio arias and art songs in the various languages leading to the preparation of a recital. Prerequisites: MUSC 115, MUSC 116. | F; S | 2 SH |
| MUSC 118 | Voice VIII (1-hour lesson per week) Continuation of Voice VII. | F; S | 2 SH |

Voice — Secondary and Elective

| | | | |
|-----------------|---|-------------|-------------|
| MUSC 119 | Voice I - VIII (1/2-hour lesson per week) Fundamentals of vocal tone production including correct posture, breathing, phonation and diction for proper tone and production. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student. May be repeated for credit. | F; S | 1 SH |
|-----------------|---|-------------|-------------|

Piano Concentration

The Piano Concentration is open to music majors only, and all students are required to accompany at least one soloist per semester.

| | | | |
|-----------------|---|-------------|-------------|
| MUSC 121 | Piano I (1-hour lesson per week) Development of basic piano technique through scales; repertoire and sight-reading; piano literature of moderate difficulty. | F; S | 2 SH |
| MUSC 122 | Piano II (1-hour lesson per week) Continuation of Piano I. | F; S | 2 SH |
| MUSC 123 | Piano III (1-hour lesson per week) Continuation of technique through more advanced exercises and repertoire including sonatas and other intermediate literature. Prerequisites: MUSC 121, MUSC 122, and MUSC 204. | F; S | 2 SH |
| MUSC 124 | Piano IV (1-hour lesson per week) Continuation of Piano III. | F; S | 2 SH |
| MUSC 125 | Piano V (1-hour lesson per week) Continuation of the study of repertoire through the more demanding works of romantic, impressionistic and contemporary composers. Prerequisites: MUSC 123, MUSC 124, MUSC 305 and Junior Qualifying Examination. | F; S | 2 SH |
| MUSC 126 | Piano VI (1-hour lesson per week) Continuation of Piano V. | F; S | 2 SH |
| MUSC 127 | Piano VII (1-hour lesson per week) Study of advanced literature leading to the preparation of a recital. Prerequisites: MUSC 125, MUSC 126. | F; S | 2 SH |
| MUSC 128 | Piano VIII (1-hour lesson per week) Continuation of Piano VII. | F; S | 2 SH |

Piano — Secondary and Elective

| | | | |
|-----------------|---|-------------|-------------|
| MUSC 129 | Piano I - VIII (1/2-hour lesson per week) Development of basic piano technique and reading ability as practical aids to the student's enjoyment and career. Literature of all periods and styles is selected by the instructor as determined by the ability of the student. May be repeated for credit. | F; S | 1 SH |
|-----------------|---|-------------|-------------|

132/Music

Organ Concentration

The Organ Concentration is open to music majors only, and all students are required to accompany at least one soloist per semester.

| | | | |
|-----------------|---|-------------|-------------|
| MUSC 131 | Organ I (1-hour lesson per week) Development of basic organ technique; part playing; articulation and phrasing; hymn playing and studies in organ literature by old masters and contemporary composers. | F; S | 2 SH |
| MUSC 132 | Organ II (1-hour lesson per week) Continuation of Organ I. Prerequisite: Pass the Piano Proficiency Examination. | F; S | 2 SH |
| MUSC 133 | Organ III (1-hour lesson per week) Continuation of the development of technique through more advanced exercises; study of repertoire materials including preludes, fugues and chorale preludes by composers of all eras. Prerequisites: MUSC 131, MUSC 132, and MUSC 204. | F; S | 2 SH |
| MUSC 134 | Organ IV (1-hour lesson per week) Continuation of Organ III. | F; S | 2 SH |
| MUSC 135 | Organ V (1-hour lesson per week) Continuation of the development of repertoire including works by Bach, Franck, Brahms, Messiaen, Langlais, Dupre, etc.; anthem and solo accompaniment. Prerequisites: MUSC 133, MUSC 134, MUSC 305 and Junior Qualifying Examination. | F; S | 2 SH |
| MUSC 136 | Organ VI (1-hour lesson per week) Continuation of Organ V. | F; S | 2 SH |
| MUSC 137 | Organ VII (1-hour lesson per week) Study of advanced literature leading to the presentation of a recital. Prerequisites: MUSC 135, MUSC 136. | F; S | 2 SH |
| MUSC 138 | Organ VIII (1-hour lesson per week) Continuation of Organ VII. | F; S | 2 SH |

Organ — Secondary and Elective

| | | | |
|-----------------|--|-------------|-------------|
| MUSC 139 | Organ I - VIII (1/2-hour lesson per week) Development of basic techniques of organ playing and performance through exercises and music of all periods. The sequence of studies varies, depending upon background and ability, and is worked out in consultation with the instructor. May be repeated for credit. | F; S | 1 SH |
|-----------------|--|-------------|-------------|

Brass Concentration

The Brass Concentration is open to music majors only.

| | | | |
|-----------------|--|-------------|-------------|
| MUSC 141 | Brass I (1-hour lesson per week) Development of characteristic tone and technique through the study of scales, arpeggios, | F; S | 2 SH |
| MUSC 142 | Brass II (1-hour lesson per week) Continuation of Brass I. | F; S | 2 SH |
| MUSC 143 | Brass III (1-hour lesson per week) Continuation of the development of characteristic tone and technique through more advanced exercises. Study of repertoire is continued from a list of appropriate works. Prerequisites: MUSC 141, MUSC 142, and MUSC 204. | F; S | 2 SH |
| MUSC 144 | Brass IV (1-hour lesson per week) Continuation of Brass III. | F; S | 2 SH |

Music/133

| | | | |
|-----------------|--|-------------|-------------|
| MUSC 145 | Brass V (1-hour lesson per week) Continuation of advanced exercises and repertoire selected from a list of appropriate materials. Prerequisites: MUSC 143, MUSC 144, MUSC 305 and Junior Qualifying Examination. | F; S | 2 SH |
| MUSC 146 | Brass VI (1-hour lesson per week) Continuation of Brass V. | F; S | 2 SH |
| MUSC 147 | Brass VII (1-hour lesson per week) Study of advanced literature leading to the preparation of a recital. Prerequisites: MUSC 145, MUSC 146 | F; S | 2 SH |
| MUSC 148 | Brass VIII (1-hour lesson per week) Continuation of Brass VII. | F; S | 2 SH |

Brass — Secondary and Elective

| | | | |
|-----------------|---|-------------|-------------|
| MUSC 149 | Brass I - VIII (1/2-hour lesson per week) Development of the characteristic tone, technique and repertoire of brass instruments. The sequence of studies varies, depending on background and ability. May be repeated for credit. | F; S | 1 SH |
|-----------------|---|-------------|-------------|

Woodwind Concentration

The Woodwind Concentration is open to music majors only.

| | | | |
|-----------------|--|-------------|-------------|
| MUSC 151 | Woodwind I (1-hour lesson per week) Development of characteristic tone and technique through the study of scales, arpeggios and exercises from appropriate methods books. Studies in appropriate literature are drawn from a selected list of materials. | F; S | 2 SH |
| MUSC 152 | Woodwind II (1-hour lesson per week) Continuation of Woodwind I. | F; S | 2 SH |
| MUSC 153 | Woodwind III (1-hour lesson per week) Continuation of the development of characteristic tone and technique through more advanced exercises. Studies of repertoire are continued from a list of appropriate works. Prerequisites: MUSC 151, MUSC 152, and MUSC 204. | F; S | 2 SH |
| MUSC 154 | Woodwind IV (1-hour lesson per week) Continuation of Woodwind III. | F; S | 2 SH |
| MUSC 155 | Woodwind V (1-hour lesson per week) Continuation of advanced exercises and of repertoire selected from a list of appropriate materials. Prerequisites: MUSC 153, MUSC 154, MUSC 305 and Junior Qualifying Examination. | F; S | 2 SH |
| MUSC 156 | Woodwind VI (1-hour lesson per week) Continuation of Woodwind V. | F; S | 2 SH |
| MUSC 157 | Woodwind VII (1-hour lesson per week) Study of advanced literature leading to the preparation of a recital. Prerequisites: MUSC 155 and MUSC 156. | F; S | 2 SH |
| MUSC 158 | Woodwind VIII (1-hour lesson per week) Continuation of Woodwind VII. | F; S | 2 SH |

Woodwind — Secondary and Elective

| | | | |
|-----------------|--|-------------|-------------|
| MUSC 159 | Woodwind I - VIII (1/2-hour lesson per week) Development of the characteristic tone, technique and repertoire of woodwind instruments. | F; S | 1 SH |
|-----------------|--|-------------|-------------|

134/Music

The sequence of studies varies depending on background and ability. May be repeated for credit.

Percussion Concentration

The Percussion Concentration is open to music majors only.

| | | | |
|-----------------|--|-------------|-------------|
| MUSC 161 | Percussion I (1-hour lesson per week) Development of characteristic tone and technique through the study of scales, arpeggios, and exercises from appropriate methods books. Studies in appropriate literature are drawn from a selected list of materials. | F; S | 2 SH |
| MUSC 162 | Percussion II (1-hour lesson per week) Continuation of Percussion I. | F; S | 2 SH |
| MUSC 163 | Percussion III (1-hour lesson per week) Continuation of the development of characteristic tone and technique through more advanced exercises. Studies of repertoire are continued from a list of appropriate works. Prerequisites: MUSC 161, MUSC 162, and MUSC 204. | F; S | 2 SH |
| MUSC 164 | Percussion IV (1-hour lesson per week) Continuation of Percussion III. | F; S | 2 SH |
| MUSC 165 | Percussion V (1-hour lesson per week) Continuation of advanced exercises and of repertoire selected from a list of appropriate materials. Prerequisites: MUSC 163, MUSC 164, MUSC 305 and Junior Qualifying Examination. | F; S | 2 SH |
| MUSC 166 | Percussion VI (1-hour lesson per week) Continuation of Percussion V. | F; S | 2 SH |
| MUSC 167 | Percussion VII (1-hour lesson per week) Study of advanced literature leading to the preparation of a recital. Prerequisites: MUSC 165, MUSC 166. | F; S | 2 SH |
| MUSC 168 | Percussion VIII (1-hour lesson per week) Continuation of Percussion VII. | F; S | 2 SH |

Percussion -- Secondary and Elective

| | | | |
|-----------------|--|-------------|-------------|
| MUSC 169 | Percussion I - VIII (1/2-hour lesson per week) Development of the characteristic tone, technique and repertoire of percussion instruments. The sequence of studies varies depending on background and ability. May be repeated for credit. | F; S | 1 SH |
|-----------------|--|-------------|-------------|

String Concentration

The String Concentration is open to music majors only.

| | | | |
|-----------------|---|-------------|-------------|
| MUSC 171 | Strings I (1-hour lesson per week) Development of characteristic tone and technique through the study of scales, arpeggios and exercises from appropriate methods books. Studies in appropriate literature are drawn from a selected list of materials. | F; S | 2 SH |
| MUSC 172 | Strings II (1-hour lesson per week) Continuation of Strings I | F; S | 2 SH |
| MUSC 173 | Strings III (1-hour lesson per week) Continuation of the development of characteristic tone and technique through more advanced exercises. Studies of repertoire are continued from a list of appropriate works. Prerequisites: MUSC 171, MUSC 172, and MUSC 204. | F; S | 2 SH |
| MUSC 174 | Strings IV (1-hour lesson per week) Continuation of Strings III. | F; S | 2 SH |

Music/135

| | | | |
|-----------------|--|-------------|-------------|
| MUSC 175 | Strings V (1-hour lesson per week) | F; S | 2 SH |
| | Continuation of advanced exercises and of repertoire selected from a list of appropriate materials. Prerequisites: MUSC 173, MUSC 174, MUSC 305 and Junior Qualifying Examination. | | |
| MUSC 176 | Strings VI (1-hour lesson per week) | F; S | 2 SH |
| | Continuation of Strings V. | | |
| MUSC 177 | Strings VII (1-hour lesson per week) | F; S | 2 SH |
| | Study of advanced literature leading to the preparation of a recital. Prerequisites: MUSC 175 and 176. | | |
| MUSC 178 | Strings VIII (1-hour lesson per week) | F; S | 2 SH |
| | Continuation of Strings VII. | | |

Strings -Secondary and Elective

The String Concentration is open to music majors only.

| | | | |
|-----------------|---|-------------|-------------|
| MUSC 179 | Strings I-VIII (1/2-hour lesson per week) | F; S | 1 SH |
| | Development of the characteristic tone, technique and repertoire of string instruments. The sequence of studies varies depending on background and ability. May be repeated for credit. | | |

ACADEMIC COURSES

| | | | |
|-----------------|--|-------------|-------------|
| MUSC 201 | Music Appreciation | F; S | 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 204 | Musicianship I | F | 1 SH |
| | Recognition and sight-singing, and dictation of melodic and harmonic intervals using diatonic tones within the octave and stressing accurate tuning of these intervals. Sight-singing melodies based on primary triads. Rhythmic study including simple division of the beat in simple meters. Introduction of major, minor, augmented and diminished triads in root position. | | |
| MUSC 207 | Class Piano I | F | 1 SH |
| | Development of functional keyboard skills including technique, improvisation, harmonization, transposition, accompanying and knowledge of appropriate literature. Class piano may be used to meet the requirements of Secondary Applied Music. Prerequisite: Declared major in Music and/or permission of the instructor. | | |
| MUSC 208 | Class Piano II | S | 1 SH |
| | Continuation of Class Piano I. | | |
| MUSC 209 | Music Theory I | F | 2 SH |
| | A course designed to acquaint the student with the theoretical elements of music beginning with the basics of notation, harmony, rhythm and key signatures. Introduction to four-part writing. | | |
| MUSC 210 | Music Theory II | S | 2 SH |
| | Continuation of Music Theory I. Seventh chords, modulation and secondary dominants. | | |
| MUSC 213 | Voice Class I | F | 1 SH |
| | Fundamentals of vocal tone production through proper use of the vocal mechanism. Students study early Italian songs and art songs in English. Prerequisite: Declared major in music or permission of the instructor. | | |

136/Music

MUSC 214 **Voice Class II** **S** **1 SH**
Continuation of Voice Class I.

NOTE: Minimum grades of C- in MUSC 204, MUSC 209 and MUSC 210 are prerequisites to all music courses numbered 300 and above, except MUSC 403.

MUSC 301 **Survey of Music Literature** **F** **3 SH**
An introduction to the various style periods of music. The development of music listening skills.

MUSC 304 **Music in the Elementary School** **S** **3 SH**
Methods and techniques for teaching music to elementary school children. Development of skills for playing recorder, autoharp and percussion instruments. Activities in singing, rhythm, improvisation, composition, speech, movement and drama. For music majors.

MUSC 305 **Musicianship II** **S** **1 SH**
Continuation of Musicianship I. All major, minor, augmented and diminished triads and inversions. Sight-singing and dictation of more advanced melodies with skips and chromatic tones. Increasing level of rhythmic studies. Introduction to the C clef. Prerequisite: MUSC 204.

MUSC 306 **Foreign Language Diction for Singers** **UD** **2 SH**
Correct pronunciation of all vowels and consonants in each language as they apply to singing and as found in the International Phonetic Alphabet. Designed to give the student studying vocal performance the opportunity to study the diction of four languages generally found in the study of voice: French, German, Italian and Latin.

MUSC 309 **Class Piano III** **F** **1 SH**
Development of functional keyboard skills including technique, improvisation, harmonization, transposition, accompanying and appropriate literature. Prerequisites: A declared major in Music **and/or** permission of the instructor.

MUSC 310 **Class Piano IV** **S** **1 SH**
Continuation of Class Piano III.

MUSC 318 **Musicianship III** **F** **1 SH**
Continuation of Musicianship II. Seventh chords and their inversions. Sight-singing and dictation of melodies with increasing complexity. Performance of two-part rhythmic exercises. Two- and three-part dictation. Recognition of harmonic progressions. Prerequisite: MUSC 305.

MUSC 319 **Music Theory III** **F** **2 SH**
Continuation of Music Theory II. Introduction to polyphonic techniques of the sixteenth and eighteenth centuries. Formal structures of the Classical Period. Chromatic harmony.

MUSC 320 **Music Theory IV** **S** **2 SH**
Continuation of Music Theory III. Chromatic harmony as used in the Romantic period. Extended study of formal structure of the Classical and Romantic periods.

MUSC 401 **Vocal and Choral Methods I** **F even** **3 SH**
Fundamentals of choral conducting including patterns, mood, breathing and pace introduced through the use of hymns and other selected choral literature. Basic study of pedagogical responsibilities of choral conductors.

MUSC 402 **Vocal and Choral Methods II** **S odd** **3 SH**
Advanced choral conducting including large choral works. Further study of vocal pedagogy for high school students and adults.

MUSC 405 **Music in Ministry** **S even** **3 SH**
The hymn and hymn writers; poetic and metrical form of the hymn; philosophy and use of the hymn in worship, Christian education and evangelism.

Music/137

| | | | |
|-----------------|---|---------------|-------------|
| MUSC 410 | Musicianship IV | S | 1 SH |
| | Continuation of Musicianship III. Sight-singing and dictation of advanced melodies with modulations to remote keys. Rhythms involving changes in meter and all patterns of note and rest values. Four-part dictation. Prerequisite: MUSC 318. | | |
| MUSC 411 | Brass Methods | S even | 2 SH |
| | Class instruction of the study of brass instruments with emphasis on teaching techniques in heterogeneous groupings. | | |
| MUSC 412 | Woodwind Methods | F odd | 2 SH |
| | Class instruction of the study of woodwind instruments with emphasis on teaching techniques in heterogeneous groupings. | | |
| MUSC 415 | Organ Literature | UD | 2 SH |
| | Study of major organ works from pre-Baroque to the present. Emphasizes elements of style, structure and historical perspective through analysis and listening assignments. | | |
| MUSC 418 | String Methods | F odd | 1 SH |
| | Class instruction in the study of stringed instruments with emphasis on the teaching techniques in heterogeneous groupings. | | |
| MUSC 419 | Percussion Methods | S even | 1 SH |
| | Class instruction of the study of percussion instruments with emphasis on teaching techniques in heterogeneous groupings. | | |
| MUSC 425 | Junior Recital | F; S | 0 SH |
| | A half recital in the primary applied area. Prerequisites: Completion of the Junior Qualifying Examination and permission of the instructor. | | |
| MUSC 426 | Counterpoint | S | 2 SH |
| | Analysis of harmonic and melodic components of eighteenth-century musical style with their application to student composition. | | |
| MUSC 433 | Music Before 1800 | F | 3 SH |
| | The history and development of music before 1800. Study of musical styles and concepts with their representative composers. Listening and analysis of selected compositions. Prerequisite: MUSC 301 | | |
| MUSC 434 | Music Since 1800 | S | 3 SH |
| | The history and development of music since 1800. Study of musical styles and concepts with their representative composers. Listening and analysis of selected compositions. Exercises in techniques culminating in a public performance of original works by members of the class. Prerequisite: MUSC 301 | | |
| MUSC 435 | Instrumental Conducting and Rehearsal Techniques I | S | 2 SH |
| | Basic conducting, rehearsal techniques, and score reading of works for band and orchestra. Concurrent participation in Wind Ensemble required. | | |
| MUSC 436 | Instrumental Conducting and Rehearsal Techniques II | F | 2 SH |
| | A continuation of MUSC 435. Prerequisite: MUSC 435 | | |
| MUSC 502 | Church Music Administration | F odd | 3 SH |
| | Integration of the ministry of music into the total church; the multiple choir program, music committee and music in Christian education. The capstone course for Christian Education-Music majors. | | |
| MUSC 505 | Music in the School Curriculum | F | 4 SH |
| | The relation of music to the total school curriculum including the organization and administration of school music programs. Teaching methods and techniques for band, chorus and | | |

138/Music

general music above the elementary level. Prerequisite: Formal admission to the Teacher Education Program by the TEB. Prerequisite: SPED 200. Corequisite: EDUC 406C.

| | | | |
|-----------------|--|---------------|-------------|
| MUSC 508 | Marching Band Techniques | UD | 2 SH |
| | Marching styles and show designs for half-time shows and similar events. Observation and practical experiences working with local marching bands and directors. For future band directors. | | |
| MUSC 509 | Orchestration | F even | 2 SH |
| | Ranges, acoustical properties, practical usage and history of string, woodwind, brass and percussion instruments in groupings from small ensembles to full symphony orchestra. | | |
| MUSC 510 | Form and Analysis | F | 2 SH |
| | The design and harmonic organization of musical compositions. Analysis of selected compositions from different genres and style periods. | | |
| MUSC 514 | Senior Recital Research | F; S | 1 SH |
| | Presentation of a full-length recital in the applied music concentration. Students prepare a paper on the music to be performed and write program notes for the recital performance. The paper and program notes must be completed by the date of the student's recital hearing. Prerequisites: Senior standing and permission of the instructor. Corequisite: Applied music at the senior level. | | |
| MUSC 515 | Field Work in Church Music | UD | 3 SH |
| | Supervised work in a local church. Students may serve as organists, choir directors or organist-directors. Prerequisites: A declared major in the church music sequence and permission of the instructor. | | |
| MUSC 521 | Senior Recital | F; S | 0 SH |
| | A half- or full-length recital in the applied music concentration. Prerequisites: Senior standing and permission of the instructor. Corequisite: Applied music at the senior level. | | |
| MUSC 522 | Children's Choir Methods | F | 2 SH |
| | Introduction to repertoire, rehearsal techniques and vocal pedagogy of the junior-age voice (grades 4-6). Experience using a demonstration choir. Prerequisite: MUSC 402. | | |
| MUSC 590 | Recital Attendance | F; S | 0 SH |
| | Attendance and performance at campus concerts, recitals, and music lectures. Taken concurrently with each semester of applied music. | | |

Nursing (NURS)

The Department of Nursing offers an undergraduate program leading to the Bachelor of Science in Nursing degree. The Pre-Licensure BSN program is open to all high school graduates and college students who wish to pursue a nursing major. A bachelor's degree with a major in nursing at Pfeiffer University requires a total of 126 semester credit hours of study. Admission to Pfeiffer University does not guarantee admission to the nursing major. Successful completion of the nursing program does not mean automatic licensure as a Registered Nurse. Graduates of the program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse. Graduates are prepared to provide care in and across all environments as a generalist nurse.

MISSION, PURPOSES, OUTCOMES

The nursing program functions within the framework of the purposes and values consistent with the philosophy of Pfeiffer University and embraces the Christian values of human dignity, integrity, and service to become servant leaders and lifelong learners. Pfeiffer University's nursing curriculum is based

on the Caring theoretical perspective. The concept of Caring directs teaching methodologies, student learning activities, teacher-student interactions and the climate of the program. The curriculum framework incorporates values and concepts adapted from the Essentials of Baccalaureate Nursing (1998) and the ANA Standards of Clinical Nursing Practice (2004). A solid educational foundation in the university setting provides the distinguishing cornerstone for the study and practice of professional nursing and prepares the graduate for professional development, service to others, and lifelong learning.

The Bachelor of Science in Nursing program prepares graduates to:

1. Integrate evidence-based knowledge from nursing, theories and concepts from liberal education, including the humanities and behavioral, mathematical, natural and physical sciences into the practice of professional nursing.
2. Demonstrate skills in critical thinking, decision-making, and therapeutic communication in the application of the nursing process with individuals, families, groups, and communities.
3. Demonstrate competency in the nursing roles of advocate, clinician, coordinator/ collaborator, educator, leader, and consumer of research in a variety of health care settings.
4. Establish therapeutic, caring, and collaborative relationships with clients and members of interdisciplinary health teams through effective interpersonal, oral, written, and emerging technology communication strategies.
5. Apply knowledge of leadership/management/administrative and information technology skills and health care policies in providing direct and indirect care to clients.
6. Provide comprehensive, culturally competent client-centered care to promote, restore, and maintain the maximum health potential of individuals, families, groups, and communities across the lifespan.
7. Assume accountability and responsibility for personal and professional growth through commitment to participation in servant leader activities, continuous self-evaluation, and lifelong learning.
8. Incorporate professional values, professional standards, and ethical, moral, and legal aspects of health care into nursing practice to promote advocacy, collaboration, and social justice.
9. Utilize knowledge and leadership skills to manage systems that are responsive to the health care needs of the Piedmont region, the state, the nation, and the global society.

ADMISSION REQUIREMENTS

1. Students must first be admitted to Pfeiffer University as Pre-Nursing students and meet University admission requirements. At least 45 SH (excluding activity courses) must be earned in residence at Pfeiffer University. (See Residence Requirement)
2. Candidates must formally apply for admission to the Nursing Program. Pre-Nursing students must successfully complete (or be enrolled in) the required University core prerequisite courses and nursing specific courses with a grade of "C" or better before applying for admission to the nursing major. The deadline for submission of the application to the Department of Nursing is February 1 of the year they plan to enter the Nursing Program. Upon acceptance into the Nursing program, qualified students are admitted to the upper division of the Nursing Major for fall admission. The Admissions Committee, composed of nursing faculty and various members of the Nursing Advisory Board, will select the most qualified candidates for admission based on each applicant's academic performance (cumulative GPA, science scores), essay scores, community service history, and Test of Essential Academic Skills (TEAS scores). This exam has four parts: English, Math, Science, and Reading Comprehension. Students are strongly encouraged to take the exam before enrolling in sophomore courses. Students are allowed to repeat the TEAS assessment test once per application year.
3. Qualified transfer and change-of-major students must meet the same academic criteria for admission as first time freshman. Records of students transferring to Pfeiffer University from other academic institutions are evaluated and transfer credit is granted as appropriate. Students are expected to complete all remaining nursing course work for the degree at Pfeiffer. See Transfer student information in the University catalog for additional information about the university transfer policies, including transfer of credit from community colleges. Applicants who transfer must be eligible to return to all institutions previously attended. Natural science core courses completed greater than five years prior to admission to the Upper Division must be repeated. Applicants must submit one official copy of each transcript from all accredited college/university attended since high school.
4. All acceptances are contingent upon submission of a satisfactory health appraisal prior to entering the program. Students must have satisfactory health appraisal on file before they will be allowed to participate in clinical experiences. Interaction with clients begins in the spring semester of the sophomore year. Evidence of a physical examination and the following requirements must be provided.
 - Immunizations: Rubella and Rubeola titers, Measles, Polio, Diphtheria/Tetanus, Varicella titer

140/Nursing

(required whether or not the student has had chicken pox).

- Students must provide initial documentation of a negative TB test and an annual update each year. A positive PPD requires documentation of negative chest X-ray taken within the past 12 months.
- Hepatitis Immunization is required. A student may submit a signed declination. For students who have Hepatitis B contraindications, written verification or official deferral must be submitted.
- Core performance standards of the Southern Council on Collegiate Education for Nursing (SCCEN)

related to physical, mental, and emotional health that enables a student to participate in and complete the program.

5. All acceptances are contingent upon the completion of the Nurse Aide I training program and listing in the North Carolina Aide Registry. Students will be required to have completed Nurse Aide I certification before enrolling in junior level courses. It is strongly recommended that students be certified before enrollment in sophomore nursing courses but not required.

6. Students must obtain and maintain current CPR (adult, infant and child) Certification before spring semester of the sophomore year. Only the American Heart Association BLS (Basic Life Support) for Healthcare Providers will be accepted.

7. Students will be required to have drug testing and a criminal background check before being allowed to participate in clinical experiences. The student is responsible for the costs associated with drug testing and background checks.

The Pre-Licensure BSN program is 4 years in length and encompasses two phases. The first phase is comprised of 71 semester credit hours of lower-division work (liberal arts and nursing prerequisites). The second phase is comprised of 55 semester credit hours of upper-division work in the nursing major and is completed within the Department of Nursing. The total number of semester credit hours for the Bachelor of Science in Nursing degree is 126 hours.

NURSING:

In addition to the General Education requirements, the following prerequisite nursing requirements must be taken:

| | | | |
|----------|---|----------|---------------------------------|
| BIOL 324 | Principles of Microbiology | PSYC 221 | General Psychology |
| CHEM 301 | General Chemistry I | PSYC 222 | Statistics for Psychology |
| EXSC 303 | Human Anatomy and Physiology I | PSYC 430 | Child and Adolescent Psychology |
| EXSC 312 | Human Anatomy and Physiology II | | |
| EXSC 403 | Nutrition for Health and Performance | | |
| NURS 201 | Introduction to Professional Nursing and Healthcare Technology | | |
| NURS 310 | Healthcare and the Aging Population (Counts as Activity Course) | | |

Upper-level Nursing Courses:

| | |
|----------|--|
| NURS 312 | Foundations and Concepts for Professional Nursing Practice |
| NURS 314 | Therapeutic Communication for Diverse Cultures |
| NURS 316 | Health Assessment |
| NURS 318 | Pharmacology for Nursing |
| NURS 320 | Nursing Care of Adults I |
| NURS 322 | Nursing Care of the Childbearing and Childrearing Family |
| NURS 324 | Healthcare Policy and Economics |
| NURS 410 | Nursing Care of Adults II |
| NURS 412 | Psychiatric/Mental Health Nursing |
| NURS 414 | Introduction to Nursing Research |
| NURS 416 | Community Health Nursing |
| NURS 418 | Nursing Leadership Values, Trends, and Perspectives |
| NURS 501 | Transition to Professional Nursing: Senior Internship |
| NURS 510 | Synthesis for Professional Nursing Practice |

Courses Offered

| | | | |
|-----------------|---|----------|-------------|
| NURS 201 | Intro to Professional Nursing and Healthcare Technology | F | 3 SH |
| | An introductory nursing course that covers the history of nursing, theoretical foundations, roles and behaviors of the professional nurse, and an introduction to the nursing | | |

Nursing/141

process and critical thinking. The course introduces students to applications of information systems in health care practice, education, and research and addresses legal and ethical issues related to informatics. Students learn how healthcare providers can assess, develop, and use information systems to work more efficiently, allocate resources more effectively, and improve health care. This course meets the University's Computer Competency requirement. Prerequisite: Pre-nursing status.

- NURS 310 Healthcare and the Aging Population S 2 SH**
This course introduces students to older adults, which will comprise the majority of health care recipients in students' future careers. Physiological/psychological functioning, common health problems, and the nurse's role in caring for older adults are addressed. The course incorporates service-learning activities in a local continual care community setting. This course meets the University's Activities Course requirement. Prerequisites: Pre-nursing status.
- NURS 312 Foundations and Concepts for Professional Nursing Practice F 5 SH**
An introduction to basic concepts related to nursing theory and practice: person, health, environment, and nursing. Fundamental and caring concepts, clinical nursing skills, and standards based on evidenced-based practice are introduced and applied using the nursing process for client-centered care. Laboratory activities include clinical simulation and the development of communication, teaching, and psychomotor skills. Clinical experience in the second half of the semester provides opportunities for application of basic knowledge and skills with individual adult and older adult patients in a long-term care setting and opportunities to participate as a member of the interdisciplinary health care team. Prerequisites: Admission into the nursing program. Co-requisites: NURS 314, 316, 318.
- NURS 314 Therapeutic Communication for Diverse Cultures F 3 SH**
This course explores therapeutic communication concepts and principles, types of communication, factors affecting communications patterns, and the practical application of therapeutic communication in various patient situations with diverse populations across the lifespan. Prerequisites: Admission into the nursing program. Co-requisites: NURS 312, 316, 318.
- NURS 316 Health Assessment F 3 SH**
This course addresses concepts and methods of comprehensive health assessment for evaluation of clients' health status from a holistic perspective. The student is introduced to psychological and socio-cultural assessment techniques as well as to assessment considerations with diverse populations across the lifespan. Student application occurs through participation in classroom activities, practice in a lab setting, in small group case discussions, and in the clinical setting. Prerequisites: Admission into the nursing program. Co-requisites: NURS 312, 314, 318.
- NURS 318 Pharmacology for Nursing F 3 SH**
Incorporates the basic principles of pharmacotherapeutics and principles underlying therapeutic interventions. Emphasis is on the professional nurse's role and responsibilities, nursing implications of drug therapy, including legal/ethical, psychosocial, developmental, psychosocial, religious, and cultural considerations. Students utilize math skills to calculate drug dosages. Prerequisites: Admission into the nursing program. Co-requisites: NURS 312, 314, 318.
- NURS 320 Nursing Care of Adults I S 6 SH**
Building on previous knowledge and the human caring approach, students apply critical thinking skills to nursing care of diverse adults across the lifespan who are experiencing commonly occurring medical or surgical disorders or diseases. Emphasis is on application of pathophysiologic concepts, assessment and evaluation of human responses to illness, and holistic nursing care management using the nursing process. The theory component focuses on evidenced-based practice and the role of the nurse in promoting, maintaining, and restoring health for adults. The clinical component provides the

142/Nursing

opportunity for the student to apply concepts and skills using advanced technology.

Prerequisites: Successful completion of NURS 312, 314, 316, 318. Co-requisites: NURS 322, 324.

- | | | | |
|-----------------|---|----------|-------------|
| NURS 322 | Nursing Care of the Childbearing & Childrearing Family | S | 6 SH |
| | This course examines concepts of maternal and neonatal health. The obstetrical health and illness continuum is explored from a developmental perspective in the classroom and provides the opportunity to apply the nursing process in a variety of inpatient, outpatient, and community settings. Evidence-based nursing, current health issues, ethical dilemmas, and trends pertinent to clinical practice are examined. Prerequisites: Successful completion of NURS 312, 314, 316, 318. Co-requisites: NURS 320, 324. | | |
| NURS 324 | Healthcare Policy and Economics | S | 2 SH |
| | The student will be introduced to the types of health-care services, healthcare settings, and the economics of health care payment and cost containment to include private insurance, managed care, federal (government) insurance plans, and challenges within the health-care system. Students will use critical thinking exercises to investigate current policies, issues and trends in nursing and health care. Emphasis is on exploration of issues related to accessibility, accountability and affordability of health care. Prerequisites: Successful completion of NURS 312, 314, 316, 318. Co-requisites: NURS 320, 322. | | |
| NURS 410 | Nursing Care of Adults II | F | 6 SH |
| | Provides the opportunity to explore nursing care as it is provided to diverse adults across the lifespan who are experiencing a variety of complex, acute, and chronic health problems in various settings, including long-term care and/or rehabilitation nursing settings. Emphasis is on application of pathophysiologic concepts, assessment and evaluation of human responses to illness, and holistic nursing care management using the nursing process. Builds on previous concepts, processes and skills necessary for the practice of professional nursing. Theory component focuses on evidenced-based practice and the role of the nurse in promoting, maintaining, and restoring health for adults. Clinical component provides opportunities for application of concepts and skills using advanced technology. Prerequisites: Successful completion of NURS 300-level courses. Co-requisites: NURS 412, 414. | | |
| NURS 412 | Psychiatric/Mental Health Nursing | F | 5 SH |
| | Provides the opportunity to explore nursing care as it is provided to diverse adults across the lifespan who are experiencing a variety of psychiatric and mental health problems in various clinical setting. Emphasis is on the use of self in relationships, psychiatric nursing assessment, and the role of the nurse as a member of the health care team. Holistic nursing management integrates knowledge of psychobiology, pharmacology, and thoughtful, competent, caring nursing practice. Prerequisites: Successful completion of NURS 300-level courses. Co-requisites: NURS 410, 414. | | |
| NURS 414 | Introduction to Nursing Research | F | 3 SH |
| | Introduces students to the principles of basic research process in nursing. Methods of gathering, analyzing and interpreting data commonly used in nursing research are discussed. Emphasis is on assisting students to conceptualize the importance of nursing research and to understand and use published health care research. Prerequisites: Successful completion of NURS 300-level courses. Co-requisites: NURS 410, 412. | | |
| NURS 416 | Community Health Nursing | S | 5 SH |
| | Provides an opportunity to examine specific theoretical perspectives related to the care of diverse populations. The course includes community assessment and planning, economic issues in health care, epidemiology, environmental health, health promotion, bioterrorism, and global health. Learning experiences occur in the classroom and in a variety of community settings such as schools, community-based clinics, health departments, and home health agencies. Prerequisites: Successful completion of NURS 300-level courses, 410, 412, 414. Co-requisites: NURS 418, 501, 510. | | |

| | | | |
|--|--|----------|-------------|
| NURS 418 | Nursing Leadership Values, Trends, and Perspectives | S | 3 SH |
| <p>This course provides an opportunity to examine leadership and management principles in professional nursing. Contemporary issues relevant to nursing practice are analyzed. Emphasis is on transition to the professional nursing role. This required course meets one of the University's three Writing Intensive course requirements. Prerequisites: Successful completion of NURS 300-level courses, 410, 412, 414. Co-requisites: NURS 416, 501, 510.</p> | | | |
| NURS 501 | Transition to Professional Nursing: Senior Internship | S | 3 SH |
| <p>This focused care clinical course facilitates the transition of senior nursing students to professional nursing practice and integrates clinical and theoretical learning from previous nursing courses. As a capstone course, emphasis is placed on application of knowledge and skills in the design, management and coordination of care for clients in a variety of health care settings. Guided clinical experiences provide opportunities to refine critical thinking skills and to demonstrate increased independence in planning, implementing, and evaluating nursing care for multiple patients in a selected clinical setting. Students identify and implement strategies for resolving conflicts arising from diversity issues and moral, ethical, and legal dilemmas in clinical practice. Prerequisites: Successful completion of NURS 300-level courses, 410, 412, 414. Co-requisites: NURS 416, 418, 510.</p> | | | |
| NURS 510 | Synthesis for Professional Nursing Practice | S | 2 SH |
| <p>Students will have the opportunity to use individual, group, and technology-based methods to facilitate critical thinking and problem solving using comprehensive client case studies. This culminating classroom experience includes a review of nursing content and a final comprehensive exam in preparation for the NCLEX exam. Prerequisites: Successful completion of NURS 300-level courses, 410, 412, 414. Co-requisites: NURS 416, 418, 501.</p> | | | |

Philosophical and Christian Ethics (PHIL)

Philosophical and Christian Ethics is an interdisciplinary minor that offers students the theoretical resources and practical engagement that will assist them in critically assessing and responding to the ethical dimensions of various social issues in our local communities and broader world. The aim of the minor is to engage students in disciplined and imaginative thinking about their roles as servant leaders and the ways in which they may support social and environmental justice in the world. An integral part of the minor is a connection between philosophical and theological reflection and service in the community. Students study ethics as a minor along with a major in another subject. Courses within the minor may be taken to fulfill the General Education requirement in philosophy.

Minor

PHILOSOPHY

18 Semester Hours Minimum

Required Core -- 6 SH

| | | | |
|----------|----------------------------|----------|------------------------------------|
| PHIL 203 | Introduction to Philosophy | PHIL 205 | Philosophical and Christian Ethics |
|----------|----------------------------|----------|------------------------------------|

Four (4) courses selected from the following:

| | | | |
|----------|---|----------|------------------------------------|
| PHIL 301 | Founders of Ancient Philosophy | PHIL 308 | Social Justice and the Common Good |
| PHIL 304 | Introduction to Logic and Critical Thinking | PHIL 317 | Christian Servant Leadership |
| | | PHIL 327 | Ethics of Globalization |
| PHIL 307 | Environmental Philosophy and Ethics | PHIL 598 | Special Topics in Ethics |
| | | SOCY 408 | Social Theory |

144/Philosophical and Christian Ethics

Courses Offered

| | | | |
|-------------------------|---|---------------|-------------|
| PHIL 203 (W) | Introduction to Philosophy 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, philosophy of art, 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. This is a writing intensive course. | F; S | 3 SH |
| PHIL 205 (W) | Philosophical and Christian Ethics 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 assists them in developing their own analytical and critical skills in doing ethical assessment. This is a writing intensive course. | S | 3 SH |
| PHIL 301 (W) | Founders of Ancient Philosophy Readings from a selection of ancient and medieval western philosophers, namely Plato, Aristotle, Augustine, and Aquinas. This course will give students a knowledge of the philosophical thought of several philosophers and assists them in developing their own skills of philosophical reflection in dialogue with the philosophers' ideas. This is a writing intensive course. | UD | 3 SH |
| PHIL 304 | Critical Thinking 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. | S even | 3 SH |
| PHIL 307 (W) | Environmental Philosophy and Ethics An exploration of various ecophilosophies and how they apply to environmental issues. This course will give students a knowledge of research, environmental philosophy and assists them in developing their own analytic and critical skills for ethical assessments of environmental issues. This course includes a group service-learning project that puts theory into practice and contributes to a healthier environment. This is a writing intensive course. | F odd | 3 SH |
| PHIL 308 (W) | 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 will give students a knowledge of social and political philosophy and assists them in developing their analytic 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. This is a writing intensive course. | S even | 3 SH |
| PHIL 317 (W) | Christian Servant Leadership This course connects Pfeiffer University's emphasis on its Christian roots and servant leadership, illustrated in its vision statement "Pfeiffer University will be recognized as the model-church-related institution preparing servant leaders for lifelong learning." We will do an in-depth exploration of what the concept "servant leadership" means from a Christian theological lens. To do this we will read stories of Christian servant leaders who have written theologically about their service. We will also theologically reflect on our own service in the community. This is a writing intensive course. Cross-listed as RELG 317. | F odd | 3 SH |
| PHIL 327 | Ethics of Globalization An exploration of the ethical issues that arise with increasing globalization, with emphasis on economic globalization. This course will clarify what globalization is and how it is affecting | F even | 3 SH |

Philosophical and Christian Ethics/145

communities around the world. Students will also examine a range of different philosophical and ethical frameworks that communities are using to both assess and respond to globalization.

**PHIL 598
(W)**

Special Topics in Ethics

Courses will be offered to respond to special interests or needs, as noted by the faculty or requested by students. This is a writing intensive course.

UD

3 SH

Physical Education (PHED)

See Health and Physical Education (HPED).

Physics-Engineering Studies (PHYS)

The curriculum in Physics offers introductory physics courses to satisfy the degree requirements in Natural Science for all students and as support courses for specific majors listed in the catalog. The General Physics I & II courses satisfies the Natural Sciences requirement for any major.

A minor in Engineering Physics is open to any student. This minor is most beneficial to students in the mathematics and sciences planning to attend graduate school and/or obtaining a job that involves research and development of technology. This minor expands upon the physics curriculum to provide an introduction to engineering and other applications.

Minor

ENGINEERING PHYSICS

31 Semester Hours Minimum:

| | | | |
|----------|-----------------------------------|----------|---|
| CHEM 301 | General Chemistry I | PHYS 360 | Fundamentals of Scientific Comp. |
| COMP 400 | The "C" Programming Language | PHYS 361 | Introduction to Engineering |
| ECON 221 | Principles of Macroeconomics | PHYS 401 | Engineering Mechanics: Statics |
| MATH 420 | Differential Equations | | OR PHYS 402 Electronics and Electrical Engineering |
| PHYS 303 | Calculus-based General Physics I | | |
| PHYS 304 | Calculus-based General Physics II | | |

Courses Offered

PHYS 200

Physics in the Arts

UD

2 SH

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 Dean of the School of Natural and Health Sciences; **or** the Dean of the Undergraduate **or** Adult Studies programs.

PHYS 301

General Physics I

F

4 SH

Basic principles of physics; concepts of force and energy as they relate to mechanics, heat, and electricity. Only the more elementary topics of physics are treated in this first course. Prerequisites: MATH 235 **or** enrollment in MATH 302.

146/Physics-Engineering Studies

| | | | |
|-----------------|---|---------------|-------------|
| PHYS 302 | General Physics II | S | 4 SH |
| | A continuation of General Physics I. Principles of classical and modern physics; mechanics; sound; heat; electricity; light; modern physics. Prerequisites: PHYS 301, MATH 235. | | |
| PHYS 303 | Calculus-Based General Physics I | UD | 4 SH |
| | Basic principles of physics treated with the analytical rigor of calculus; particle kinematics and dynamics; conservation of energy and momentum; fluid mechanics; heat and thermodynamics; oscillations and waves. Prerequisites: MATH 303. | | |
| PHYS 304 | Calculus-Based General Physics II | UD | 4 SH |
| | A continuation of Calculus-Based General Physics I. Electric and magnetic fields; direct-current and alternating-current circuits; electromagnetic waves; geometrical and physical optics; introduction to quantum mechanics. Prerequisites: A passing grade in PHYS 303, MATH 303. | | |
| PHYS 360 | Fundamentals of Scientific Computing | F; S | 3 SH |
| | The fundamentals of scientific computing will be studied by introducing many topics and software that are commonly used in the natural sciences. Topics include binary numbers, Boolean algebra, symbols and equations in Words, macros, Excel graphing, 3D graphing, Powerpoint, molecular visualization, and webpage design. | | |
| PHYS 361 | Introduction to Engineering | S | 3 SH |
| | An overview of applied physics and engineering history, branches, occupations, ethics, and calculations. Students will learn how to use creativity and the engineering method to solve problems and how to effectively communicate in written, graphical, and computer design forms. This course will also introduce technical drawing, CAD design software, and mathematical software used in applied physics and engineering. Prerequisite: PHYS 360 | | |
| PHYS 401 | Engineering Mechanics: Statics | F odd | 4 SH |
| | This course studies the mechanics of static structures. Topics covered in this course include vector force systems, systems in equilibrium, structural analysis of trusses and frames, friction, distributed forces, center of gravity, and moment of inertia. Technical drawing and design skills will be used to build a bridge structure out of balsa wood and test the strength of this structure during lab time. Prerequisites: PHYS 361, PHYS 303. | | |
| PHYS 402 | Electronics and Electrical Engineering | S even | 4 SH |
| | The study of electrical engineering through the analysis of analog and digital circuits and the study of DC and AC electronic systems. Topics covered in this course include Kirchhoff's laws, circuit analysis, resistors, capacitors, inductors, diodes, transistors, amplifiers, DC and AC power supplies, and signal processing. These circuits and systems will be built and studied during lab. Prerequisites: PHYS 361, PHYS 304, MATH 400. | | |

Political Science (PLSC)

The Political Science major offers a distinctive program of courses designed to prepare students for active participation and leadership in the public life of their community. Through a critical examination of the writings of political philosophers, statesmen, and political analysts and through reflection upon contemporary political events, students gain both a theoretical and practical perspective on the enduring issues of political life. Such a preparation is essential for enlightened citizenship and serves as well as a foundation for careers in law, government or public service.

Students opting a major or minor in Political Science are urged to consult with the Political Science faculty immediately upon having decided to enter the program.

Major

POLITICAL SCIENCE

39 Semester Hours Minimum

30 SH of Political Science courses, including PLSC 597 plus 6 SH of related courses chosen from a list of Political Science Electives or other upper level Humanities and Social Sciences courses as approved by the Political Science Department Chair.

Minor

POLITICAL SCIENCE:

Required 18 SH of Political Science Courses selected from the "Courses Offered" (listed below) **AND 3 SH** from Political Science Electives.

Political Science Electives: Select 6 SH for Major; 3 SH for Minor.

| | | | |
|----------|--|----------|--------------------------------|
| PLSC 289 | Topics in Political Science | HSTY 430 | Revolution in The Modern World |
| GEOG 202 | World Regions | ECON 325 | Public Finance |
| HSTY 411 | Current Events: The Present as History | SOCY 302 | Social Problems |

Courses Offered

NOTE: When PLSC 402 or 405 is taken for credit more than once, the credits for the second course version may be applied only toward the 3 SH elective requirement in Political Science, not toward the Political Science Core Requirement.

| | | | |
|-----------------|---|---------------|-------------|
| PLSC 201 | American Politics | F | 3 SH |
| | 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 campaign process and the contemporary debate over various public policy issues will also be analyzed. | | |
| PLSC 203 | World Politics | S | 3 SH |
| | Introduction to emerging post-Cold War era in global politics. Examines forces tending toward global order and integration as well as those moving in direction of disorder and disintegration. Specific topics such as diplomacy, arms proliferation, collective security, and strategies of international development will also be considered. | | |
| PLSC 289 | Topics in Political Science | S even | 3 SH |
| | Explores contemporary issues in American Politics with alternating topics (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 (298 I);" "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. | | |
| PLSC 303 | Introduction to Law | F | 3 SH |
| | 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. | | |
| PLSC 305 | Modern Warfare and Politics | S even | 3 SH |
| | Examination of the strategy and conduct of modern warfare as it changed from the Civil War to the Persian Gulf War and the effect of this transformation upon the evolution of the modern state. Prerequisite: PLSC 203 or consent of instructor. | | |

148/Political Science

| | | | |
|-----------------|--|---------------|-------------|
| PLSC 306 | International Intelligence and Espionage | S odd | 3 SH |
| | Analysis of how intelligence organizations can inform or mislead statecraft in the contemporary global environment. Through examination of spy vs. spy encounters we will learn about the four elements of intelligence: collection of data, analysis of data, counter-intelligence and covert action. Prerequisite: PLSC 203 or consent of instructor. | | |
| PLSC 307 | Law and Society | S | 3 SH |
| | 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. | | |
| PLSC 401 | Comparative Politics | S odd | 3 SH |
| | 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. | | |
| PLSC 402 | Modern Political Thought | F odd | 3 SH |
| | 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. May be taken for credit more than once provided that course content has changed. Prerequisite: PLSC 201 or sophomore standing. | | |
| PLSC 405 | Public Policy | F odd | 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 | F even | 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. Prerequisite: PLSC 201. | | |
| PLSC 407 | International Law and Organizations | F even | 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 as "nationbuilding," "peacekeeping," and "peacemaking". Prerequisite: PLSC 203. | | |
| PLSC 411 | Constitutional Law I - Powers | F | 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. Prerequisite: PLSC 303 or PLSC 307. | | |
| PLSC 412 | Constitutional Law II - Rights | S | 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. | | |
| PLSC 597 | The Challenge Seminar | S | 3 SH |
| | This course will involve students working through a number of complex intellectual simulations | | |

Political Science/149

(by role-playing) to examine various challenges or turning points faced by different political regimes in crisis. Engaged Learning will be the focus as students attempt to reconstruct the political, cultural, and historic frameworks which provide the necessary context for the alternative decisions the students will weigh and evaluate. Required of all Political Science and Pre-Law Seniors as their capstone course.

Pre-Law (PRLA)

In the last decade, the nation's state and federal courts resolved over one hundred million cases annually, more than one for every three Americans. The courts' caseloads increase with each passing year. In contemporary America, judicial rulings affect everything from prayers at school graduations to conditions in jails and prisons, from the disposal of radioactive wastes to the relocation of sports franchises.

At Pfeiffer University the interdisciplinary Pre-Law major and minor are designed to provide the skills needed in law school. Students majoring and minoring in Pre-law will be exposed to the nature of a legal career and will be counseled on the components of selecting and applying to a suitable law school.

Major

PRE-LAW

45 Semester Hours Minimum

| | | | |
|----------|------------------------------------|----------|-------------------------------------|
| BUAD 323 | Business Law I | PLSC 307 | Law and Society |
| CRIM 202 | Introduction of Criminal Justice | PLSC 402 | Modern Political Thought |
| CRIM 502 | Criminal Law I | PLSC 407 | International Law and Organizations |
| CRIM 503 | Criminal Law II | PLSC 411 | Constitutional Law I - Powers |
| HSTY 221 | United States History I | PLSC 412 | Constitutional Law II - Rights |
| HSTY 222 | United States History II | | |
| PHIL 205 | Philosophical and Christian Ethics | PLSC 597 | Challenge Seminar |
| PLSC 201 | American Politics | | |
| PLSC 303 | Introduction to Law | | |

Minor

PRE-LAW

21 Semester Hours Minimum

| | | | |
|----------|----------------------------------|----------|---|
| CRIM 202 | Introduction of Criminal Justice | PLSC 303 | Introduction to Law |
| CRIM 502 | Criminal Law I | PLSC 307 | Law and Society |
| CRIM 503 | Criminal Law II | PLSC 411 | Constitutional Law I - Powers or |
| PLSC 201 | American Politics | PLSC 412 | Constitutional Law II - Rights |

150/Pre-Medical Studies

Pre-Medical Studies (PRMD)

The pre-medical studies curriculum is specifically designed for those students who plan to attend medical school, veterinary school, dental school, optometry school, or pharmacy school. Completion of the bachelor's degree in pre-medical studies must be followed by competitive admission to and successful completion of professional studies and training.

Major

PRE-MEDICAL STUDIES

72 Semester Hours Minimum

| | | | |
|----------|----------------------------|----------|---------------------------------------|
| CHEM 301 | General Chemistry I | BIOL 415 | Vertebrate Morphology and Development |
| CHEM 302 | General Chemistry II | BIOL 510 | Seminar in Biology |
| CHEM 403 | Organic Chemistry I | MATH 302 | Calculus with Analytical Geometry I |
| CHEM 404 | Organic Chemistry II | MATH 303 | Calculus with Analytical Geometry II |
| CHEM 405 | Quantitative Analysis | PHYS 301 | General Physics I |
| CHEM 406 | Instrumental Analysis | PHYS 302 | General Physics II |
| CHEM 503 | Biochemistry | COMP | An approved computer course |
| BIOL 211 | General Biology I | | |
| BIOL 212 | General Biology II | | |
| BIOL 403 | Microbiology | | |
| BIOL 411 | Genetics | | |
| BIOL 414 | Cell and Molecular Biology | | |

Note: CHEM 501 Physical Chemistry I is strongly recommended.

Psychology (PSYC)

The Psychology curriculum offers a broad range of courses in developmental and experimental psychology. Studies are offered in the psychology of children, adolescents and adults; the psychology of adjustment; behavior problems and counseling. In experimental psychology, studies are offered in learning, cognitive processes, sensation and perception and other areas.

Psychology is an exciting discipline for most students. Many non-majors take work in Psychology as part of their general education or elective studies.

For students studying in other fields, the Psychology Program offers minors in Developmental Psychology, Experimental Psychology and Social Psychology.

Students graduating in Psychology often continue with graduate work in counseling or experimental psychology.

Major

PSYCHOLOGY

41 Semester Hours Minimum

All students majoring in Psychology must take the following three (3) courses in the order listed:

| | | | |
|----------|---------------------------|----------|-------------------------|
| PSYC 221 | General Psychology | PSYC 321 | Experimental Psychology |
| PSYC 222 | Statistics for Psychology | | |

Other courses required of all students majoring in Psychology are listed below. They need not be taken in the order listed:

| | | | |
|----------|--|----------|--|
| PSYC 322 | Physiological Psychology | PSYC 521 | Personality |
| | or PSYC 426 Sensation Perception | PSYC 525 | History and Systems of Psychology (All Psychology majors must take this course in the Fall of their senior year.) |
| PSYC 430 | Child and Adolescent Psychology | | |
| PSYC 424 | Behavior Problems | | |
| PSYC 501 | Learning or PSYC 524 Cognitive Processes | | |

Minors

DEVELOPMENTAL PSYCHOLOGY

24 Semester Hours Minimum

| | | | |
|----------|---------------------------|----------|---------------------------------|
| PSYC 221 | General Psychology | PSYC 430 | Child and Adolescent Psychology |
| PSYC 222 | Statistics for Psychology | PSYC 521 | Personality |
| PSYC 321 | Experimental Psychology | | |

EXPERIMENTAL PSYCHOLOGY

24 Semester Hours Minimum

| | | | |
|----------|---------------------------|----------|---|
| PSYC 221 | General Psychology | PSYC 322 | Physiological Psychology |
| PSYC 222 | Statistics for Psychology | PSYC 426 | Sensation and Perception |
| PSYC 321 | Experimental Psychology | PSYC 501 | Learning or PSYC 524 Cognitive Processes |

SOCIAL PSYCHOLOGY

24 Semester Hours Minimum

| | | | |
|----------|---------------------------|----------|--------------------------|
| PSYC 221 | General Psychology | PSYC 323 | Psychology of Adjustment |
| PSYC 222 | Statistics for Psychology | PSYC 424 | Behavior Problems |
| PSYC 321 | Experimental Psychology | PSYC 425 | Counseling |

Courses Offered

| | | | |
|---------------------|--|---------------|-------------|
| PSYC 221 | General Psychology | F; S | 4 SH |
| | Psychology as a science of human behavior; the work of the psychologist; modes of thought and methods of study; motivation; sensing; learning; perceiving; thinking; emotion; personality; testing. The first course in Psychology for all students regardless of major. | | |
| PSYC 222 | Statistics for Psychology | F | 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. | | |
| PSYC 311 | Sport and Exercise Psychology | S | 3 SH |
| | An introduction to current research and practice in sport and exercise psychology. Emphasis will be placed upon conceptual and applied research as well as practical application (cross-listed as SMGT 311.) Prerequisite: PSYC 221. | | |
| PSYC 321 (W) | Experimental Psychology | S | 4 SH |
| | The study of research methodology, including case study, correlational, and experimental methods. Students design and conduct a research project, from data collection through analysis and the presentation of results in APA style. The experimental method is emphasized. This is a writing intensive course. Prerequisites: PSYC 221, PSYC 222. | | |
| PSYC 322 | Physiological Psychology | F even | 3 SH |
| | Relationship between the brain and behavior; psychophysiological approaches to the study of perception, attention, sleep, learning, motivation, and psychotic behavior. Prerequisites: PSYC 221, PSYC 222, PSYC 321. | | |
| PSYC 323 | Psychology of Adjustment | S | 3 SH |
| | Discovering and applying dynamic, positive principles of constructive behavior. Emphasis is placed on applying course concepts to students' individual life experiences as well as potential therapeutic applications. Involvement with a campus or community service project assists students in applying course knowledge to everyday life. Prerequisites: PSYC 221 or SOCY 301. | | |

152/Psychology

| | | | |
|-----------------|--|---------------|---------------|
| PSYC 324 | Psychometrics Theory underlying the construction and use of psychological measurement techniques for the evaluation of aptitude, achievement, interest, attitude, and personality. One hour of lab required each week. Prerequisites: PSYC 221, PSYC 222. | UD | 3 SH |
| PSYC 420 | Group Processes 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. | S | 3 SH |
| PSYC 423 | Psychology of Adult Development and Aging Physical, emotional, social, and cognitive development of adults and of the aging; psychopathology of these groups. Students apply their knowledge through a course project that puts them directly in touch with adults at various stages of development. Prerequisite: PSYC 221. | F | 3 SH |
| 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 221 or SOCY 301 and Junior Standing. | F | 3 SH |
| PSYC 425 | Counseling Approaches to counseling that can be used by psychologists, teachers, ministers, and others engaged in therapeutic work. Prerequisites: PSYC 221 and PSYC 424. | S | 3 SH |
| PSYC 426 | Sensation and Perception Current experimental findings and theories related to sensory processes and perceptual phenomena. Laboratory experiences are included. Prerequisites: PSYC 221, PSYC 222, PSYC 321. | F odd | 3 SH |
| PSYC 427 | Field Instruction in Psychology Students are given an opportunity to develop beginning skills in providing direct services to clients in a variety of settings. It is intended to orient the student to the helping professions early in the college career. Prerequisites: PSYC 221 or SOCY 301 and permission of the instructor. | F; S | 2-3 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 221. | F | 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. | F; S | 3 SH |
| PSYC 435 | Psychology of Women Survey of research regarding gender differences in biology, cognition, personality development, communication, mental health, gender role socialization, and life experiences. Students will be asked to apply knowledge gained through an evaluation of personal experiences or those of others. Prerequisite: PSYC 221. | S odd | 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, | S even | 3 SH |

Psychology/153

organizational structure, and processes of communication, selection and training, individual performance measurement, the design of work itself, innovative ways to change organizations.

| | | | |
|---------------------|--|---------------|---------------|
| PSYC 440 (W) | Research in Psychology | F; S | 2-4 SH |
| | This course will provide students with an opportunity to participate in a research project. The projects will be completed under the direction of a faculty sponsor. The student and faculty member will create a contract detailing responsibilities and products to be completed for the class. This contract will be agreed upon by the student, faculty sponsor, and the Department Chair. Both a written and an oral research report are required. The oral report will be presented to a panel consisting of the faculty sponsor, the School Head, and the Department Chair. Students are expected to complete 3 hours of research per week for each semester credit received. This is a writing intensive course. Prerequisites: Junior standing and permission of the Psychology faculty sponsor and the Department Chair. | | |
| PSYC 501 | Learning | S even | 3 SH |
| | Major theories and principles of learning. Applications of learning principles in applied settings. Prerequisite: PSYC 221 and either PSYC 321 or SOCY 504 or HSVR 301. | | |
| PSYC 521 | Personality | S | 3 SH |
| | 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. Prerequisites: PSYC 221 or SOCY 301 and Junior Standing. | | |
| PSYC 522 (W) | Social Psychology | F | 3 SH |
| | Individual human behavior in a social context; social perception; attitude development and change; group processes; socialization. Students design and conduct a community-based research project. This is a writing intensive course. Prerequisites: PSYC 221 and 1 other course in Psychology or Junior Standing. | | |
| PSYC 524 | Cognitive Processes | S odd | 3 SH |
| | Research and theories on complex cognitive processes; associative learning; remembering; concept learning; acquisition and use of language. Laboratory experiences are included. Prerequisites: PSYC 221, PSYC 222, PSYC 321. | | |
| PSYC 525 | History and Systems of Psychology | F | 3 SH |
| | Analysis of the principal historical antecedents of modern psychology and their relevance to major contemporary systematic positions. Students conduct a research project evaluating the influence of particular theorists/researchers on contemporary psychology. Prerequisite: PSYC 221 and Senior Standing. | | |

Religion (RELG)

The study of religion is an attempt to understand what people believe and how they express their beliefs. We aim for students to recognize the influence of religious beliefs, rituals, scriptural texts, and traditions in human societies, and to critically assess various theological beliefs and religious values. Located at a United Methodist-related university, students undertake academic study of the Bible and key elements of the Judeo-Christian tradition. Participation in a religiously diverse contemporary culture also requires students to understand various world religious traditions. Finally, students will find an emphasis on servant leadership in our course offerings.

Both a major and a minor in religion are offered. Many students choose to study religion, often in conjunction with other fields of study, as part of broader liberal arts education. The curriculum is open to anyone who seeks a deeper understanding of religion, and will prepare students for graduate level work in religion.

154/Religion

Students wishing to fulfill General Education requirements in religion may select religion courses from the 200 - 300 levels (or more advanced courses with the permission of the instructor). However, courses at the 300 level and above are normally taken by religion majors/minors or students who have a special interest in the topic.

Students earning double majors within the School of Religion must complete six (6) semester hours of electives in addition to the specified courses and hours; those earning triple majors within the School of Religion must complete nine (9) semester hours of electives in addition to the specified courses and hours.

Major

RELIGION

46 Semester Hours Minimum

To complete the major, students must take courses from the following categories.

I. Required Core -- 34 SH

| | | | |
|----------|------------------------------------|----------|------------------------------------|
| CHED 201 | Faith Development | RELG 310 | History of Christianity |
| CHED 502 | Seminar in Human Relations | RELG 315 | Introduction to Christian Theology |
| PHIL 203 | Introduction to Philosophy | RELG 409 | Letters of Paul OR RELG 318 |
| PHIL 205 | Philosophical and Christian Ethics | | Jesus the Servant Leader |
| RELG 201 | Introduction to the Old Testament | RELG 516 | Research in Religion I |
| RELG 202 | Introduction to the New Testament | RELG 517 | Research in Religion II |
| RELG 208 | World Religions | | |

II. Electives -- 12 SH

A minimum of two electives (6 SH) in remaining RELG courses.

Any remaining PHIL courses

| | | | |
|-------------------|--|----------|------------------------------------|
| CHED 401/YMIN 401 | Teaching/Learning | CMIS 302 | Strategies in World Evangelism |
| CHED 509/YMIN 509 | Perspectives in Christian Vocations | CMIS 501 | Missions Seminar |
| | | RELG 204 | Religion & Modern American Culture |
| CMIS 301 | Christianity and Culture | SOCY 312 | Sociology of Religion |

Minor

RELIGION

24 Semester Hours Minimum

I. Required Core -- 12 SH

| | | | |
|----------|--|----------|---|
| PHIL 203 | Introduction to Philosophy or PHIL 301 Founders of Ancient Philosophy or PHIL 302 Founders of Modern Philosophy | RELG 204 | Religion and Modern American Culture |
| RELG 201 | Introduction to the Old Testament or RELG 202 introduction to the New Testament | RELG 208 | World Religions |

II. Electives -- 12 SH

| | | |
|----------|--|--|
| RELG 211 | Introduction to the Study of Religion | A Religion elective at the 400 level or above. A Philosophy elective at the 300 level or above. |
| RELG 310 | History of Christianity | |
| RELG 315 | Introduction to Christian Theology | |

Courses Offered

| | | | |
|--|----------------------|----------|-------------|
| RELG 201 | Old Testament | F | 3 SH |
| An introduction to the Old Testament (Hebrew Bible) and the scholarly issues most relevant | | | |

Religion/155

to its academic study. Emphasis will be placed on both historical and theological approaches to the text.

| | | | |
|-------------------------|---|---------------|-------------|
| RELG 202 | New Testament | S | 3 SH |
| | An introduction to the New Testament and the scholarly issues most relevant to its academic study. Emphasis will be placed on both historical and theological approaches to the text. | | |
| RELG 204 | Religion and Modern American Culture | F; S | 3 SH |
| | 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. | | |
| RELG 208 | World Religions | F, S | 3 SH |
| | 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. | | |
| RELG 211 | Introduction to the Study of Religion | UD | 3 SH |
| | 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. | | |
| RELG 214 | Vocation: Serving and Leading with Head, Heart, and Hands | S Odd | 3 SH |
| | How do you know what you are supposed to do with your life? What can and should you do with your time, talents, and desires? Regardless of your academic major or profession, how do you discern and answer God's call to serve and lead others while living a fulfilling life? Students gain insight for leadership while exploring these and other questions from biblical, spiritual, practical, and theological perspectives. | | |
| RELG 303 (W) | Theology and Contemporary Literature | S even | 3 SH |
| | Theological motifs, biblical themes, and images of the person used in contemporary fiction. This is a writing intensive course. | | |
| RELG 308 (W) | Anthropology for Christian Ministry | F even | 3 SH |
| | An introduction to cultural anthropology and cross-cultural studies. The course will introduce the participant-observer approach to ethnography as a method of the study of culture. An emphasis will be made on anthropological tools for Christian ministry in cross-cultural settings. This is a writing intensive course. | | |
| RELG 310 | History of Christianity | F | 3 SH |
| | A survey of the history of the Christian Church, beginning with its origin in the Jesus movement of the first century and concluding with the Protestant and Catholic reformations of the 16th-17th centuries. The thought of specific church theologians will be highlighted. | | |
| RELG 315 | Introduction to Christian Theology | F odd | 3 SH |
| | A study of the sources, tasks, and methods, of Christian theology, and a review of its basic doctrines: revelation, God, Christ, Holy Spirit, sin, salvation, church, and the kingdom of God. This course is intended for majors. Prerequisites: Any RELG course and sophomore status or higher. | | |
| RELG 316 | United Methodist History, Doctrine and Polity | UD | 3 SH |
| | An introduction to the history, organization and beliefs of the United Methodist Church. This course is required for those seeking certification in the various certification programs of the United Methodist Church including, youth ministries, Christian education and church music. Prerequisite: Permission of the instructor. | | |
| RELG 317 (W) | Christian Servant Leadership | F odd | 3 SH |
| | This course connects Pfeiffer University's emphasis on its Christian roots and servant leadership, illustrated in its vision statement "Pfeiffer University will be recognized as the model-church-related institution preparing servant leaders for lifelong learning." We will do an in-depth exploration of what the concept "servant leadership" means from a Christian | | |

156/Religion

theological lens. To do this we will read stories of Christian servant leaders who have written theologically about their service. We will also theologically reflect on our own service in the community. This is a writing intensive course. Cross-listed as PHIL 317.

- RELG 318** **Jesus, the Servant Leader** **F Even** **3 SH**
(W) This course explores the life and person of Jesus of Nazareth as presented through the Gospel Narratives of the New Testament. Connected with Pfeiffer University's emphasis upon "Servant Leadership" and in dialogue with recent academic discussions about the historical Jesus and the world in which he lived, students will explore the ethically significant dimensions of Jesus' life and ministry through a combination of academic study and service learning. The goal of the course will be to lead students to a deeper understanding of the identity of Jesus of Nazareth through study and practical engagement. This is a writing intensive course. Prerequisites: RELG 202 or permission of the instructor.
- RELG 320** **American Christendom** **S** **3 SH**
A study of Christian American Church History with special emphasis on the current state of American Christendom. This is a service-learning course.
- RELG 343** **C.S. Lewis and J.R.R. Tolkien** **S Even** **3 SH**
(W) An exploration of major prose works of each writer including essays, short stories, and novels. The course will also examine the contributions made by Lewis and Tolkien to theological, philosophical, and literary discussions in the twentieth and twenty first centuries through their writings on faith, fantasy, science fiction and mythology. Special emphasis will be given to the role of friendship in the development of the writers' works and Lewis and Tolkien's enduring place in popular culture. This is a writing intensive course. (Crosslisted as ENGL 343.)
- RELG 400** **Interpreting Bible & World** **S even** **3 SH**
(W) An exploration of the relationship between biblical interpretation and contemporary social issues. Special attention will be paid to the way presuppositions and life experiences influence how one understands the meaning of both biblical texts and human cultures. A service-learning component will aid students in placing the Bible in conversation with a current social issue that challenges their view of the world in which they live. This is a writing intensive course. Prerequisite: RELG 201 or RELG 202 or permission of the instructor.
- RELG 408** **Christian Servant Leadership Practicum** **UD** **3 SH**
This course is for one semester of work in an approved setting which provides the student opportunities to observe, participate, and reflect on the many facets of service/learning and ministries. Participants are expected to have opportunities for Christian Servant Leadership in this practicum of at least 150 hours during the semester and weekly reflection in class. While Pfeiffer must approve the site, the student is responsible for securing the place of the Practicum and one of many community's partners may be the appropriate site. This course is to be understood as being different from CHED 403 or YMIN 403 and cannot be substituted for either one of these courses.
- RELG 409** **The Letters of Paul** **F odd** **3 SH**
(W) This course will study the seven major letters of Paul and the "Pauline School" that built upon Paul's legacy. It will also focus on the distinctive historical and theological components of each correspondence while also addressing the possibility of an overarching Pauline theology. This is a writing intensive course. Prerequisite: RELG 202.
- RELG 506** **United Methodist General Conference** **S(every 4 yrs)** **3 SH**
General Conference is the governing body for all things connectional in the worldwide United Methodist denomination, including doctrine, polity, and stands on social principals. This seminar course includes two weeks intensive study off campus at General Conference where students will attend all plenaries, legislative committees, subcommittees, worship services, and other events related to General Conference. Conflicts with the final exam schedule may preclude participation in this class. Prerequisites: School of Religion major or permission of instructor.

Religion/157

- RELG 512** **Topics in Biblical Studies** **UD** **3 SH**
Each time this course is offered it will feature a special aspect of biblical study: an in-depth look at a particular biblical book, a study of the historical Jesus, a survey of the life and teachings of Paul, a review of the work by selected scholars, consideration of new understandings of Scripture, or other topics. Prerequisite: RELG 201 or 202.
- RELG 513** **Topics in Religion** **UD** **3 SH**
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: Any RELG course at the 200 level.
- RELG 514** **Topics in Church History** **UD** **3 SH**
A study of selected movements, persons, or issues from the history of the Christian Church using primary source texts when available.
- RELG 516** **Research in Religion I** **F even** **3 SH**
Students engage in intensive research in a topic of personal interest. Discussions of methodology, oral presentations, peer evaluations and extensive work with primary and secondary materials prepare students to write a prospectus for an article-length paper worthy of publication or presentation at an undergraduate conference. Prerequisite: Senior standing or permission from instructor.
- RELG 517** **Research in Religion II** **S odd** **1 SH**
Students complete and present an article-length paper based on original research conducted in RELG 516. Prerequisite: Completion of RELG 516.

The following courses will also satisfy the Religion requirement:

MUSC 405 Music in Ministry

Social Studies (SOST)

See under **History** Major: Social Studies Licensure Track.

Sociology (socy)

Sociology is the study of human behavior analyzing individuals, groups, organizations, cultures, and societies. A goal of sociology is to have students understand how their lives are influenced by the social forces around them through critical analyses.

Minor

SOCIOLOGY

18 Semester Hours Minimum

Required Courses (9 SH):

| | | | |
|----------|---------------------------|----------|------------------|
| SOCY 301 | Introduction to Sociology | SOCY 504 | Research Methods |
| SOCY 302 | Social Problems | | |

The remainder of the required 18 hours for the Minor can be fulfilled from any Sociology course listed below or from the following group of selected electives:

| | | | |
|----------|----------------------------|----------|---------------------------|
| CRIM 360 | Juvenile Justice | PSYC 420 | Group Processes |
| CRIM 437 | International Issues | PSYC 424 | Behavior Problems |
| CRIM 501 | Criminology | PSYC 436 | Organizational Psychology |
| CRIM 510 | Ethics in Criminal Justice | PSYC 522 | Social Psychology |

Courses Offered

SOCY 301 Introduction to Sociology **F; S** **3 SH**
 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.

NOTE: SOCY 301 is a prerequisite for ALL Sociology (SOCY) courses.

SOCY 302 Social Problems **F; S** **3 SH**
 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.

SOCY 320 Social Work and Social Welfare **S** **3 SH**
 Introduces students to the distinctive attributes of professional social work. It affords students a comprehensive "working" definition of social work. Course content provides an overview of social work knowledge, values, and skills and their application to human issues and concerns. Prerequisite: Sophomore status.

SOCY 400 Sociology of Sport **S** **3 SH**
 This course acquaints students with the nature of sport as a reflector and transmitter of values as well as a number of issues raised by the nature of sports in our society. Topics include: sport as a business; attitudinal components of sport participation; sport and the mass media; deviant behavior in sport; violence in sport; women in sport; and the black athlete. (Cross-listed as SMGT 400.) Prerequisite: SOCY 301.

SOCY 402 Sociology of the Family **S** **3 SH**
 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.

Sociology/159

| | | | |
|---|--|-----------|-------------|
| SOCY 406 | Gerontology | F | 3 SH |
| <p>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.</p> | | | |
| SOCY 408 | Social Theory | S | 3 SH |
| <p>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.</p> | | | |
| SOCY 420 | Medical Sociology | F | 3 SH |
| <p>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.</p> | | | |
| SOCY 425 | Sociology of Death and Dying | S | 3 SH |
| <p>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.</p> | | | |
| SOCY 450 | Race and Ethnic Relations | F | 3 SH |
| <p>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.</p> | | | |
| SOCY 504 (WI) | Research Methods | F | 3 SH |
| <p>This course provides an introduction to basic procedures and techniques used in social research including field observation, interviewing, unobtrusive methods, secondary analysis, survey research, experimentation, and evaluation research. Emphasis is placed on the integration of research methods and statistical analyses. This is a writing intensive course. Prerequisites: PSYC 222 or its equivalent.</p> | | | |
| SOCY 550 | Internship in Community Service | UD | 3 SH |
| <p>Students are provided with an opportunity to develop skills in human services in a variety of community settings through field placement. This hands-on experience integrates practical experience with classroom knowledge. A weekly seminar with a faculty member provides guidance and evaluation of the learning experience. Prerequisites: Senior Status and approval by the Department Chair.</p> | | | |

Special Education (SPED)

Refer to the section entitled **EDUCATION** for the Special Education major and course offerings.

160/Sports Management

Sports Management (SMGT)

Pfeiffer offers a program leading to the B.A. degree with a major in Sports Management. The curriculum combines sports-related studies with courses in Business Administration, Computer Information Systems, Economics, and Accounting.

The Sports Management program emphasizes a variety of administrative, managerial, and communications skills required for success in today's multifaceted sports industry.

All seniors complete an internship with a sponsoring organization, such as a professional sports franchise, college athletic program, sports facility, or retail sales.

Major

SPORTSMANAGEMENT

59 Semester Hours Minimum

| | | | |
|----------|---------------------------------|----------|--|
| ACCT 221 | Principles of Accounting I | SMGT 212 | History of Sport and Physical Activity |
| ACCT 222 | Principles of Accounting II | | |
| BUAD 321 | Business Statistics | SMGT 307 | Sport Facilities Management |
| BUAD 323 | Business Law I | SMGT 308 | Sports Marketing |
| BUAD 326 | Marketing | SMGT 341 | Event & Tournament Management |
| BUAD 329 | Principles of Management | SMGT 400 | Sociology of Sport |
| COMP | An approved computer course | SMGT 502 | Athletics Administration |
| ECON 222 | Principles of Microeconomics | SMGT 504 | Sports Law - Senior Seminar |
| MATH 220 | College Algebra | SMGT 505 | Internship in Sports Management |
| SOCY 301 | Introduction to Sociology | | |
| SMGT 201 | Principles of Sports Management | | |

Courses Offered

| | | | |
|-----------------|--|-------------|-------------|
| SMGT 201 | Principles of Sports Management | F | 3 SH |
| | An introduction to the basic principles of management and how they apply to the sports industry. | | |
| SMGT 212 | History of Sport and Physical Activity | F; S | 3 SH |
| | Study of significant people, events, philosophies, and institutions affecting the development of sport, physical education, and exercise in North America. Analysis of major historical issues relating to sport, physical education, and exercise science. | | |
| SMGT 307 | Sport Facilities Management | F | 3 SH |
| | A study of the many types of sports facilities in use today, such as coliseums, stadiums, field houses, gymnasiums, as well as indoor and outdoor playing surfaces. Much attention is given to planning, materials, construction, upkeep and maintenance for the facilities. | | |
| SMGT 308 | Sports Marketing | S | 3 SH |
| | Application of marketing methods and principles in the sports management and athletics administration fields, including public relations, licensing, consumer behavior, sponsorships and promotions. | | |
| SMGT 311 | Sport and Exercise Psychology | S | 3 SH |
| | An introduction to current research and practice in sport and exercise psychology. Emphasis will be placed upon conceptual and applied research as well as practical application. (Cross-listed as PSYC 311.) Prerequisite: PSYC 221. | | |
| SMGT 341 | Event and Tournament Management | F | 3 SH |
| | An overview of single event and tournament play for team and individual sports. Covered in the course will be single elimination, double elimination and round robin tournament play as well as single event management processes. All aspects of tournament and event | | |

Sports Management/161

management, from advertising and marketing to facility preparation and booking of officials will be covered.

| | | | |
|-----------------|---|-------------|-------------|
| SMGT 400 | Sociology of Sport | F | 3 SH |
| | The social organization of sport and its relationship to aspects of the institutional structure, cultural patterns, and dynamics of American society. Emphasis will be placed on the critical analysis of sport; topics for investigation include, but are not limited to, socialization, high school and college athletics, violence and deviant behavior, gender, race, and class relations, the media, politics, and the economy. | | |
| SMGT 502 | Athletics Administration | S | 2 SH |
| | An overview of the area of athletics administration for scholastic and collegiate settings. Many areas from staffing to recruiting to fund raising are covered in this course. Prerequisites: SMGT 201 and SMGT 307. | | |
| SMGT 504 | Sports Law - Senior Seminar | S | 3 SH |
| | This course has two major purposes: 1) to provide a background of legal information pertinent to professionals in sports management or sports management-related careers; and 2) and to provide an opportunity to integrate and synthesize knowledge and experiences gained throughout the major. Course content focuses on constitutional, statutory, and case law in the field and provides the necessary background for locating, reading, and interpreting relevant legal and ethical issues and to arrive at decisions and conclusions that are professionally sound and prudent. Prerequisites: 36 credit hours in the major to include BUAD 323. | | |
| SMGT 505 | Internship in Sports Management | F; S | 6 SH |
| | Experience in a sports management setting. Prerequisites: Be at least a second semester junior; have at least a 2.3 GPA in the Sports Management Major. | | |
| SMGT 508 | Internship in Athletic Coaching | F; S | 3 SH |
| | The student enrolled is required to complete a minimum 75-hour work experience. The internship will be done with an approved mentor either in interscholastic or collegiate athletics. The student will be required to keep a daily reflection of activities and to submit a final paper summarizing the work experience. The mentor coach will also submit a written evaluation at the completion of the internship. The student must be enrolled in SMGT 508 in order to receive credit for experience. Prerequisite: Completion of 21 hours in the Coaching minor prior to taking internship. | | |

162/Sports Ministry

Sports Ministry

The minor in Sports Ministry is designed for students who love sports, who want to serve God and their communities, and seek to combine them. Sports ministry is the newest and one of the most effective ways to build bridges in communities. This is one of the very few programs in the country that prepares students to work in sports and recreational settings such as the YMCA and YWCA, church, camps, and community, and other faith-based venues for service. See Christian Education and Youth Ministries for additional relevant courses.

Minor

SPORTS MINISTRY MINOR

Course Requirements (33 sh):

| | | | |
|--------------------|---|----------|--|
| CHED 201 | Faith Development | RELG 202 | New Testament OR |
| CHED 301 | Leadership & Management Effectiveness in Ministry | | RELG 201 Old Testament |
| | OR SMGT 502 Athletics Admin. | RELG 315 | Introduction to Theology |
| CHED 311 | Introduction to Sports Ministry | SMGT 212 | History of Sport and Physical Activity |
| CHED 502 | Human Relations Seminar | SMGT 307 | Sports Facilities Management |
| CHED/YMIN/SMGT 505 | Internship in Sports Ministry | | |
| CHED 509 | Perspectives in Christian Vocations | | |
| PHIL 308 | Social Justice for the Common Good | | |
| | OR PHIL 205 Philosophical and Christian Ethics | | |

Activity credits in athletics unless student is varsity or junior varsity athlete.

Co-curricular participation in FCA or Peer ministries

Theatre (THTR)

Courses Offered

| | | | |
|-----------------|---|--------------|------------------------|
| THTR 110 | Topics in Stagecraft | F; S | Activity - 1 SH |
| | A practicum in one of the production areas supporting a show and working in the theatre space under the direction of the Director of Theatre. May be repeated for a maximum of eight times. Each time the student should sign up for a different emphasis. | | |
| THTR 200 | Theatre Appreciation | F; S | 3 SH |
| | 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. | | |
| THTR 310 | Introduction to Acting | S | 3 SH |
| | 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. | | |
| THTR 325 | Theater in a Global Perspective | S odd | 3 SH |
| | Students will study the historical development of theater in a global perspective, focusing on practices of production and performance in cultural context. Students will choose a non-western performance tradition to produce and perform. | | |

THTR 330 Topics in Performance **Fodd** **3 SH**
 Selected topics in the practices of performing for and/or with an audience. Topics may include storytelling, improvisation, stand-up comedy, reader's theater, interplay, and playback theater. This course will focus on theater for community building and self discovery. Students will practice a variety of performance modalities. This course may be taken more than once providing that a different topic is offered each time.

Trip (TRIP)

See under Global Pfeiffer Studies (GPS).

University Studies (UNIV)

UNIV 100 Peer Educators **F; S** **Activity - 1 SH**
 Students may apply for volunteer peer education service in areas such as Health, Careers, Counseling, Student Activities, and Freshman Year Experience. The various programs will require a minimum of fourteen hours of training and fourteen (14) hours of service to fellow students (permission of the appropriate advisor is required). Peer Educators will make class presentations to classes and in the residence halls, as well as help in their assigned areas. May be taken twice for credit.

UNIV 101 Peer Mentors **F** **Activity - 2 SH**
 Students may participate in Orientation and the Pfeiffer journey as mentors to new students. Attendance in a section of the Pfeiffer Journey and meetings with the Program Director will comprise fourteen (14) hours of the total twenty-eight (28) hours. The other fourteen (14) hours will include participation in correspondence with new students over the summer, involvement in student activities, volunteer work with the freshmen, and participation in planned activities for the semester. Prerequisite: Must apply.

UNIV 112 Emerging Peer Leadership **F; S** **Activity - 1 SH**
 This course is designed for freshmen and sophomores who want to assume peer leadership roles during the undergraduate years. Students will develop awareness of basic leadership principles, and will experience group development and leadership processes. The course will help students prepare and plan for effective engagement in campus activities and future leadership roles. Prerequisite: Permission of instructor.

UNIV 113 Advanced Peer Leadership **S** **Activity - 1 SH**
 The focus of this course is to prepare students for leadership roles at Pfeiffer and after graduation. The course content will focus on leadership and organizational concepts as well as sustainable leadership skills. Content will include leadership theories and authentic practices along with a group based campus/community development project. Prerequisites: UNIV 102. Permission of instructor.

UNIV 114 Experiential Group Leadership **UD** **Activity-2 SH**
 This course provides an introduction to leading groups through low initiative and teambuilding experiences, such as group and community building tasks, and games to be implemented in a variety of settings. These will be portable and low prop experiences that can be applied to a variety of settings such as the classroom, gymnasium, office, community center, and church. In addition, leadership theory, the experiential cycle, policies and procedures, safety aspects of experiential group work, and processing skills will be addressed. The class will be experiential with both participation in and

164/University Studies

leading of a variety of low initiative experiences. Prerequisite: Permission of the instructor.

| | | | |
|------------------|--|-------------|-------------|
| UNIV 201 | Pfeiffer Journey | F; S | 3 SH |
| | Orientation and adjustments to college life; understanding the goals and core values of a Pfeiffer education, including development as a servant leader and life-long learner, developing skills in personal goal setting, time management and academic decision-making; dealing with human relations, exploring possible majors. Emphasis on fundamentals of oral communication will be incorporated. | | |
| UNIV 202H | Pfeiffer Journey (Honors) | F | 3 SH |
| | Orientation and adjustments to college life; understanding the goals and core values of a Pfeiffer education, including development as a servant leader and life-long learner, developing skills in personal goal setting, time management and academic decision-making; dealing with human relations, exploring possible majors; and beginning to engage in methodologies of independent research. Emphasis on fundamentals of oral communication will be incorporated. Prerequisite: permission of instructor. | | |
| UNIV 209 | Seminar in Service and Leadership | F; S | 1 SH |
| | Students who are participating in the Bonner Leader/AmeriCorps program and Francis Scholars are required to register for this course. The course will focus on developing leadership skills and understanding of needs of community partners. May be repeated for credit. | | |
| UNIV 210 | International Living Experience | F; S | 1 SH |
| | U.S. students will host an international roommate for the school year. Both the U.S. student and the international student will have training sessions on cross-cultural communications dealing with diversity, residence hall living, and ethnocentrism. The U.S. student will investigate and prepare a paper on the culture and country of the international student. | | |
| UNIV 211 | Community Tutoring | F; S | 1 SH |
| | Pfeiffer students will provide tutoring in reading and other subjects for students in local schools. Students will receive instruction in tutoring and feedback techniques. May be taken <i>twice</i> for credit. | | |
| UNIV 212 | Community Mentoring | F; S | 2 SH |
| | Pfeiffer students will receive training as facilitators in human relations issues. They will serve as mentors to designated students and will also be called upon to make presentations in classrooms in public schools. They will be given instruction in the North Carolina Students Teach and Reach curriculum. May be taken <i>twice</i> for credit. | | |
| UNIV 220 | Academic Literacy | F | 2 SH |
| | A reading strategies course designed to promote greater vocabulary development, reading comprehension, and reading efficiency. Explores the application of critical reading skills to academic work in mathematics, the natural sciences, the humanities, and the social sciences. Course includes two (2) lab sessions per week. Enrollment is based on placement testing. Students who do not complete this course successfully must re-enroll in the course for the next semester. | | |
| UNIV 303 | Principles and Methods of Outdoor Experiential Education | UD | 3 SH |
| | This course provides an introduction to outdoor education through theoretical and experiential examination of land, air, and water outdoor activities. In addition, this course teaches students how to teach outdoor activities and facilitate the post-activity learning process for a variety of clientele. Planning, implementing, and evaluating outdoor experiential activities will be included in this course. Students will be exposed to theories, principles, and practice of risk management. Prerequisite: Permission of the instructor required. A course fee is required. | | |

University Studies/165

- UNIV 320 Advanced Academic Literacy F; S 2 SH**
This course is designed to promote reading strategies that identify and analyze the author's purpose, recognize bias, evaluate arguments, identify reasoning errors and evaluate source and authority. Problem solving techniques and decision making skills will be developed through analysis and evaluation of various materials.
- UNIV 400 Study Abroad F; S; Summer 12-15 SH**
Students who study abroad for a semester, year, or summer school are temporarily assigned to the study abroad coordinator until their course work is completed and the credits are transferred back to Pfeiffer. Study abroad programs must be approved by the Study Abroad Coordinator, student's advisor, the registrar's office, the Academic Dean, financial aid, and the financial office. Credit will be assigned according to the program. Consortium agreements must be signed with cooperating colleges and universities.
- UNIV 460 Seminar in American Fine Arts UD 3 SH**
Students will explore the significant contributions of American artists to the fields of music, dance, and art. Prerequisites: Junior standing and at least six (6) semester hours from the American Culture required courses.

Women's Studies (WSTY)

The Women's Studies minor focuses on the contributions that women have made to society and the position of women in contemporary society. The interdisciplinary curriculum includes historical, literary, religious and psychological perspectives on women and women's issues. Students are encouraged to enroll in an internship as a part of the minor.

Minor

WOMEN'S STUDIES

18 Semester Hours minimum

Select Courses from the following:

| | | | |
|----------|---|----------|---|
| COMM 355 | Issues of Diversity | PSYC 435 | Psychology of Women |
| ENGL 350 | Topics in Literature and Contemporary Culture: Women's Literature | RELG 513 | Topics in Religion: Feminist Perspectives in Religion |
| HSRV 500 | Special Topics in Human Services | WSTY 450 | Internship in Women's Studies or approved internships in psychology, sociology, or communications (PSYC 427, SOCY 550, or COMM510) |
| HSTY 420 | The Novel as Social History | | |
| HSTY 421 | U.S. Women's History | WSTY 460 | Special Topics in Women's Studies |

Courses Offered

- WSTY 450 Internship in Women's Studies F; S 3 SH**
Work experience in an agency or on a project that focuses on meeting the needs of women. A seminar is included.
- WSTY 460 Special Topics in Women's Studies UD 3 SH**
The course will cover topics of contemporary and historical interest to women. Topics may include women in business, women in the arts, feminist theory in social sciences and literature. The course may be taken twice for credit if different topics are covered each time.

Writing

Refer to the section entitled **ENGLISH** for Creative Writing course offerings and courses meeting General Education requirements.

Youth Ministries (YMIN)

The curriculum for a Youth Ministries major at Pfeiffer is unique. Pfeiffer is one of only a few United Methodist affiliated institutions offering this degree. It prepares students to gain employment in youth ministries in a congregational setting immediately upon graduation or to do graduate work.

Through studies related to human growth, faith development, methods for teaching and working with volunteers and professionals, students can become active leaders engaging others in the youth ministries of the Church and form foundations for servant leadership roles.

Opportunities for service as a youth director are abundant and demand is increasing as churches respond to the concerns of the young people in congregations.

Students who complete the Youth Ministry major at Pfeiffer University are eligible for certification by The United Methodist Church. Students in the Youth Ministries major may also pursue a minor in Sports Ministry, the most recent addition to the School of Religion's curriculum. It is listed separately in the catalog. Students may also seek certification in Music Ministry in The United Methodist Church. Qualified students may also seek certification in Music Ministry, Spiritual Formation, Children's Ministries, and Youth Ministries.

Students earning double majors within the School of Religion must complete six (6) semester hours of electives in addition to the specified courses and hours; those earning triple majors within the School of Religion must complete nine (9) semester hours of electives in addition to the specified courses and hours.

Major

YOUTH MINISTRIES

45 Semester Hours minimum

I. Required of all majors - 39 SH

| | | | |
|----------|--|----------|-------------------------------------|
| RELG 201 | Old Testament | YMIN 402 | Foundations of Christian Worship |
| RELG 202 | New Testament | YMIN 403 | Field Education OR |
| RELG 204 | Religion and Modern American Culture OR | YMIN 405 | YMIN 505 Internship |
| | RELG 320 American Christendom | YMIN 406 | Youth Ministry I |
| RELG 315 | Introduction to Christian Theology | YMIN 502 | Youth Ministry II |
| YMIN 201 | Faith Development | YMIN 509 | Seminar in Human Relations |
| YMIN 301 | Leadership & Management Effectiveness in Ministry | | Perspectives in Christian Vocations |
| YMIN 401 | Teaching/Learning Theories and Practices in Christian Education & Youth Ministries | | |

II. Elective Courses - 6 SH from

| | | | |
|----------|-------------------------------------|----------|---|
| CHED 508 | Topics in Christian Education | PSYC 420 | Group Processes |
| CMIS 301 | Christianity and Culture | PSYC 430 | Child and Adolescent Psychology |
| COMM 250 | Intro to Mass Communication | RELG 316 | United Methodist History, Doctrine and Polity |
| COMM 350 | Relational Communication | RELG 409 | The Letters of Paul |
| COMM 375 | Communication Theory | RELG 512 | Topics in Biblical Studies |
| COMM 414 | Conflict Transformation | YMIN 303 | Topics in Youth Ministry |
| PHIL 203 | Introduction to Philosophy | YMIN 403 | Field Work in Youth Ministries |
| PHIL 205 | Philosophical and Christian Ethics | YMIN 505 | Internship in Youth Ministries |
| RELG 308 | Anthropology for Christian Ministry | | |

Courses Offered

| | | | |
|-----------------|--|-------------------|-------------|
| YMIN 201 | Faith Development By engaging in time-honored spiritual practices and learning the interconnections of body, mind, and spirit, students grow in their spiritual formation and faith development. (Cross-listed as CHED 201.) | F | 3 SH |
| YMIN 301 | Leadership and Management Effectiveness in Ministry A study of the process required for healthy, effective organization in local church Christian Education and Youth Ministry programs. Students will learn how to work with volunteers and multiple-member staffs, build and supervise budgets, and organizational management strategies useful to administering church programs. (Cross-listed as CHED 301.) | S odd | 3 SH |
| YMIN 303 | Topics in Youth Ministry This course will focus on the latest techniques and strategies in educating adult workers with youth and includes participation in a National Youth Ministry Training Event. Additional monies are needed for registration fees, room, and board. May be taken up to three times (each time would include a different National Youth Ministry Training Event). Prerequisite: School of Religion majors or minors only. | UD | 1 SH |
| YMIN 401 | Teaching/Learning: Theories and Practices in Educational Ministries Students will explore various ways that people learn and demonstrate their ability to apply appropriate teaching strategies for various learning styles. They will practice creative ways to teach scriptures and other relevant content in various educational ministry settings. They will demonstrate their comprehension of appropriate teaching strategies for various learning styles. (Cross-listed as CHED 401.) Prerequisite: YMIN 201. | F odd | 3 SH |
| YMIN 402 | Foundations of Christian Worship Students explore the meanings, history, various expressions and elements of worship, including the arts, technology, and resources for worship. The course experiences planning and leading worship. (Cross-listed as CHED 402.) | F even | 3 SH |
| YMIN 403 | Field Work One semester of work(150 hours) in a local ministry setting which provides the student opportunities to observe and participate in the many facets of service/learning and ministries related to Christian Missions, or Christian Education or Youth Ministries. Students will focus on the specific area of ministry related to their degree. Cross-listed as CMIS 403 and CHED 403. Prerequisites: Junior or Senior status or permission of instructor. | F ; S; Sum | 3 SH |
| YMIN 405 | Youth Ministry I This service-learning course will examine how to carry out youth ministry in congregations. Special emphasis will be placed on the history of congregational youth ministry; current practices in youth ministry and the relationship between congregational youth ministry and other youth serving agencies. Required of youth ministry majors, intended for juniors and seniors, and available only after the general education requirements for religion have been met. | F odd | 3 SH |
| YMIN 406 | Youth Ministry II This service-learning course is a continuation of Youth Ministry I with emphasis on the world of the adolescent including school, family, the work place and peers and how the world of the adolescent relates to congregational youth ministry. Prerequisite: YMIN 405. | S even | 3 SH |
| YMIN 502 | Seminar in Human Relations Students practice the command to "love your neighbor as yourself." This laboratory style course underscores the importance of positive self-concept and relationships with others. Seminar discussions and exercise build positive regard in relationships so that in their roles as servant leaders, they may be agents for positive change. (Cross listed as CHED 502.) | F odd | 3 SH |

168/Youth Ministries

YMIN 509 Perspectives in Christian Vocations S even 3 SH
This course surveys historical and contemporary models, definitions, and beliefs about their areas of ministry. Students will ascertain the nature, purpose, context, content, and importance of the teacher-learner relationship. They will explore the place of scripture and theology in educational ministry. They will develop their own educational philosophies that will affect how they become effective servant leaders. (Cross-listed as CHED 509 and CMIS 509.)

The 3-2 Programs

THE 3-2 PROGRAMS IN BUSINESS ADMINISTRATION

Pfeiffer University offers the opportunity for highly motivated students to complete a baccalaureate degree and an MBA within 5 years. Students pursuing a variety of majors are eligible to apply for admission to the 3-2 program.

Admission to the 3-2 Programs in Business Administration

Students who plan to complete an undergraduate degree and an MBA degree under the 3-2 Program must apply for admission to the program. Application forms may be obtained from the Registrar's Office. Applications should be filed by the beginning of the junior year. In order to be accepted into the 3-2 Program, students must:

1. Have a GPA of 3.0 or better.
2. Earn a satisfactory score on the Graduate Management Admissions Test (GMAT), Graduate Record Examination (GRE), Miller's Analogy Test (MAT) or the Pfeiffer Graduate Entrance Assessment (PGEA). Pfeiffer will accept the entrance assessment scores from the GMAT, GRE, MAT, LSAT, and PGEA.

Final approval of the application is subject to the discretion of the Graduate Admissions Board. Students who are formally admitted to the 3-2 Program will be allowed to pre-register for graduate courses and may carry no more than 17 SH. Other students must follow the policies stated on p. 27.

Awarding of the Undergraduate and MBA Degrees

Students who complete all requirements of the 3-2 Program will be awarded both the baccalaureate and MBA degrees at the completion of the program. Students must complete all requirements of the 3-2 Program in order to earn their undergraduate degree as specified in the 3-2 Program. Otherwise, the requirements for the undergraduate degree are the requirements listed on pp. 32-33.

3-2 Program for Students Majoring in Business Administration

148 Semester Hours Minimum: 112 Undergraduate SH, 36 Graduate SH, and 4 Activities

Students must complete General Education requirements and the requirements of the Business Administration major. Prior to the beginning of the senior year, students must have completed Accounting I and II, Macroeconomics, Microeconomics, Business Statistics, and Introduction to Finance in order to meet prerequisites for MBA courses. During the senior year, students will enroll in four (4) MBA courses. They will complete MBA requirements in the fifth year.

Recommended course of study:

| | <u>FALL</u> | | <u>SPRING</u> | |
|---------------|-----------------------|----------|-------------------|----------|
| Freshman Year | UNIV Freshman Seminar | 3 | ENGL 202/Elective | 3 |
| | ENGL 201/202 | 3 | HIST/POL. SCI. | 3 |
| | HIST/POL. SCI. | 3 | RELIGION | 3 |
| | RELIGION | 3 | BUAD 230 | 3 |
| | MATH 220 | 3 | ART/MUSIC/THEATER | 3 |
| | BUAD 201 | <u>3</u> | ACTIVITY I | <u>1</u> |
| | | 19 | | 16 |

3-2 Programs/169

| | | | | |
|----------------|--------------------------------|----------|--------------------------------|----------|
| Sophomore Year | ACCT 221 | 3 | ACCT 222 | 3 |
| | ECON 221 | 3 | ECON 222 | 3 |
| | SCIENCE I | 4 | SCIENCE II | 4 |
| | LANGUAGE | 3 | LANGUAGE | 3 |
| | BUAD 321 | 3 | COMP 360 | 3 |
| | ACTIVITY II | <u>1</u> | ACTIVITY III | <u>1</u> |
| | | 17 | | 17 |
| Junior Year | ACCT 421 | 3 | ECON 324 | 3 |
| | BUAD 424 | 3 | BUAD 326 | 3 |
| | ECON 323 | 3 | BUAD Concentration 1 | 3 |
| | BUAD 323 | 3 | BUAD Concentration 2 | 3 |
| | BUAD 329 | 3 | BUAD Concentration 3 | <u>3</u> |
| | ACTIVITY IV | <u>1</u> | | 15 |
| | | 15 | | 15 |
| Senior Year | BUAD Concentration 4 | 3 | BUAD 550 | 3 |
| | BUAD Concentration 5 | 3 | BUAD 520 | 3 |
| | UNDERGRADUATE Free Elective | 3 | UNDERGRADUATE Free Elective | 3 |
| | MBA 601 | 3 | MBA 604 | 3 |
| | MBA 602 | <u>3</u> | MBA 605 | <u>3</u> |
| | | 15 | | 15 |
| 5th Year | MBA 603 | 3 | MBA 608 | 3 |
| | MBA 606 | 3 | MBA 640 | 3 |
| | MBA 607 | 3 | MBA ELECTIVE | 3 |
| | MBA ELECTIVE | <u>3</u> | MBA ELECTIVE | <u>3</u> |
| | | 12 | | 12 |

3-2 Program for Non-Business Administration Majors

48 Semester Hours Minimum: 112 Undergraduate SH, 36 Graduate SH, and 4 Activities

Students must complete General Education requirements and the requirements for the declared major. Prior to the beginning of the senior year, students must have completed Accounting I and II, Macroeconomics, Microeconomics, Business Statistics and Introduction to Finance in order to meet prerequisites for MBA courses. During the senior year, students will enroll in four (4) MBA courses. They will complete MBA requirements in the fifth year.

Students whose majors require a total of 48 SH or fewer may follow the recommended course of study shown below. For students whose majors require more than 48 SH, additional courses may be required during the sophomore or junior years or during summer sessions. Students should consult their advisors concerning the appropriate course of study.

Recommended course of study:

| | <u>FALL</u> | | <u>SPRING</u> | |
|---------------|-----------------------|----------|-------------------|----|
| Freshman Year | UNIV Freshman Seminar | 3 | ENGL 202/ELECTIVE | 3 |
| | ENGL 201 | 3 | ART/MUSIC/THEATER | 3 |
| | RELIGION | 3 | HIST/POL. SCI. | 3 |
| | HIST/POL. SCI. | 3 | SCIENCE II | 4 |
| | SCIENCE I | 4 | RELIGION | 3 |
| | MATH | <u>3</u> | | |
| | | 19 | | 16 |

170/3-2 Programs

| | | | | |
|----------------|----------------|----------|----------------|----------|
| Sophomore Year | ECON 221* | 3 | ECON 222* | 3 |
| | LANGUAGE | 3 | LANGUAGE | 3 |
| | MAJOR/ELECTIVE | 3 | MAJOR/ELECTIVE | 3 |
| | MAJOR/ELECTIVE | 3 | MAJOR/ELECTIVE | 3 |
| | MAJOR/ELECTIVE | 3 | MAJOR/ELECTIVE | 3 |
| | ACTIVITY I | <u>1</u> | ACTIVITY II | 1 |
| | 16 | | <u>16</u> | |
| Junior Year | BUAD 321* | 3 | MAJOR/ELECTIVE | 3 |
| | ACCT 221* | 3 | ACCT 222* | 3 |
| | MAJOR/ELECTIVE | 3 | MAJOR/ELECTIVE | 3 |
| | MAJOR/ELECTIVE | 3 | MAJOR/ELECTIVE | 3 |
| | MAJOR/ELECTIVE | 3 | MAJOR/ELECTIVE | 3 |
| | ACTIVITY III | <u>1</u> | ACTIVITY IV | <u>1</u> |
| | 16 | | 16 | |
| Senior Year | MAJOR/ELECTIVE | 3 | MAJOR/ELECTIVE | 3 |
| | MAJOR/ELECTIVE | 3 | MAJOR/ELECTIVE | 3 |
| | UNDERGRADUATE | | UNDERGRADUATE | |
| | Free Elective | 3 | Free Elective | 3 |
| | MBA 601 | 3 | MBA 604 | 3 |
| | MBA 602 | <u>3</u> | MBA 605 | <u>3</u> |
| | 15 | | 15 | |
| 5th Year | MBA 603 | 3 | MBA 608 | 3 |
| | MBA 606 | 3 | MBA 640 | 3 |
| | MBA 607 | 3 | MBA ELECTIVE | 3 |
| | MBA ELECTIVE | <u>3</u> | MBA ELECTIVE | <u>3</u> |
| | | 12 | | 12 |

*Prerequisite for MBA Program

Courses Offered

| | | |
|----------------|---|-------------|
| MBA 601 | Organizational Communications | 3 SH |
| | Oral and written forms of business communications; interpersonal and organizational communications; skills development; psychology, human relations, and ethical considerations in communications; report writing. | |
| MBA 602 | Organizational Behavior | 3 SH |
| | 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. | |
| MBA 603 | Quantitative Decision Making | 3 SH |
| | The use of mathematical models, statistical analysis and management information systems to improve individual and organizational decision making. Prerequisite: BUAD 321. | |
| MBA 604 | Managerial Accounting | 3 SH |
| | Development and use of accounting information for management planning, control, and decision making. Prerequisites: ACCT 221 and ACCT 222. | |
| MBA 605 | Managerial Economics | 3 SH |
| | Application of the analytical tools of economic theory to decision making by management. Prerequisites: ECON 221 and ECON 222. | |
| MBA 606 | Managerial Finance | 3 SH |
| | Provides insights and understanding of financial concepts along with practical approaches | |

3-2 Programs/171

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 divided policy. Prerequisites: ACCT 221 and ACCT 222.

| | | |
|----------------|--|-------------|
| 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 Dean of Graduate Studies if the student has had significant practical experience in international business. Prerequisite: Permission of Program Director. | 3 SH |
| MBA 630 | International Business This course will provide a format for conducting business operations within a global format, prepare the executive 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 and the strategies and structures of international business. | 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. | 3 SH |

172/3-2 Programs

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.

MBA 646 Managerial Negotiations 3 SH

Explores the processes of bargaining and negotiation as social and managerial activities. Emphasis is given to areas of interpersonal and intergroup conflict resolution.

MBA 690 Applied Field Project 3 SH

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 two (2) semesters to complete this course.

MBA 693 Applied Field and Research Project 3 SH

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 two (2) semesters to complete this course.

MBA 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: 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 two (2) 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.

THE 3-2 PROGRAM IN PRACTICAL THEOLOGY

Admission to the 3-2 Program in Practical Theology

One must apply to the program before the start of the junior year. While a transfer student can apply to this program, it must be noted that to take the designated courses when they are offered, one usually needs to have three years in the Undergraduate College and two years in the School of Graduate Studies.

3-2 Programs/173

If one is admitted into the 3-2 program, one will receive both degrees when the program is completed. (One gets neither degree until both are finished.) A student must maintain a 3.2 overall grade point average and a 3.3 grade point average in The School of Religion courses to be admitted and to remain in the 3-2 program. If one is unable to maintain the GPA at the end of any year, the student will be dropped from the 3-2 program, but may continue in the "normal" undergraduate degree program. After successfully completing the undergraduate degree, one may reapply for admission into the graduate school in the normal manner. Years one through three will be on the Misenheimer campus and years four and five will be on the Charlotte campus (housing is not available on the Charlotte campus). One can, however, live on the Misenheimer campus and commute to the Charlotte campus. The 3-2 program requires one to work in a church during the fifth year of study, including the summer.

To find out more about the 3-2 program in Practical Theology, please see the section in the Pfeiffer University Graduate catalog entitled **Master of Arts in Practical Theology** or contact the Director of the Master of Arts in Practical Theology program or the Chair of the Department of Christian Vocations.

Courses Offered

- | | | |
|-----------------|--|-------------|
| MAPT 608 | Teaching/Learning: Foundations for Christian Education | 3 SH |
| | This study explores theories of teaching and learning in an effort to develop competence in Christian education, particularly in the local church. Students will understand how people learn about God and how to teach and facilitate learning in Christian Education. | |
| MAPT 609 | Servant Leadership in the Church | 3 SH |
| | An introduction to the administrative and educational ministries of the Church. This course 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 |
| | An examination of the various ethical systems functioning in Christianity as means for de- | |

174/3-2 Programs

cision-making. Attention will be given to historical and philosophical developments in Biblical traditions which give foundations for ethical systems. Students will also explore critical issues which impact Christian ethical values.

- 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 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 those seeking ordination as Deacons. May be taken by non-degree students for undergraduate credit.
- MAPT 622 Curriculum: Its Development and Evaluation for Church's Educational Ministry 3 SH**
A study of curriculum, its history, development and evaluation, as it relates to the realm of the church's educational ministry. Opportunities to critique resources and write resources will be provided.
- 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.

3-2 Programs/175

- 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 The Bible and Christian Education 3 SH**
This course is a study of the biblical message in the Old and New Testaments and the relation of the Bible to Christian education. The course will involve an exploration of what the Bible is, the faith of the people about whom it was written, and the implication of these in the Christian education of children, youth and adults.
- 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.
- 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

176/3-2 Programs

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 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. A semester-long course is required for specialization in Youth Ministry.
- 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** **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 Head of the School of Religion.

UNDERGRADUATE ACADEMIC HONORS

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.

JUNIOR SCHOLASTIC AWARD

An award presented yearly to the student in his or her junior year with the highest academic average. A minimum of 56 hours must have been earned at Pfeiffer University.

WHO'S WHO

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

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 (excluding activities) at Pfeiffer University. Only work completed at Pfeiffer University is used in determining qualifications for graduating with honors.

SCHOLARSHIP AWARD

A plaque presented annually to the graduating student with the highest scholastic average. A minimum of 45 SH (excluding activities) must have been earned at Pfeiffer University in order for a student to be eligible for the award.

CITIZENSHIP TROPHY

A trophy honoring a graduating student with an outstanding citizenship record, as determined by a vote of the faculty. The Citizenship Trophy is given in honor of the late J.E. and Pearl Walton Fisher by their family.

PFEIFFER UNIVERSITY HONORS PROGRAM

Students who demonstrate strong academic performance and the potential to excel in Pfeiffer's undergraduate program may be invited (or may submit an application under certain circumstances) to join the University Honors Program.

Outline of the Four-Year Honors Program:

Freshman Year: Students are enrolled in UNIV 202H - The Pfeiffer Journey (Honors) during the Fall of the first year.

Sophomore Year: Students are assigned to an Honors-Advisor, housed within their intended major. In consultation with the advisor, students will select a course outside their major in which to conduct a research project-with the outcome intended to be comparatively small [a research poster or paper offering deeper detail drawn from the course topic]. Students will register for HNRS 201 - Sophomore Honors Research (1 SH).

Junior Year: Students will complete one research project, housed in the students' major-either directed by their advisor or with the support of another faculty member in the major. Faculty partners help direct the appropriate course of the students' inquiry. In addition, students will take a Thesis Preparation workshop during the spring semester. Students will register for HNHR 301 - Junior Honors Research (1 SH) Fall or Spring semester and HNRS 302 - Honors Thesis Preparation (1 SH) in Spring Semester.

Senior Year: Students complete a thesis project in addition to capstone requirements embedded in their major fields. Students work with a faculty advisor and thesis committee toward an end project that may build off or be an expansion of previous work or may be an entirely new project. The intention of the Thesis is to challenge the university's top academic undergraduates and to provide an opportunity to explore independent research projects under the tutelage of Pfeiffer's leading professors over the course of nearly 1.5 years (including work completed in Thesis Preparation). Each

178/Academic Honors

thesis will be defended in front of a faculty committee and be presented at a spring University Symposium. Students will register for HNRS 401 - Honors Thesis I (2 SH) in the fall semester and HNRS 402 Honors Thesis II (2 SH) in the Spring semester.

Honors Roundtable: Offered three times per semester at hours accessible to both student and faculty participants. The intention of the roundtable is to offer opportunities out of class to discuss current research projects, future research, and current events. The organization of the Roundtable remains the responsibility of the Honors Program director.

University Symposium: Held annually during the Spring semester. Includes poster and paper sessions of undergraduates work and highlights the completion of Senior projects and theses. Format will look much like an academic conference. Ultimately, the symposium will make the work of Honors students and their faculty mentors more accessible to the campus at large.

Student Recognition upon Graduation: Students successfully completing the requirements of the Honors Program will be recognized at graduation with a designated cord to accompany their regalia, they will have a special designation on their transcript, and they will have bound copies of their theses housed in the library.

Requirements: Members of the Honors Program are considered the exemplary academic students at Pfeiffer. To remain in the program, students must maintain a 3.3 GPA at all times. A one-time probationary period may be granted by the director of the Honors Program (in consultation with the student's Honors advisor), however, no research projects may be attempted or completed during this probationary period.

Non-freshman Student Admission: Qualified students not invited in their Freshman year may apply for admission into the Honors Program at the start of their Sophomore year. They will enter the program and complete requirements based on the academic year in which they enter the university. Admission to the Honors Program assumes that the graduating class in which the student hopes to gain admission has not reached the threshold of 20 students currently in the Honors Program. A panel led by the Honors Program Director will make admission decisions of upperclassmen.

ACADEMIC MARSHALS

Twelve students are chosen each February to serve as marshals at the graduation ceremony and the fall Academic Convocation. These students have exceptional GPA's and must be planning to graduate in the Fall or Spring Semester of the next academic year. To qualify, students must have earned a minimum of 61 hours of coursework towards graduation and must have earned at least 45 credit hours at Pfeiffer University. The student who has the highest GPA is selected as Chief Marshal.

ACADEMIC SUPPORT AND STUDENT SERVICES

GUSTAVUS ADOLPHUS PFEIFFER LIBRARY

The mission of G.A. Pfeiffer Library is to provide collections and services to meet the diverse information, curricular, and research needs of the University's communities of learners. The library contains 118,000 volumes and 20,000 e-books, searchable in an online catalog. The library provides access to nearly 5000 full-text journals in 50 research databases, available 24 hours a day from anywhere on or off campus. Other resources include 280 print journal subscriptions, local and national newspapers, music and videos, and the University Archives and Special Collections, which contain materials relating to the school and its history, the Uwharrie-Lakes region of North Carolina, and The United Methodist Church. The library has a staff of four full-time librarians to assist with reference and other library needs. In addition, many library services and research tools are available on the library's web site, <http://library.pfeiffer.edu>.

WICK SHARP LEARNING CENTER

The Wick Sharp Learning Center opened in 1983 as a home for centralized, comprehensive learning assistance. First commissioned to provide assistance to high-risk freshmen with remedial and developmental needs, the Learning Center now provides an array of services suitable for the needs of the entire college community.

Academic Support/179

The following services are available through the Learning Center:

Individual and Small Group Tutoring. A staff of well-trained, certified, upperclassmen tutors provide free tutorial instruction for most classes taught on campus.

Supplemental Instruction. Specialized, interactive help sessions are provided for some entry level high-risk courses. The help sessions are offered to give students the opportunity to ask further questions, clarify notes, and work together on problem solving.

Graduate Test Preparation. A variety of graduate test preparation materials are available in the Learning Center for seniors applying to graduate programs. Texts and computer software are available for the GRE, Praxis, LSAT, MCAT, GMAT, etc. Also, sample tests can be taken during Learning Center operating hours.

Study Skills Instruction. Materials are available in the Learning Center to help students improve their note-taking and test-taking skills, time management, and text reading skills. Professional staff will provide academic counseling upon request.

Basic Skills Instruction. Developmental courses in reading are sponsored through the Learning Center. Also, students may pursue personal and computer self-study programs in developmental reading, writing, and mathematics.

International Student Services. The International Student Center is located in the Learning Center and is the office to which all immigration documentation and related matters are referred. The Study Abroad Resource Library, international student advisor, and International Student Association meeting room and lounge are located in the Learning Center. International students at Pfeiffer are encouraged to use the Learning Center for language instruction, problem solving, and academic counseling services.

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.

If a student wishes 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 Dean of the Undergraduate College, and the Dean of 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.

The Learning Center is open Monday through Friday 8 a.m. - 5 p.m. Students have access to a computer center containing networked computers with access to the internet and library resources.

COUNSELING CENTER

Pfeiffer offers professional counseling services through the Counseling Center located in the Stokes Student Center. The staff is available to help with personal and academic concerns. Counseling is available to all students, either on a walk-in or a referred basis. If you have a concern and need an objective listener, stop by or call for an appointment.

Group discussions and educational programs on various subjects are offered as needs arise. Other persons available to help students with personal questions and problems include other Student Development staff, the University Minister, and the staff of the Stanly Center of Daymark Recovery Services.

CAREER SERVICES

Career development is a life-long process. Career Services offers a comprehensive program and makes services available to students as well as alumni from the Misenheimer, Charlotte, the 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); electronic job listings; resume referral; a career information library on the Charlotte and Misenheimer campuses; a resource space on the Charlotte campus; self evaluation through individual and group counseling; vocational values and interest assessments; 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 visit Career Services during their first semester at Pfeiffer to begin the career development process early. For students at Charlotte and the satellite campuses the Career Services Office is available for telephone, fax and e-mail consultations. All students are welcome to come to the office, which is located in the left wing of the Stokes Student Center between the main lobby and the cafeteria.

(Room 114 - Wellness Center Entrance). The Director of Career Services may be reached at 704-463-3419 or careers@pfeiffer.edu.

180/Student Services

SERVICE OPPORTUNITIES

The Volunteer Center is located in Stokes Student Center and is sponsored by the Francis Center for Servant Leadership and the Office of Student Activities. The office is a clearinghouse for student service projects. It supports established campus service organizations and encourages new projects that address the community's needs. Pfeiffer students volunteer in the surrounding counties as well as through alternative breaks, which have included Washington, D.C. and Belize. (Students must go through an application process, and there is a cost for the trips.) Service opportunities include helping the homeless, tutoring school children, visiting the elderly, assisting in day-care centers, working with developmentally disabled adults, cleaning litter from local roads and trails and organizing on-campus service events. Email alerts and bulletin boards inform the campus community of volunteer opportunities. Students are welcome to initiate projects and are encouraged to link service activities with academic interests and career exploration.

ORIENTATION

Pfeiffer offers orientation programs during the summer and just prior to the beginning of each semester. During New Student Orientation, all undergraduate students who have not previously attended Pfeiffer University participate in orientation activities. This program provides students and the college staff opportunities to explore the new students' educational, vocational, personal, and social needs. In addition, new students will learn of the various services offered by the University, will become aware of the campus and community, and will have a current Pfeiffer student assist them in adjusting to college life. A University Studies Seminar, focusing on student success in the college environment, is also offered to incoming students.

HEALTH SERVICE

On-campus medical care is provided in Health Service. Direct referral is available to physicians in nearby Albemarle. The Stanly County Hospital maintains 24-hour physician coverage and is available for students requiring emergency treatment or hospitalization. The University physician is on campus weekly for appointments.

RESIDENTIAL LIFE

All undergraduate students are required to live on campus in residence halls, with the exception of married students, students living at home with a parent or legal guardian, or students who are 21 years old or older. Students who do not meet these criteria may apply for an exception to the policy; in cases of extenuating circumstances, permission may be given by the Vice President and Dean of Student Development. The University maintains 2 men's, 3 women's, and 6 coed residence halls staffed by student Resident Directors and Resident Assistants who are selected for their maturity and interest in helping other students.

FOOD SERVICE

All residential students must purchase a meal plan, which entitles them to meals in the University dining hall, snack bar, and coffee shop. Meal plans are also available for commuting students. Room and board is a package arrangement. Details about the meal plan options are available from the Director of Facilities.

AUXILIARY SERVICES

Students may purchase a variety of books, class supplies, and personal items at the University Bookstore, located in the Student Center. Laundry services are in several residence halls.

CAMPUS POLICE

The University's Police Department is charged with the responsibility for safety and law enforcement on campus. The campus employs one Director and several officers. Police officers are on duty 24-hours a day, all year long whether school is or is not in session. Police services are contracted from the Misenheimer Police Department.

STUDENT ORGANIZATIONS

SPECIAL INTEREST ORGANIZATIONS

COMMUTER STUDENT ASSOCIATION (CSA)

All commuter students have the opportunity to become involved in any of the campus activities available to residential students including the use of all campus facilities and resources. Commuter students are particularly encouraged to participate in the Commuter Student Association, which represents the special interests of this unique campus population. A peer chaplain is assigned to develop relationships and ministries with and serves as a resource for commuter students.

INTERNATIONAL STUDENTS ASSOCIATION (ISA)

The International Students' Association is open to all Pfeiffer students and its purpose is to promote awareness of the international world, increase the appreciation for other cultures, increase interaction between students from different countries, and provide a support group for international students at Pfeiffer University.

PFEIFFER ACTIVITIES COUNCIL (PAC)

PAC is a student run program that is committed to providing diverse and high quality programming every Friday night for students and the Pfeiffer Community. PAC recruits members that work for students and strive to uphold the motto that "Every event is a HUGE event." PAC also offers several leadership opportunities and gives students a unique opportunity to develop skills in planning, contracting, and implementing programs and events.

STUDENT GOVERNMENT ASSOCIATION (SGA)

The Student Government Association (SGA) of Pfeiffer University is the voice of the student body to the faculty and staff of the University and surrounding community. SGA makes a positive impact on the campus by engaging all groups in campus life. The SGA receives an annual budget from the institution; officially recognized and registered clubs and organizations may apply through SGA for budget allocations. In November 1969 the Board of Trustees of Pfeiffer University approved a seat for the President of SGA on the Board of Trustees. The President serves with all rights of a trustee except that of voting. The faculty has authorized the seating of student representatives, recommended by SGA, with the right to vote on some faculty committees including Athletic Policies and Curriculum Board.

STUDENT MINISTRIES

Student ministries coordinates all student-led spiritual growth and faith formation groups and programs at Pfeiffer. For a more detailed description of Campus Ministries, see page 184.

ACADEMIC AND HONORARY ORGANIZATIONS

Pfeiffer University offers students opportunities to associate in clubs or organizations related to a variety of major programs and career interests. There are also academic and leadership honorary societies. Following are brief descriptions of the organizations at Pfeiffer that have been active in the last few years.

ALPHA KAPPA DELTA

An international sociological honor society designed to promote academic excellence in sociology and an understanding of society's social problems. To be eligible a student must be a declared major in sociology, must have taken 12 SH of sociology, and must have an overall 3.0 grade point average and a 3.0 grade point average in the major.

ALPHA PHI SIGMA

A national honor society in criminal justice with chapters on over 275 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.

THE CHORAL AND INSTRUMENTAL ORGANIZATIONS

Organizations which participate in and promote the performance of exceptional choral and instrumental music.

182/Organizations

CHRISTIAN EDUCATORS' FELLOWSHIP

CEF is the Pfeiffer University student chapter of the national CEF organization. This organization assists in providing training, spiritual growth, fellowship and continuing education. Additionally, it enhances the vocational commitment of the Christian Educator and provides networking opportunities.

COMMUNICATION CLUB

An organization that is open to all students who are interested in communication or who are studying communication as a career option.

HISTORY CLUB

An organization that is open to all students who are interested in history or who are studying history as a career option.

MATH CLUB

A club that is open for membership to all students and faculty who are interested in mathematics or who are studying mathematics as a career option. The club meets monthly during the academic year to hear invited speakers and to plan activities of marked interest to the members. An important club activity each year is the high school mathematics contest that requires faculty and students to work together during the testing and evaluation.

MUSIC EDUCATORS NATIONAL CONFERENCE (MENC)

An organization which provides opportunities for the professional development of students in Music Education. The Conference makes it possible for students to further their education through participation in state, division, and national meetings of the Conference and through on-campus activities of the chapter. It provides opportunities for students to become acquainted with leaders in the profession and offers contacts with MENC student members of other schools.

ORDER OF THE SUNDIAL

Order of the Sundial is Pfeiffer's highest service and leadership recognition. It is awarded to seniors who have excelled academically, provided service to the Pfeiffer community and are identified as 'servant leaders.' Those who are inducted into Order of the Sundial receive honor cords for graduation.

PHI ALPHA THETA

A national honor society in history. To be eligible for membership, students must have completed at least 12 SH of history with a B+ average in their history courses, maintained a B average in 2/3 of the remainder of the courses taken, and ranked in the top 35% of their class.

PHI BETA LAMBDA

A national organization for all students in post-secondary schools and colleges enrolled in programs designed to develop vocational and professional competencies. The purpose of the organization is to provide opportunities for post-secondary and college students to develop vocational competencies for business and office occupations and business teacher education. Phi Beta Lambda is an integral part of the instructional program and in addition promotes a sense of civic and personal responsibility. The national organization of Phi Beta Lambda is operated in cooperation with the U.S. Department of Education, the Association for Career and Technical Education, and the National Business Education Association.

PHI DELTA SIGMA

The campus 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.

POLITICAL SCIENCE AND PRE-LAW SOCIETY

A Society that provides opportunity for students to become better acquainted with issues related to political science and law, and that is involved in service projects in the general community.

PSI CHI

A national honor society for students majoring or minoring in psychology. Membership is by invitation to students meeting academic criteria set by the organization.

SCHOOL OF EDUCATION MAJORS CLUB

The purpose of this organization is to unite School of Education majors to fulfill the University mission and vision of Servant Leadership and to connect future teachers to the surrounding communities.

UNIVERSITY HONORS ASSOCIATION

An organization which is open to students participating in the University Honors Program. It is intended to promote scholarship and service.

GENERAL CAMPUS ORGANIZATIONS

The following organizations serve special needs and interests of Pfeiffer students.

ALPHA PHI OMEGA

Alpha Phi Omega is a non-residential coeducational fraternity focusing on leadership, friendship and service. The group's activities are coordinated by the Francis Center for Servant Leadership. Contact Jonathan Rowe at 704-463-3440 to learn more about membership.

FELLOWSHIP OF CHRISTIAN ATHLETES (FCA)

FCA is an interdenominational group for athletes and others interested in Christian fellowship and service.

HABITAT FOR HUMANITY

A collegiate chapter of Habitat International, dedicated to education, fund-raising, and construction of housing for those in need. The Pfeiffer chapter works closely with Stanly County Habitat for Humanity..

UNITED METHODIST WOMEN

"Women of Faith" fellowship, mission study, and service open to all Pfeiffer women.

THE VILLAGE CHURCH OF PFEIFFER UNIVERSITY

The congregation of Pfeiffer University. See description, page 6.

MEDIA ORGANIZATIONS

Subject to stated requirements, students participating in the following three (3) campus media may receive academic credit for their participation. For more information, see page 61.

FALCON'S EYE

The campus newspaper is written and edited by students. It reports campus news; offers opinions of students and others on a variety of topics; and provides a forum for reflections on student life, university affairs, and events beyond the campus.

PFEIFFER PHOENIX

The campus literary magazine is published annually and includes artwork, photography, essays, poems and shorts stories by Pfeiffer students, staff and faculty, as well as community members. Selections for the Pfeiffer Phoenix are made by a student editorial board.

THE CHIMES

The Chimes is the annual yearbook for the Misenheimer campus. A student activity endeavor, its main focus is to provide a visual document and legacy of campus life in academic, social, cultural and athletic settings each year.

CAMPUS MINISTRIES

Pfeiffer University is committed to being the model church-related institution. This commitment is lived out in part through spiritual growth, deepening discipleship, community worship, and faithful works of service. All members of our Pfeiffer community are invited and encouraged to find some place to nurture their souls and deepen their appreciation for other perspectives and faith traditions.

Student Ministries

The purpose of Student Ministries is to meet the spiritual needs of the greater Pfeiffer Community by fostering, resourcing, and coordinating peer-initiated and student-organized ministries. These include an extensive variety of small groups for spiritual growth, study, and mutual support, The Fellowship of Christian Athletes, Catholics at Pfeiffer (CAP), and service projects in partnership with The Francis Center for Servant Leadership and other campus organizations. For a more detailed listing and description of the various ministry opportunities, check out the Student Ministries website link on Pfeiffer's main website under Student Activities or on The Village Church page.

Worship

Chapel services are held each Wednesday from 10:00 - 10:50. The university community is encouraged to take advantage of our policy to close offices and suspend all meetings and practices so that everyone has the opportunity to gather for worship. These services of worship are best described as "the university community in Christian worship." Services feature all forms of music represented in our curriculum as well as informal bands and student-initiated expressive arts. Speakers include the minister to the university, Pfeiffer faculty and staff, student witnesses, and guest preachers and artists. Other worship experiences are planned by the various student ministry groups.

Peer Chaplains

Pfeiffer's student ministry program includes a peer chaplain in each residence hall who serves as a partner with residential life staff to support and foster positive community life. Peer chaplains help connect students to various aspects of campus ministries and are available for informal conversation and support as friends in faith. Other peer chaplains relate specifically to sports teams and commuter students. All peer chaplains develop their own ministry project or emphasis such as small group ministries, justice and mercy ministries, or service/mission projects.

The Minister to the University

The Minister to the University is the faculty/staff mentor for Student Ministries and is available for pastoral conversation around personal and religious issues. The minister to the university serves as the pastor of The Village Church and is a liaison with The United Methodist Church and other denominations and faith traditions.

ATHLETICS

INTERCOLLEGIATE

Pfeiffer University is a member of the Conference Carolinas and the National Collegiate Athletic Association (NCAA) Division II. The University fields teams in:

Men's Sports

Baseball (also JV)
Basketball (also JV)
Cross Country
Cycling
Golf
Lacrosse
Swimming
Soccer (also JV)
Tennis
Volleyball

Women's Sports

Basketball
Cross Country
Cycling
Golf
Lacrosse
Soccer
Softball
Swimming
Tennis
Volleyball

Schedules include teams throughout the Eastern United States. Contact the Head Coach for additional information.

For information on athletic scholarships, refer to the Financial Aid section.

INTRAMURALS

Intramural competition is an important part of campus life and all students are offered opportunities to participate. Intramural sports and games include team basketball, hot shot basketball, bowling, chess, fast-pitch softball, slow-pitch softball, doubles tennis, singles tennis, volleyball, pool, indoor hockey, soccer, and box lacrosse.

MISENHEIMER CAMPUS

Pfeiffer University is located in the rolling Piedmont area of North Carolina in the community of Misenheimer. It is on U.S. Highway 52, one mile north of its intersection with N.C. Highway 49.

The 340-acre campus offers a pleasant place to live and learn. Landscaping, planned parking, a small campus lake, and other facilities add to the attractiveness of the campus. The campus map on page 178 shows the location of the major facilities. In the list of facilities which follows, the date in parentheses represents the year in which the building was completed.

ACADEMIC, ADMINISTRATIVE, STUDENT ACTIVITY AND RECREATIONAL FACILITIES

Administration Building (1923)

The Administration Building houses most of the University's administrative offices and the Computer Center. It also has a 250-seat theatre renovated in 2002, along with scene shops, dressing rooms, offices and other facilities for the Theatre program. Built in 1923, it was remodeled in 1936 to match the buildings constructed in 1935.

Gowell Cottage

This is a home that was built in the early 1920's by the late Annie B. Gowell, a Superintendent of Mitchell Home and School. It was moved and renovated by the Mitchell School Alumni Association.

Goode Hall (1935)

Goode Hall was built as the dining hall but now houses the Art program and the Teacher Education program. The wings were added in 1953. The original vaulted dining hall was remodeled in 1978 into an area for exhibitions and social functions; in 1995 it was dedicated as the Grace and Cameron West Art Gallery.

Jane Freeman Hall (1937)

Jane Freeman was built as a science building and faculty dormitory. In 1954, it became a boy's residence hall; in 1958, it was converted into classrooms and faculty offices. It now serves as the largest classroom/faculty office building. It houses the programs of Business, Accounting, and Economics and the programs of Languages and Literature; Writing and Speech; Religion, Philosophy, Christian Education; Computer Information Systems; and History and Political Science. It was remodeled in 1977 and again in 2002. Two (2) new computer labs were opened in 1995; these labs offer Internet and E-Mail access as well as academic support.

University House (1935)

The University House is near the center of the campus. Formerly the home for the President's family, it now serves as a center for special social events at Pfeiffer.

Henry Pfeiffer Chapel (1942)

The Henry Pfeiffer Chapel seats approximately 500 and is the center of many religious services, intellectual programs, and cultural events. Behind the sanctuary is a large wing that houses the faculty offices and classrooms for the Music program.

Merner Center (1942)

The Merner Center was originally built as an Industrial Arts building, was later converted into the library, and now houses the Criminal Justice; Psychology; Sociology; and Women's Studies programs.

Knapp Health and Fitness Center (2000)

Formerly Mitchell Gymnasium (1950), the building has been renovated to include a fitness equipment area, a gym for intramurals and recreational use, a coffeehouse/lounge, shower facilities, and offices. The renovation is a gift of the Knapp family.

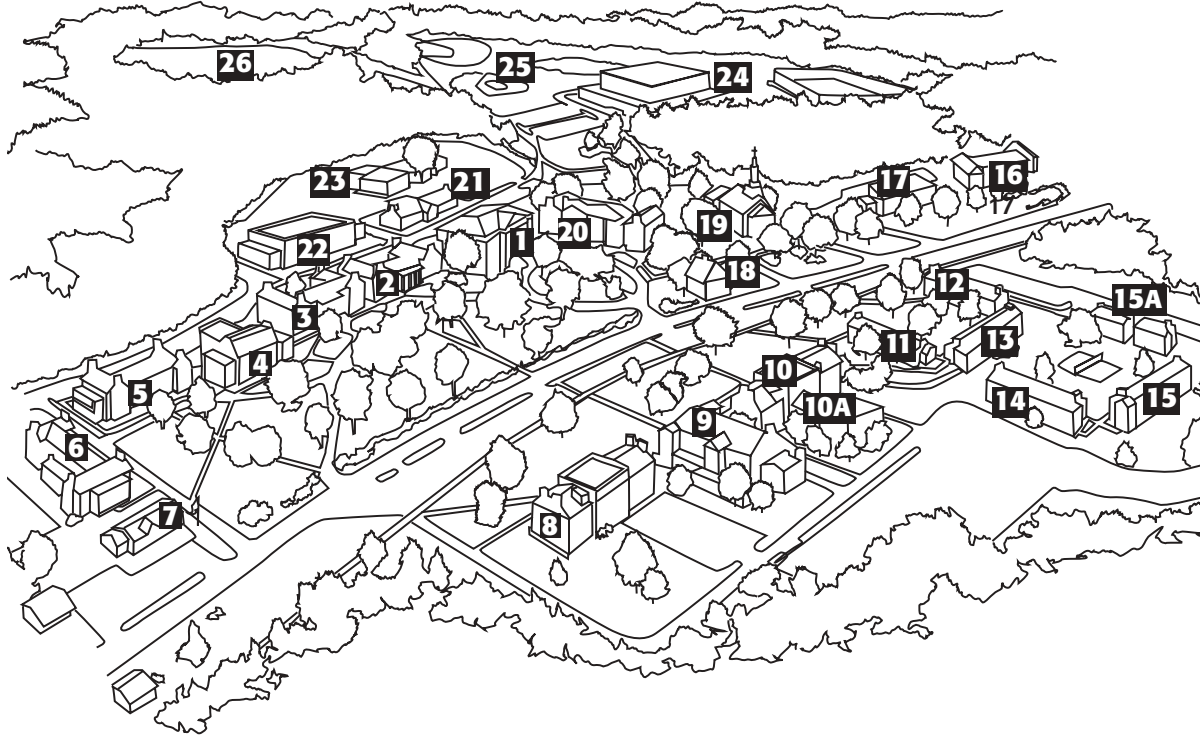
Harris Science Building (1957)

The Harris Science Building houses the Biology, Chemistry and Physics, and Mathematical Sciences programs. It offers exceptionally well-equipped laboratories and classrooms for the sciences. A new annex opened in Fall 2002.

Instrumental Music Center (1958)

Originally the college laundry, the area was renovated in 1979 to serve as an instrumental music

Pfeiffer University



1. Administration Building
2. Rowe Hall
3. Merner Hall
4. Goode Hall
5. Cline Hall
6. Washington Hall
7. Post Office
8. Gustavus Pfeiffer Library
9. Stokes Student Center
10. Harris Classroom Building
- 10A. Harris Annex
11. Kluff Hall
12. Foote Hall
13. Plyler Hall
14. Vaughn Hall
15. Ervin Hall
- 15A. New Hall
16. Rose Garden Apartments
17. James Center
18. University House
19. Henry Pfeiffer Chapel
20. Jane Freeman Hall
21. Merner center
22. Knapp Fitness and Wellness Center
23. Instructional Music Center
24. Merner Center for Health, Physical Education and Recreation
25. Outdoor Athletic Complex
26. Gibson Lake and House

center; it contains a large instrumental rehearsal hall and other related facilities.

Music Practice Building (1978)

The Music Practice Building has 10 practice rooms and is a part of the Instrumental Music Center.

Maintenance Center (1958)

The Maintenance Center houses the University's maintenance department.

Stokes Student Center (1964)

The Stokes Student Center is a building housing the Offices of Student Development; the Dean's Office; Residence Life; Student Activities; the University Chaplain; and Student Government. The Student Center also houses the dining hall, snack bar, college bookstore, and TV lounge. Pfeiffer Health Service, the Counseling Center and the Career Services Center are in a wing of the Student Center.

Gustavus A. Pfeiffer Library (1967)

The Gustavus A. Pfeiffer Library contains 5 book stack levels, study carrels, a music listening room, a microforms viewing area, on-line computer databases, an on-line library catalog, access to the Internet, the University archives, and the Wick Sharp Learning Center.

Merner Center for Health, Physical Education, and Recreation (1972)

The Merner Center for Health, Physical Education, and Recreation houses the Sports Medicine and Management program and Athletics, which is responsible for Pfeiffer's intercollegiate athletics program. The main gymnasium has a bleacher seating capacity of 1,800 and is designed for two regulation size basketball courts. There are classrooms, training facilities, dressing rooms, and weight rooms. There is also an AAU regulation indoor pool with dressing rooms and a 100-seat bleacher area natatorium.

Knapp Tennis Center (1997)

Pfeiffer's tennis complex has an indoor, air-conditioned lounge and restrooms for players. It overlooks 6 courts. A gift of the Knapp family, friends of the Knapp family, and other former Pfeiffer tennis players, this endowed facility is dedicated to the late Mr. Warren "Bud" Knapp, Sr. (Honorary Alumnus, 1995) and to his wife Mrs. Jane Knapp.

Outdoor Athletic Complex

The outdoor athletic complex surrounding the Merner Gymnasium includes 6 tennis courts with an air-conditioned lounge and restrooms; fields for baseball, softball, lacrosse, and soccer; and areas for golf practice and intramurals.

Gibson Lake Area

This area includes a seven-acre lake circled by wooded paths on the north campus named in honor of Walter I. Gibson, Sr., Vice President of Pfeiffer College, 1956-1969. Adjacent to the lake is a pavillion of native fieldstone which has been used for picnics, coffeehouses, and other student functions.

Post Office (1959)

Pfeiffer is served by the United States Post Office at Misenheimer, located adjacent to the campus.

Rose Garden Apartments (1960)

The Rose Garden Apartment Building is a two-story building with 12 one- and two-bedroom apartment units.

RESIDENCE HALLS

Pfeiffer has 11 residence halls, 2 currently used for men, 3 for women, and 6 coed. Together they provide housing for 600 men and women. All residence halls include apartments for the Resident Directors and lounges for student use.

MEN'S RESIDENCE HALLS

Ervin Hall (1964)

A three-story air-conditioned residence hall that provides 47 units housing up to 94 students.

Vaughn Hall (1962)

A three-story air-conditioned residence hall with 47 living units housing up to 94 students.

WOMEN'S RESIDENCE HALLS

The main women's residence halls are two of the original college dormitories. Although they are older than the men's residence halls, they have a style and character not found in more modern buildings. The paneled lounges have fireplaces and the student rooms are larger. Rowe and Merner have wings that were added later and are air-conditioned.

Kluftinger Hall (1955)

A two-story air-conditioned residence hall with 32 living units providing housing for up to 64 students.

Merner Hall (1935)

A two-story, partly air-conditioned residence hall with 56 living units housing up to 120 students.

188/Campus

Washington Hall (1942)

A two-story residence hall with 30 living units housing up to 61 students.

COED RESIDENCE HALLS

Cline Hall (1935)

A two-story coed residence hall with 28 living units housing up to 55 students.

Foote Hall (1955)

A three-story air-conditioned coed residence hall with 20 units housing 55 students. Available to students above freshman-classification.

New Hall (2002)

A three story coed air-conditioned residence hall with 24 living units housing 72 students in apartment-style suites featuring private bedrooms and bathrooms. Available to juniors and seniors meeting specific GPA requirements.

Plyler Hall (1956)

A three-story coed air-conditioned residence hall with 42 living units housing students in privates.

Rowe Hall (1935)

A two-story, partly air-conditioned coed residence hall with 71 living units housing up to 140 students. Wings added in 1960 are assigned for men and women residents.

NON-TRADITIONAL, COED RESIDENCE HALL

James Center (1956)

Formerly the James Apartments, this two-story building was completely remodeled in 1982. It now serves as a non-traditional, coed residence hall for students 23 years of age or older, or those in their fifth year of attendance.

PROFESSORSHIPS, LECTURESHIPS, FUNDS, AND SCHOLARSHIPS

ENDOWED PROFESSORSHIPS

MARY FLOYD CHAIR OF RELIGION (1957)

A gift of the Women's Society of Christian Service of the Western North Carolina Conference of the United Methodist Church. The chair is designated The Mary Floyd Chair of Religion in honor of Dr. Mary Fisher Floyd, a member of the Pfeiffer faculty from 1946-1972. Dr. Floyd was the first person to occupy the Chair.

RAYMOND ALLEN JONES CHAIR OF ENGLISH (1974)

A gift from Raymond A. Jones, Jr. and other members of the Jones family in memory of the late Raymond Allen Jones (1894-1950), an original incorporator of the internationally known J.A. Jones Construction Company of Charlotte. Mr. Jones was a devoted Methodist layman whose life was centered around the Church and his family. During World War II, Mr. Jones was recognized for his leadership in building 212 Victory ships in the nation's shipbuilding effort. The Chair is currently held by Dr. David Heckel.

SALLY ELIZABETH AND LESTER RAYMOND ARIE CHAIR OF REAL ESTATE AND BUSINESS (1975)

A gift of Mr. and Mrs. Lester Arie of Phoenix, Arizona. Mr. Arie, a member of the Class of 1921, was a nationally recognized realtor and farm and land broker. He gave distinguished national leadership in his profession.

MAME BOREN SPENCE CHAIR OF MUSIC (1976)

A gift of Dr. Mame Boren Spence of Asheboro, North Carolina, beloved and long-time Trustee, generous benefactor of Pfeiffer, and devoted church woman.

JEFFERSON-PILOT PROFESSORSHIP (1980)

A gift of the Jefferson-Pilot Corporation of Greensboro, North Carolina.

MARIAM COLTRANE SCHRAMM DISTINGUISHED PROFESSORSHIP OF RELIGION (1991)

A gift from Dr. Mariam C. Schramm, a generous benefactor of Pfeiffer University and many other

Professorships, Lectureships, and Scholarships/189

organizations in her community, to ensure that students who are interested in Christian service will receive the best education available, as well as the benefits of encouragement from faculty members who are concerned for their total well-being.

M. BAILEY GULLEDGE CHAIR OF BUSINESS ADMINISTRATION (2001)

A gift from James L. (Bob) Gullledge, a long-time friend of Pfeiffer, former president of the Friends of the Library, and Stanly County resident. The chair is named in honor of Mr. Gullledge's brother, M. Bailey Gullledge.

LECTURESHIPS

EMILY PRUDDEN ENDOWED LECTURESHIP

A gift of the Association of Women Students which, in 1966, established an endowment fund to bring to the campus outstanding women who have achieved distinction in some area of professional life or public service. The lectureship is named in memory of the founder of the school which became Pfeiffer University.

SCHREYER-RUSSELL ENDOWED LECTURESHIP

This lectureship brings to campus leading scholars and speakers in the fields of Christian education, United Methodist history, and world religions. It was established by alumni and friends of Religion, Philosophy and Christian Education, to honor two former professors — Dr. George Schreyer and Dr. Bernard Russell.

STALEY DISTINGUISHED CHRISTIAN SCHOLAR LECTURE PROGRAM

A gift of the Thomas F. Staley Foundation. This lectureship was established to bring to the campus outstanding Christian intellectuals who believe the Christian gospel and can communicate it to students in an effective and meaningful way.

FUNDS

ALLEN A. SURRATT LIBRARY ENDOWMENT

This endowed fund was established in 1973 by Mrs. Allen A. Surratt in memory of her husband. Income is used to provide financial encouragement and educational advancement to the librarians at Pfeiffer University.

WACHOVIA FUND FOR EXCELLENCE

This endowed fund was established in 1980 by Wachovia. Income use is determined by the trustees to provide for scholarships, faculty aid, and/or general operations.

CLASS OF 1967 LIBRARY ENDOWMENT FUND

This endowed fund was established in 1982, by members of the Class of 1967 on the 25th anniversary of their graduation, to improve the Pfeiffer Library.

THE CLASS OF 1968 PRESIDENTIAL PORTRAIT SERIES ENDOWMENT

As a 40th reunion gift, the Class of 1968 created this fund to maintain the Presidential Portrait Gallery in the Administration Building.

GENERAL JOHN KNIGHT WATERS, U.S. ARMY, RET., ENDOWED FUND FOR EXCELLENCE

This endowed fund was established in 1982 by George Patton Waters '66 to honor his father. Income is used each year to fund a program of excellence at the University.

MARGARET SUSAN CARMICHAEL CHRISTIAN EDUCATION ENDOWMENT

This endowed fund was established in 1985, by alumni and friends of the Christian Education Program, to provide extra-curricular opportunities and expansion of the Christian Education Program. The endowment was named in honor of Miss Carmichael, a member of the Pfeiffer faculty from 1961-1993.

STARNES AWARD FOR OUTSTANDING ACHIEVEMENT

This endowed fund, established in 1995 by Ruth Peeler Starnes '30, provides recognition to faculty and staff members of Pfeiffer University who make significant contributions in an academic, service, humanitarian or athletic endeavor.

NICHOLS MAINTENANCE ENDOWMENT

This endowed fund was established in 1996 by Frank Nichols, Sr., the father of Frank Nichols, Jr. '64, to provide for maintenance and renovation on the Misenheimer campus.

190/Professorships, Lectureships, and Scholarships

MARY FISHER FLOYD ARCHIVES ENDOWMENT

This endowed fund was established in 1998 by Dr. Floyd, a member of the Pfeiffer Faculty from 1946-1972, to support and expand the Mary Fisher Floyd Archives.

EARGLE FUND FOR EDUCATION

This fund was established in 1999 by friends and family in honor of Dr. Zane Eargle, Pfeiffer's seventh president. Income is used to provide salary support for faculty in education.

FRANCIS CENTER FOR SERVANT LEADERSHIP

The Francis Center for Servant Leadership encourages and develops future leaders, as well as coordinates service opportunities available for the campus community. The Center, established in 1999, is named for G. Scott and Mary Liz Francis of Charlotte, committed Methodists with a heart for Christian ministry and service to their community.

21ST CENTURY TRANSFORMATION FUND

Established in 2001 through lead gifts from alumni and friends, this fund is transforming the Misenheimer campus with new and renovated facilities. Earnings will eventually be used to maintain buildings and grounds.

MARIAM COLTRANE SCHRAMM FINE ARTS ENDOWMENT

This endowed fund, established in 2002 by Dr. Mariam C. Schramm, supports current programs in the cultural arts such as music, dance, the visual arts, lectures and concerts.

TITLE III FACULTY DEVELOPMENT ENDOWED FUND

This endowed fund, established in 2006 through a U.S. Title III Grant, supports the professional development activities of Pfeiffer faculty members.

ENDOWED SCHOLARSHIPS

The following endowed scholarships are made possible through the generosity of alumni and friends of Pfeiffer and help underwrite the Presidential, Honors, Legacy, and University Scholarships offered through the Office of Financial Aid:

ACS Accounting Endowed Scholarship
All Star Mills Endowed Scholarship
Clyde Almond and Benton Farmer Endowed Scholarship
Mary C. Anderson Endowed Scholarship
Anonymous International Endowed Scholarship
Bank of America Fund of Excellence Endowed Scholarship
Bank of Stanly Endowed Scholarship
Luther E. and Burvelle M. Barnhardt Endowed Scholarship
Blanche Smathers Beaver Endowed Scholarship
Martha Beaver Endowed Scholarship
Rufus R. Beaver Endowed Scholarship
Lucille Beck Endowed Scholarship
*Clarence E. Beeson Memorial Annual Endowed Scholarship
Estelle Mask Blackmon Memorial Endowed Scholarship
Blackmore and Key Endowed Scholarship
Gertrude Norfleet and R. Kent Blair Elementary Education Endowed Scholarship
Martin Vaughn and Annie Best Bramlett Endowed Scholarship
Patricia S. and Christopher L. Bramlett Endowed Scholarship
Myrtle Barker and Lyman Coy Brannan Endowed Scholarship
William R. and Mary D. Brantley Endowed Scholarship
Dr. Richard H. Brewer Honorary Endowed Scholarship
Howard and Pat Burkhart Endowed Scholarship
Barton David Burpeau, Jr. Endowed Scholarship
Jacquelyn B. and Robert L. Burrage, Jr. Endowed Scholarship
Laton Oden and Mary Stokes Burris Endowed Scholarship
Elnora G. Campbell Music Endowed Scholarship
Fred Franklin Campbell Business Administration Endowed Scholarship
Julius F. Campbell Endowed Scholarship

Professorships, Lectureships, and Scholarships/191

Caraustar Industries Business Endowed Scholarship
Carolinas Endowed Scholarship
Clay Tom and Julia H. Carpenter Endowed Scholarship
Joe and Rebecca Carter Endowed Scholarship
Cashion Family Endowed Scholarship
Valda H. and T.H. Caudle Memorial Endowed Scholarship
Class of 1966 Endowed Scholarship
Rosa Coll Endowed Scholarship
Blanche Brown Coltrane Endowed Scholarship
Julia Gay and Lester D. Coltrane Endowed Scholarship
Reverend A.J. Cox Endowed Scholarship
Thomas E. and Ester Blalock Crump Memorial Endowed Scholarship
Cruse Holmes Christian Music Endowed Scholarship
Joy Cronland Dennis Memorial Endowed Scholarship
Mary Frances Mitchell Denny Endowed Scholarship
Steve H. Dial Memorial Endowed Scholarship
Doby Memorial Endowed Scholarship
Dorothy Cranford Dorton Endowed Scholarship
Linda Hinshaw Dowling Endowed Scholarship
Harold (Mackie) and Mary Earnhardt Eagle Endowed Scholarship
Harold (Mackie) and Mary Earnhardt Eagle Men's Basketball Endowed Scholarship
James Harvey Eagle and Eunice Newsom Eagle Endowed Scholarship
Buford C. and Brown M. Earnhardt Endowed Scholarship
Henry E. and Joyce H. Farmer Endowed Scholarship
Melba Willis Ferebee Endowed Scholarship
Joseph S. Ferebee Endowed Scholarship
Howard and Mescal Ferguson Endowed Scholarship
First Citizens Endowed Scholarship
First Street United Methodist Church Endowed Scholarship
Fisher Family Endowed Scholarship
*Henry E. Fisher Memorial Annual Endowed Scholarship
Jonathan D. Fraley Endowed Scholarship
W. Harry Fullenwider Endowed Scholarship
Glen Roy Gale Endowed Scholarship
J.C. and Dora Gentry Endowed Scholarship
Walter I. and Lucile B. Gibson Endowed Scholarship
John R. Gore Memorial Endowed Scholarship
Gore-Houghton Endowed Scholarship
E.B. Grady Business Endowed Scholarship
*Roger M. Gramling Annual Endowed Scholarship
Marjorie E. Hall Endowed Scholarship
Charlotte Smathers Hammill Endowed Scholarship
Dean Aaron Hammill Memorial Endowed Scholarship
Hillard R. and Dwight H. Harrelson Endowed Scholarship
Arthur P. Harris Endowed Scholarship
Henry A. and Mamie B. Harris Endowed Scholarship
Mary Jane Hefner Memorial Endowed Scholarship
W.G. "Bill" Hefner Endowed Scholarship
Boyd A. and Beulah Biggers Helms Endowed Scholarship
Hendrick Endowed Scholarship
Dorothy Hackney Hicks Endowed Scholarship
William Livingston Hodges Memorial Endowed Scholarship
Theodore S. Hoffmann Endowed Scholarship
Dr. Samuel Otho and Eula Eddleman Holland Endowed Scholarship
Ken and Martha Holshouser Endowed Scholarship
Phillip Asbury Howard Endowed Scholarship
Philip P. Howie Endowed Scholarship
John C. Huneycutt Endowed Scholarship
Elizabeth Holmes Hurley and James Hurley, Jr. Memorial Endowed Scholarship
Ben, Betsy and Robinette M. Husketh Endowed Scholarship

192/Professorships, Lectureships, and Scholarships

Mr. and Mrs. E. Jack Ingram, Sr. Memorial Endowed Scholarship
*James V. Johnson Annual Endowed Scholarship
Edward H. and Ruth O. Kearns Endowed Scholarship
Bear and Eleanor Knotts Endowed Scholarship
Jewell H. and Robert D. Lee Endowed Scholarship
N.E. Lefko Endowed Scholarship
Paul and Judy Leonard Endowed Scholarship
William L. and Susan P. Levis Music Endowed Scholarship
Charles L. Little Endowed Scholarship
Elsie and Ken Lowder Endowed Scholarship
Mrs. S. Ray (Mae) Lowder Memorial Endowed Scholarship
Mauney Endowed Scholarship
James and Doris Mauney Endowed Scholarship
Mayhew Endowed Scholarship
Ralph and Caldwell McAlister Endowed Scholarship
Anne McLean Memorial Endowed Scholarship
Ebenezer Mitchell School and Home Alumni Endowed Scholarship
Mr. and Mrs. W. Bryan Moore Endowed Scholarship
Ethel Chapin Morgan and Annie B. Gowell Memorial Endowed Scholarship
Morgan Family Endowed Scholarship
T. Finch and Grace E. Morgan Endowed Scholarship
Addie Rhem Morris Endowed Scholarship
Colonel and Mrs. J. Edgar Morris Endowed Scholarship
Richard I. and Marie A. Morris Memorial Endowed Scholarship
M.W. and Nancy Mullinix Endowed Scholarship
Florence A. Murray Memorial Endowed Scholarship
Esther Godwin Narron Endowed Scholarship
David and Kathryn Olive Endowed Scholarship
Everett W. Palmer Memorial Endowed Scholarship
B.B. Parker/Duke Energy Endowed Scholarship
Adam Petty Memorial Endowed Scholarship
Philip Morris Endowed Scholarship
C.D. Plyler, Mary Brown Peck Plyler and Spencer Plyler Endowed Scholarship
T.A. and Sarah H. Plyler Endowed Scholarship
Nell S. Poplin Endowed Scholarship
Porter Brothers Endowed Scholarship
Clarence H. and Lois M. Potts and Raeford A. and Katherine P. Thomas Endowed Scholarship
William Kellon Quick Endowed Scholarship
Eddie B. and Mae L. Ratliff Endowed Scholarship
Cookie Rayle Endowed Scholarship
R.C. Reinhardt Endowed Scholarship
John R. and Helen Dietrich Renger Endowed Scholarship
Ride for the Ribbon Endowed Scholarship
Anita Horton Rilling Memorial Endowed Scholarship
Joetta and Bill Rinehart Endowed Scholarship
Blanche L. and Hubert A. Ritchie Endowed Scholarship
Jim and Anice Ritchie Endowed Scholarship
Charles Henderson Roberts Endowed Golf Scholarship
Edna Stitt Robinson Endowed History Award
Ruthella Rodeheaver Endowed Scholarship
M.G. Roseman, Jr. Endowed Scholarship
Fred and Ruby Ross Endowed Scholarship
Rotarian Endowed Scholarship
Ben C. and Rodell Russell Memorial Endowed Scholarship
Mary S. Russell Endowed Accounting Scholarship
Latrell Joyner Sasser Memorial Endowed Scholarship
Roger Earle Saunders Endowed Scholarship
Theodore Miller and Mariam Coltrane Schramm Endowed Scholarship
Ivey L. and Connie T. Sharpe Endowed Scholarship
Ethelyn Shelley Endowed Scholarship

Professorships, Lectureships, and Scholarships/193

Lois C. Sims Endowed Scholarship
James and Carrie Sloan Endowed Scholarship
Ellis N. Smith Endowed Scholarship
Eunice M. Smith and Mary A. Hess Endowed Scholarship
Reverend and Mrs. Joe C. Smith Endowed Scholarship
Margaret Edith Smith Endowed Scholarship
Robert M. Smith, Sr. Memorial Endowed Scholarship
Mame Boren Spence Endowed Scholarship
Peggie Garrison Stamper Endowed Scholarship
Stanly County Endowed Scholarship
Stanly Knitting Mills/Rogers Endowed Scholarship
Ruth Peeler Starnes and Francis Eugene Starnes Endowed Scholarship
Marion Moring Stedman Music Endowed Scholarship
Sulon B. Stedman Business Endowed Scholarship
J. Lem Stokes Endowed Scholarship
Mary Hilma Dean Swaim Endowed Scholarship
Tom and Gretchen Sweat Endowed Scholarship
James M. Swicegood Memorial Endowed Scholarship
Myron W. Tolbert Memorial Endowed Scholarship
Lillian and Worth Trogdon Endowed Scholarship
Vaughn Memorial Endowed Scholarship
Wade Manufacturing Company Endowed Scholarship
Donald Walser Family Accounting Endowed Scholarship
Alice Armstrong Ward Memorial Endowed Scholarship
Weaver Endowed Scholarship
Mary E. Foster Webb Endowed Scholarship
Al and Ruby West Memorial Endowed Scholarship
Fred West Endowed Scholarship
Grace and Cameron West Endowed Scholarship
Williard Endowed Scholarship
Becky Snider Wilson Memorial Endowed Scholarship
Wirth Endowed Scholarship
Buna Strider Yelton and Anna Strider Endowed Scholarship

**Endowment for this scholarship held outside Pfeiffer University.*

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 step-son 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, 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/195

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. McClquham (Interim President) | 2010- |

196/Faculty

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 the Pfeiffer Institute and Assistant Professor of 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.

Faculty/197

- 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 and Chair of the Sports Management Department, 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.

198/Faculty

- 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.
- 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). *Professor and Dean of the School of Social and Behavioral Sciences and Chair of of Psychology Department*. 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*. 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.

200/Faculty

- 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 Program, 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, 1998; 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.

FACULTY EMERITI

William G. Benfield (1985). *Professor Emeritus of Religion and Christian Education*. A.B., High Point College, 1959; B.D., Emory University, 1962; M.A., Scarritt College, 1968; Ed.D., University of North Carolina at Greensboro, 1981.

Marvin W. Burke (1969). *Professor Emeritus of Music*. B.Mus., Westminster Choir College, 1957; M.Mus., Westminster Choir College, 1958.

Anne Justice Byrd (1970). *Professor Emerita of Sociology*. B.A., Wake Forest University, 1966; M.S.W., University of North Carolina at Chapel Hill, 1969; Ph.D., University of North Carolina at Greensboro, 1986.

Julius Griffin Campbell (1956). *Professor Emeritus of English*. A.B., University of South Carolina, 1947; M.A., University of South Carolina, 1954; Ph.D., University of South Carolina, 1961.

M. Susan Carmichael (1961). *Professor Emerita of Christian Education*. A.A., Jones County Junior College, 1943; A.B., Scarritt College, 1948; M.A., Scarritt College, 1959.

Daisy L. Cotton (1954). *Professor Emerita of English*. A.S., Atlantic Christian College, 1939; M.A., University of North Carolina at Chapel Hill, 1951.

Robert H. Crowl (1964). *Professor Emeritus of Biology*. S.B., Harvard College, 1949; M.S., Miami University, 1950; Ph.D., Ohio State University, 1964.

Steve C. Dial (1963). *Professor Emeritus of Biology*. A.B., Pfeiffer College, 1959; M.S., University of South Carolina, 1961; Ph.D., University of South Carolina, 1969.

Lawrence J. Durrett (1968). *Professor Emeritus of History*. A.B., Pfeiffer College, 1965; M.A., University of Virginia, 1967.

Barbara R. Earnhardt (1984). *Professor Emerita of Writing*. B.A., Ohio Wesleyan University 1956; M.A.T., University of North Carolina at Chapel Hill, 1983.

Eugene I. Earnhardt (1966). *Professor Emeritus of History*. A.B., Northwestern University, 1956; Doctoral Studies, University of North Carolina at Chapel Hill.

Joseph T. Echols (1967). *Professor Emeritus of Chemistry*. B.S., Belhaven College, 1959; Ph.D., University of Mississippi, 1963.

Vallin Dayton Estes, Jr. (1970). *Professor Emeritus of German*. A.B., University of North Carolina at Chapel Hill, 1954; M.A., University of North Carolina at Chapel Hill, 1964; Ph.D., University of North Carolina at Chapel Hill, 1968.

William H. Faggart (1968). *Professor Emeritus of Sociology and Social Work*. A.B., Pfeiffer College, 1960; M. Div., Duke University, 1963; M.A., Appalachian State University, 1971.

Joseph S. Ferebee (1956). *Professor Emeritus of Health, Physical Education and Recreation*. A.B., Catawba College, 1942; M.A., University of North Carolina at Chapel Hill, 1947.

John G. Haesloop (1960). *Professor Emeritus of Biology*. B.S., Guilford College, 1951; M.A., University of North Carolina at Chapel Hill, 1954; Ph.D., University of North Carolina at Chapel Hill, 1960.

Margaret Sides Harman (1988). *Professor Emerita of English*. A.A., Central Piedmont Community College, 1976. B.A., University of North Carolina at Charlotte, 1978. M.A., University of North Carolina at Charlotte, 1979; Ph.D., Northern Illinois University, 1988.

James M. Haymaker (1965). *Professor Emeritus of Art*. A.B., University of North Carolina at Chapel Hill, 1957; M. Ed., University of North Carolina at Chapel Hill, 1961.

Nancy L. Henderson (1964). *Professor Emerita of Computer Information Systems*. A.B., Florida State University, 1961; M.A., Florida State University, 1964; M.S., University of Evansville, 1986.

Phyllis Gore Houghton (1961). *Professor Emerita of Education*. A.B., Albion College, 1941; M.Ed., University of North Carolina at Chapel Hill, 1963; Ph.D., Walden University, 1976.

202/Faculty Emeriti

Donald C. Jackman (1966). *Professor Emeritus of Chemistry*. B.S., Maryville College, 1962; Ph.D., University of Tennessee, 1966.

Nancy D. McLaurin (1957). *Professor Emerita of English*. A.B., Coker College, 1945; M.A., University of North Carolina at Chapel Hill, 1947; Ph.D., University of South Carolina, 1958.

Jean B. Mobley (1963). *Professor Emerita of Mathematics*. A.B., Duke University, 1948; M.A., University of North Carolina at Chapel Hill, 1954; Ph.D., University of North Carolina at Chapel Hill, 1970.

Philip A. Pharr (1972). *Professor Emeritus of Religion*. A.B., Pfeiffer College, 1961; B.D., Duke Divinity School, 1964; M. Th., Duke Divinity School, 1965; Ph. D., Duke University, 1973.

Janet W. Pickler (1960). *Professor Emerita of Speech*. B.S., Genesco State Teacher's College, 1956; M.A., Michigan State University, 1960.

J. Michael Riemann (1966). *Professor Emeritus of Chemistry*. B.A., Berea College, 1962; Ph.D., Ohio University, 1968.

Clyde H. Robertson, Jr. (1956). *Professor Emeritus of Biology*. B.S., Wofford College, 1950; M.A., Duke University, 1952; Ph.D., Duke University, 1955.

Elizabeth Ann Shaffer (1952). *Professor Emerita of French*. B.A., Juniata College, 1946; M.A., University of Pennsylvania, 1949.

Harold P. Stephenson (1960). *Professor Emeritus of Physics*. B.S.M.E., Duke University, 1947; M.A., Duke University, 1949; Ph.D., Duke University, 1952.

Norman B. Wilson (1970). *Professor Emeritus of Library Science*. B.S., Appalachian State University, 1964; M.A., Appalachian State University, 1969.

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/Blackboard Administrator/AV Coordinator*. A.A.S., Stanly Community College, 2005.

204/Administration

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.

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 Caulder (2009). *Police Officer. Village of Misenheimer Police*.

Kenneth Helms (2004). *Part-time Police 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.

206/Administration

Athletics

- 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.
- 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 University, 2007.
- Steve Torkington (2009). *Assistant Men's Lacrosse Coach*. B.S., Wingate, 2008.

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.

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 Program, 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 the Pfeiffer Institute and Assistant Professor of Marriage and Family Therapy*. B.A., Arizona State University, 2000; M.M.F.T. Abilene Christian University, 2003; Ph.D. Texas Tech University, 2008.

208/Administration

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.

BOARD OF TRUSTEES

OFFICERS OF THE BOARD

| | |
|---|-------------------|
| Mr. Greg Hunter, Chairman | Winston-Salem, NC |
| Mr. David McIlquham, Vice Chairman | New London, NC |
| Mr. J. Keith Crisco, Secretary | Asheboro, NC |
| Mr. Linn Evans, Treasurer | Salisbury, NC |
| Rev. Dr. George Thompson, Past Chairman | Charlotte, NC |

CLASS OF 2010

| | |
|--------------------------------------|-------------------|
| Mrs. Winslow H. Galloway | Morgantown, WV |
| Mr. Bobby H. Griffin | Monroe, NC |
| Mr. Gregory Hunter | Winston-Salem, NC |
| Dr. David Jones | Asheboro, NC |
| Mr. Benny Merrell | Waxhaw, NC |
| Mr. James E. Nance | Albemarle, NC |
| Dr. Richard L. Petty | Randleman, NC |
| Dr. Benjamin E. Robinson, Ph.D. | Charlotte, NC |
| Mr. Brian D. Sullivan | Bristol, VA |
| Rev. Dr. George E. Thompson | Charlotte, NC |

CLASS OF 2011

| | |
|-----------------------------|-------------------|
| Mr. J. Keith Crisco | Asheboro, NC |
| Mr. Tony Dennis | Norwood, NC |
| Mr. Ronald E. Garrow | Charlotte, NC |
| Mr. Jonathan T. Smith | Winston-Salem, NC |
| Mr. Edwin Welch Jr. | Winston-Salem, NC |

CLASS OF 2012

| | |
|----------------------------------|-------------------|
| Mr. James Cashion, Jr. | Statesville, NC |
| Mr. Linn Evans | Salisbury, NC |
| Mr. Robert D. Knapp | Boca Grande, FL |
| Mr. David McIlquham | New London, NC |
| Dr. William T. Medlin, III | Winston-Salem, NC |
| Ms. Dana Rader | Charlotte, NC |
| Mr. Don Summers | New London, NC |
| Mr. Robert L. Taylor, Jr. | Edisto Island, SC |

210/Trustees

CLASS OF 2013

| | | |
|--------------------------------|---|------------------|
| Ms. Mildred Carter | President, United Methodist Women The Western NC Conference of the United Methodist Church | Yadkinville, NC |
| Mrs. Anne Daniel | Insurance Executive | Greensboro, NC |
| Mr. Thomas Grady | Attorney at Law | Concord, NC |
| Rev. Joy Melton | Attorney/Chief Resource Officer | Atlanta, GA |
| Mr. Steve Pugh | Oil Executive | Asheboro, NC |
| Mr. Marshall Rogers | Business Executive | Albemarle, NC |
| Mr. C. Herbert Schneider | Banking Executive | Robbinsville, NJ |
| Mr. Richard Thames | Newspaper Executive | Charlotte, NC |
| Dr. Elliott Williams | Physician | High Point, NC |
| Ms. Julia Willis | Treasurer, United Methodist Women The Western NC Conference of the United Methodist Church | Climax, NC |

EMERITI MEMBERS

| | | |
|-----------------------------------|--|-------------------|
| Dr. Christopher L. Bramlett | | Albemarle, NC |
| Mr. Frank B. Cook | | Bermuda Run, NC |
| Mr. Henry Farmer | | Albemarle, NC |
| Dr. Mary Elizabeth Francis | | Charlotte, NC |
| Mr. William A. Goodson, Jr | | Winston-Salem, NC |
| Mr. H. Robert Herold, II | | Pasadena, CA |
| Mr. Carl "Buck" Hill | | Albemarle, NC |
| Mr. Ernest M. Knotts | | Albemarle, NC |
| Dr. Julian A. Lindsey | | Winston-Salem, NC |
| Mr. Ralph M. McAlister | | Norwood, NC |
| Mr. George P. Waters | | Mt. Pleasant, SC |

EX-OFFICIO

| | | |
|------------------------------------|---|--------------------|
| Mr. Thomas Aldridge, Jr..... | President, Pfeiffer University Alumni Association | Kannapolis, NC |
| Rev. Amy Coles | District Superintendent, Albemarle District The Western North Carolina Conference, The United Methodist Church | Albemarle, NC |
| Mr. Grady Gaston | President, Pfeiffer Student Government Association | Misenheimer, NC |
| Ms. Rosemarie "Pixie" Gentle | President-Elect, Pfeiffer University Alumni Association | Concord, NC |
| Bishop Larry Goodpaster | The Western North Carolina Conference The United Methodist Church | Lake Junaluska, NC |
| Ms. Dawn Lucas | Chair, Faculty Senate | Misenheimer, NC |

Index/211

| | |
|--|-----------------|
| 3-2 Programs | 11, 16, 168-176 |
| Academic Assessment | 18-19 |
| Academic Calendar | 214-215 |
| Academic Eligibility | 27 |
| Academic Honors | 177 |
| Academic Policies and Procedures, Undergraduate | 20-29 |
| Academic Probation | 27 |
| Academic Suspension | 27 |
| Academic Warning | 27 |
| Accident Insurance | 10 |
| Accounting | 37-39 |
| Adding a Course | 25 |
| Administration and Staff | 203-208 |
| Admissions Procedures | 7-9 |
| Aerospace Studies | 124-125 |
| Age Discrimination Act | 2 |
| Alpha Kappa Delta | 181 |
| Alpha Phi Omega | 183 |
| Alpha Phi Sigma | 181 |
| Americans with Disabilities Act | 2 |
| AP | 21 |
| Appeals | 25 |
| Application for Degree | 26 |
| Application, Music Majors | 125 |
| Application, Teacher Education Program | 79 |
| Art | 40-43 |
| Articulation with NC Community Colleges ... | 20-21 |
| Assessment | 18-19 |
| Athletic Coaching | 43 |
| Athletics | 184-185 |
| Attendance Policy, Undergraduate | 24 |
| Audit | 10, 24, 26 |
| Auditing a Course | 10, 24, 26 |
| Auditions, Music | 125 |
| Automobile Registration | 10 |
| Biology | 44-48 |
| Biology Concentration | 66 |
| Biotechnology | 45 |
| Board of Trustees | 209-210 |
| Bookstore | 179 |
| Bookstore Policies | 14 |
| Brass Concentration | 132-133 |
| Buildings, Campus | 185-188 |
| Business Administration | 49-53 |
| Business Economics Concentration | 50 |
| Business Office Hours | 14 |
| Business Office Policies | 10-14 |
| Calendar | 214-215 |
| Campus, Misenheimer | 185-188 |
| Campus Map, Misenheimer | 186 |
| Campus Ministries | 183, 184 |
| Campus Visits | 9 |
| Capitol Hill Internship Program | 36 |
| Car Registration | 10 |
| Career Services | 179 |
| Catalog, Change of | 23 |
| Challenge Exams, Undergraduate | 10, 23 |
| Change of Catalog | 23 |
| Chaplain, University | 184 |
| Charlotte Area Educational Consortium | 28 |
| Check Cashing Service | 14 |
| Checks, Returned | 13 |
| Chemistry | 54-56 |
| Chemistry Concentration | 66 |
| Chimes | 62, 183 |
| Chinese | 103 |
| Choral and Instrumental Organizations ... | 129-130, 181 |
| Christian Education | 56-58 |
| Christian Educators' Fellowship | 182 |
| Christian Missions | 59-60 |
| Church Music | 128 |
| Citizenship Trophy | 177 |
| Class Standing | 23 |
| CLEP | 22-23 |
| Coaching, Athletic | 43 |
| Commencement | 27 |
| Communication Club | 182 |
| Communication Major | 60-66 |
| Communication Minor | 62 |
| Commuter Student Association (CSA) | 181 |
| Comprehensive Science Education | 66 |
| Computer Competency Requirement | 34 |
| Computer Information Systems | 67-72 |
| Concentrations Defined | 30 |
| Cooperative Education | 72 |
| Corerequisites | 31 |
| Correspondence Credit | 23 |
| Costs | 10 |
| Counseling | 179 |
| Course Load | 26 |
| Course Numbering System | 31 |
| Course Overload | 26 |
| Course Scheduling Guide | 34 |
| Course Substitution | 26 |
| Courses Offered | 37-176 |
| Creative Writing Major | 93 |
| Creative Writing Minor | 94 |
| Credit Balances | 11 |
| Credit by Examination | 10, 21-23 |
| Criminal Justice | 73-76 |
| Cross-Registration | 28 |
| Cultural Program | 34-35 |
| Dean's List | 177 |
| Deferred Payments | 11 |
| Degree, Application for | 26 |
| Degree Requirements | 20-29, 30-35 |
| Degrees Offered | 32 |
| Directed Study | 26, 31 |
| Disabilities, Learning | 178-179 |
| Disabled Student Services | 178-179 |
| Double Degree Option | 26 |
| Double Major | 26, 34 |
| Dropping a Course | 25 |
| Dual Enrollment Program | 9 |
| Dual Undergraduate/Graduate Enrollment | 28, 168-176 |
| Economics | 76-77 |
| Education | 78-92 |
| Education Minor | 83 |
| Elementary Education | 80-81 |
| Eligibility, Academic | 27 |
| Employment, Student | 15 |
| Endowed Funds | 189-190 |
| Endowed Scholarships | 190-193 |
| English | 92-97 |
| English Proficiency | 33 |
| Enrollment Status | 20 |

212/Index

| | | | |
|---|------------------|--|-----------------------------------|
| Environmental Science | 97-99 | Job Search | 179 |
| Equal Opportunity | 2 | Journalism Major | 61 |
| Exercise Science | 100-102 | Journalism Minor | 62 |
| Expenses | 10 | Junior Qualifying Examination (Music) | 126 |
| | | Junior Scholastic Award | 177 |
| Facilities, Campus | 185-188 | | |
| Faculty | 196-202 | Languages, Foreign | 102-105 |
| Falcon's Eye | 62, 183 | Late Payment | 10, 12 |
| Family Educational Rights and Privacy Act | 29 | Late Registration | 10, 25 |
| Fees | 10 | Laundry | 180 |
| Fellowship of Christian Athletes | 183 | Learning Center, Wick Sharp | 178-179 |
| Finance Concentration | 49 | Learning Disabilities | 178-179 |
| Financial Aid | 15-18 | Lectureships | 189 |
| Financial Policies | 10-14 | Library | 178 |
| Food Service | 10, 180 | Licensure, Teacher | 66, 83, 93, 105, 110, 118, 128 |
| Foreign Languages | 102-105 | Literary Magazine | 63, 183 |
| Foreign Students | 2, 8, 179, 181 | Loans | 15 |
| Forensic Science | 44 | | |
| Francis Center for Servant Leadership | 4, 180 | Majors Defined | 30 |
| Freshman Seminar | 164, 180 | Majors Offered | 30-31 |
| Full-Time Students | 10, 20 | Management Concentration | 50 |
| | | Management Information Systems Concentration | 50 |
| General Education Requirements | 20-29, 33-34 | Map, Campus | 186 |
| Geography | 105 | Marketing Concentration | 49 |
| Global Pfeiffer Studies | 36, 105 | Marshals | 178 |
| GPA, How to Calculate | 23-24 | Math Club | 182 |
| Grade Appeal | 25 | Mathematics | 118-121 |
| Grade Point Average | 23-24 | Mathematics-Computer Information Systems | 121-122 |
| GPS | 36, 105 | Medical Insurance | 10 |
| Grading Codes | 23-24 | Medical Services | 10, 180 |
| Grading System | 23-24 | Medical Withdrawal | 25 |
| Graduation Requirement | 20-29, 33-34 | Military Science | 122-125 |
| Graduation with Honors | 177 | Ministries, University | 183, 184 |
| Grants | 15 | Minors Defined | 30 |
| | | Mission Statement | 5 |
| Habitat for Humanity | 183 | Music | 125-138 |
| Handicapped | 2 | Music, Applied | 126-127, 130-135 |
| Health and Physical Education | 105-109 | Music Education | 128-129 |
| Health Insurance | 10 | Music Educators National Conference | 182 |
| Health Service | 10, 180 | Musical Performing Groups | 129-130 |
| History | 109-113 | | |
| History Club | 182 | Newspaper, Campus | 62, 183 |
| History, Pfeiffer | 194-195 | Non-Degree Students | 20 |
| Honorary Organizations | 181-183 | Non-Discrimination Statements | 2 |
| Honors, Graduation with | 177 | North Carolina Community College Articulation | 20-21 |
| Honors Program | 113-114, 177-178 | Nursing | 138-143 |
| Housing, Campus | 10, 180, 187-188 | | |
| Housing Charges | 10 | On-Line Courses | 20 |
| How to Calculate GPA | 23-24 | Oral Communication | 63 |
| Human Resources Management Concentration | 49 | Order of the Sundial | 182 |
| Human Services | 114-115 | Organ Concentration | 132 |
| | | Organizational Communication Major | 61 |
| Incompletes | 24-25 | Organizational Communication Minor | 62 |
| Independent Study | 26, 31 | Organizations | 181-184 |
| Infirmary | 10, 180 | Orientation | 164, 180 |
| Installment Payment Plans | 11 | Overload, Course | 26 |
| Interdisciplinary Majors | 30 | | |
| International Baccalaureate | 21 | Part-Time Students | 10, 20 |
| International Business | 116 | Payment, Late | 10, 12 |
| International Cultural Studies | 116-117 | Payment of Fees | 10-13 |
| International Relations | 117 | Percussion Concentration | 134 |
| International Students | 2, 8, 179, 181 | Pfeiffer Activities Council (PAC) | 181 |
| International Students Association | 181 | | |
| Intramurals | 185 | | |

| | | | |
|--|------------------|---|-----------------------------------|
| Pfeiffer Phoenix | 63, 183 | Study Abroad | 28 |
| Phi Alpha Theta | 182 | Study-Travel Tours | 25, 35, 36 |
| Phi Beta Lambda | 182 | Substitutions, Course | 26 |
| Phi Delta Sigma | 182 | Summer Session Charges | 13 |
| Philosophy Courses | 144-145 | Suspension, Academic | 27 |
| Philosophical & Christian Ethics Minor | 143 | | |
| Philosophy of Pfeiffer | 5 | Teacher Licensure | 66, 83, 93, 105, 110, 118, 128 |
| Physical Education | 105-109 | Teacher Education Program | 78-92 |
| Physics-Engineering Studies | 145-146 | Testing Services | 178-179 |
| Piano Concentration | 131 | Theatre | 162-163 |
| Piano Proficiency Examination | 126 | Time Payment Programs | 11 |
| Political Science | 146-149 | Title IX | 2 |
| Political Science and Pre-Law Society | 182 | Title VI | 2 |
| Post Office | 187 | Transcripts | 10, 13 |
| Pre-Law | 149 | Transfer Students | 7, 20, 25, 35, 45, 125 |
| Pre-Medicine | 150 | Travel Program | 36 |
| Prerequisites | 31 | Travel-Study | 28, 35, 36 |
| Private Room Fees | 10 | TRIP | See GPS |
| Probation, Academic | 27 | Trustees | 209-210 |
| Professorships | 188-189 | Tuition and Fees | 10 |
| Programming Activities Council (PAC) | 181 | | |
| Provisional Admissions | 7 | Undergraduate Admissions | 7-9 |
| Psi Chi | 182 | Undergraduate Challenge Exams | 10, 23 |
| Psychology | 150-153 | Undergraduate Deferred Payment | 11 |
| Publications, Student | 62-63, 183 | Undergraduate Program | 20-36 |
| | | United Methodist Women | 183 |
| Readmission | 7, 27, 35 | University Honors Association | 183 |
| Recitals, Student | 127 | University Ministries | 183, 184 |
| Records, Policy on | 28 | University Studies | 163-165 |
| Refunds | 11-13 | Unpaid Accounts | 13 |
| Registration | 25 | | |
| Religion | 153-157 | Veterans, Assistance for | 17 |
| Religious Life | 183, 184 | Veterans Benefits | 17 |
| Repeat Policy | 25 | Village Church of Pfeiffer University | 6, 183 |
| Requirements for Graduation | 20-29, 33-34 | Visits, Campus | 9 |
| Residence Halls | 10, 180, 187-188 | Vocational Rehabilitation | 2 |
| Residence Requirement | 23 | Voice Concentration | 130-131 |
| Residential Life | 10, 180, 187-188 | Volunteer Center | 180 |
| Returned Checks | 13 | | |
| Room and Board | 10 | W Grades | 25 |
| ROTC | 122-125 | Warning, Academic | 27 |
| | | Who's Who | 177 |
| Scholarship Award | 177 | Wick Sharp Learning Center | 178-179 |
| Scholarships | 15, 16 | Withdrawal for Military Call-Up | 25 |
| Scholarships, Endowed | 190-193 | Withdrawal from Pfeiffer | 25 |
| Scholastic Awards | 177 | Withdrawal from Courses | 25 |
| Secondary Education | 83 | Women's Studies | 165 |
| Section 504 | 2 | Woodwind Concentration | 133 |
| Security, Campus | 180 | Writing Intensive Courses | 33 |
| Semester Hour Defined | 20 | | |
| Service Opportunities | 180 | Yearbook | 62, 183 |
| Social Security | 15 | Youth Ministries | 166-168 |
| Social Studies | 110 | | |
| Sociology | 158-159 | | |
| Spanish | 103-105 | | |
| Special Education | 82-83 | | |
| Special Topics | 31 | | |
| Sports Management | 160-161 | | |
| Sports Ministry Minor | 162 | | |
| String Concentration | 134-135 | | |
| Student Government Association (SGA) | 181 | | |
| Student Organizations | 181-184 | | |
| Student Senate | 181 | | |
| Student Services | 179-180 | | |
| Student Teaching | 10, 79 | | |

2010-2011 ACADEMIC CALENDAR

MISENHEIMER CAMPUS

FALL SEMESTER

| | | | |
|-------------|-----------|-------|--|
| Friday | August | 13 | New Students Report |
| Tuesday | August | 17 | Classes Begin |
| Monday | August | 23 | Last day to add a class for credit |
| Monday | September | 6 | Last day to drop a class without academic record |
| Sunday | September | 12 | Suspension day for students who have failed to provide complete proof of immunizations |
| Monday | September | 13 | Class schedules for Spring 2011 due to Dean |
| Thursday | September | 23 | Deadline for graduation applications for December 2010 and May 2011 |
| Monday | September | 27 | Class schedules for Spring 2011 due from Dean to Registrar |
| Monday | October | 4 | First Half of Semester Ends |
| Tuesday | October | 5 | Mid-Term Reports Due - 8 a.m.; Second Half of Semester Begins |
| Sat.-Sun. | October | 9-17 | Fall Break |
| Wednesday | November | 3 | Last day a course may be dropped with a "W", "WP", or "WF" grade |
| Mon.-Fri. | November | 8-12 | Pre-Registration for Spring Semester |
| Thurs.-Sun. | November | 25-28 | Thanksgiving Holidays |
| Wednesday | December | 1 | Last day of classes |
| Thursday | December | 2 | 8 a.m.-5 p.m. Study Day |
| Th.-Th. | December | 2-9 | Final Exams |
| Friday | December | 10 | All Grades Due by 9 a.m. |

SPRING SEMESTER

| | | | |
|------------|-----------|-------|--|
| Tuesday | January | 11 | Residence halls open for all students |
| Wednesday | January | 12 | Classes Begin |
| Tuesday | January | 18 | Last day to add a class for credit |
| Monday | January | 24 | Deadline for graduation applications for December 2011 and May 2012 |
| Tuesday | February | 1 | Last day to drop a class without academic record |
| Monday | February | 7 | Class schedules for Fall 2011 due to Dean |
| Tuesday | February | 8 | Suspension day for students who have failed to provide complete proof of immunizations |
| Monday | February | 21 | Class schedules for Fall 2011 due from Dean to Registrar |
| Thursday | February | 24 | Seniors Day for May 2011 graduation candidates |
| Tuesday | March | 1 | First Half of Semester Ends |
| Wednesday | March | 2 | Mid-Term Reports Due - 8 a.m.; Second Half of Semester Begins |
| Sat.-Sun. | March | 5-13 | Spring Break |
| Wednesday | March | 30 | Last day a course may be dropped with a "W", "WP", "WF" grade |
| Mon.-Tues. | April | 4-12 | Pre-Registration for Fall Semester |
| Fri.-Sun. | April | 22-24 | Easter Holidays |
| Wednesday | April | 27 | Last day of classes |
| Thursday | April | 28 | 8 a.m.-5 p.m. Study Day |
| Th.-Th. | April-May | 28-5 | Final Exams |
| Thursday | May | 5 | Grades for students graduating in May due by 5 p.m. |
| Saturday | May | 7 | Commencement |
| Monday | May | 9 | All Other Grades Due by 9 a.m. |

SUMMER 2011 ACADEMIC CALENDAR

MISENHEIMER CAMPUS

FIRST FOUR WEEK SESSION

| | | | |
|-------------|------|-------|---|
| Monday | May | 16 | Registration |
| Tuesday | May | 17 | Classes Begin |
| Wednesday | May | 18 | Last day a course may be added for credit |
| Tuesday | May | 24 | Deadline for applications for August graduation |
| Monday | May | 30 | Memorial Day Holiday |
| Wednesday | May | 25 | Last day a course may be dropped without academic record |
| Tuesday | June | 7 | Last day a course may be dropped with a "W", "WP" or "WF" |
| Wednesday | June | 15 | Last day of classes |
| Thurs.-Fri. | June | 16-17 | Final Exams |
| Monday | June | 20 | All Grades Due by 9 a.m. |

SECOND FOUR WEEK SESSION

| | | | |
|-------------|------|-------|---|
| Monday | June | 20 | Registration |
| Tuesday | June | 21 | Classes Begin |
| Wednesday | June | 22 | Last day a course may be added for credit |
| Wednesday | June | 29 | Last day a course may be dropped without academic record |
| Monday | July | 4 | Holiday |
| Tuesday | July | 12 | Last day a course may be dropped with a "W", "WP" or "WF" |
| Wednesday | July | 20 | Last day of classes |
| Thurs.-Fri. | July | 21-22 | Final Exams |
| Monday | July | 25 | All Grades Due by 9 a.m. |

