

Pfeiffer

UNIVERSITY



CATALOG

2014-2015

THE UNDERGRADUATE COLLEGE

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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.

Revised 08-06-14

2/Notice of Compliance

NOTICE OF COMPLIANCE WITH FEDERAL LAW

TITLE IX Pfeiffer University is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An equal opportunity employer, Pfeiffer affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX (20 U.S.C Sec. 1681 et seq.) Pfeiffer University prohibits sex discrimination, including sexual harassment. For student-related disability discrimination concerns, contact the disability services coordinator, 704-463-3366. For all other concerns, including any arising under Title IX, contact the director of human resources, who is also Pfeiffer's Title IX Coordinator, 704-463-3011.

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 disabled. 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, as amended. 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. For more information on FERPA see page 29-30.

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

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 2014-2015 and is accurate and current, to the best of Pfeiffer's knowledge, as of June 2014. 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 2014-2015 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 2014-2015; and other information.

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4/Francis Center

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.



MISSION STATEMENT



MISSION STATEMENT

Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service.

GENERAL EDUCATION PHILOSOPHY

"...that your love may overflow more and more with knowledge and full insight to help you determine what is best..." Phil 1:9-10

The Undergraduate College provides a Liberal Arts education that affirms that all thinking, learning, and knowledge is infused with wonder. The task of the general education curriculum at Pfeiffer is to prepare students 1) to engage knowledge critically with college level inquiry, analysis, and an appreciation of its consequence; and 2) to communicate clearly through understanding, reflection, and application of acquired and refined knowledge.

The Liberal Arts tradition, with its emphasis upon the Humanities and the Sciences, presents students with a broad and holistic view of human knowledge, ethics, cultures, behaviors, and societies, as well as an appreciation of nature and its order. In service to the Liberal Arts and supporting the university's vision for preparing transformative servant leaders, the general education curriculum at Pfeiffer University will prepare students with the following core competencies:

Foundational Knowledge

Foundational knowledge is based in the study of the Arts/Humanities, Social/Behavioral Sciences, and Natural Sciences/Math. The students' visions of humanity expand through the integration of thought, culture, and ethos of the Liberal Arts tradition. By engaging foundational knowledge, students demonstrate an ethical and holistic understanding of themselves and others in contemporary global society. Students also connect to a shared past and enliven their imaginations with the aim of becoming leaders in service to a better future.

Communication

Effective communication embraces oral and written language skills, including the ability to choose an appropriate combination of medium, genre, and technology for personal, academic, and professional communication.

Collaboration

Individuals collaborate to accomplish shared goals. Collaboration includes advancing ideas, fulfilling commitments to the group goals, working professionally with others, and recognizing and managing conflict.

Information Literacy

Information Literacy is the skill of identifying, locating, and evaluating information, in service of problem solving, critical thinking, and communication.

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Critical Thinking

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

Educational Goals for the Graduate Program

The graduate programs are designed to offer the depth of education and specialized skills necessary for the graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program.

The Pfeiffer faculty adopted the University's educational goals. The Pfeiffer community - faculty and staff, and students - share in the responsibility of realizing them.

PFEIFFER FACTS

Enrollment: 1240 Women, 620 Men, 1860 Total for all campuses (Fall 2013).

Full-Time Teaching Faculty: 84 (73 hold terminal or first professional degree).

Full-Time Student-Full-Time Faculty Ratio: 12 to 1.

Undergraduate Programs of Study: Accounting, Art, Biology, Business Management and Leadership, Chemistry, Communication, Comprehensive Science Education, Computer Information Systems, Criminal Justice, Elementary Education, English, Environmental Science, Financial Fraud and Fraud Examinations, Health and Exercise Science, Health and Physical Education, History, Human Services, Mathematics, Music, Nursing, Political Science, Political Science/Pre-Law, Pre-Medicine, Psychology, Religion and Practical Theology, Secondary Education (Math, English and Social Studies), Special Education, Sports Management.

Annual Undergraduate Costs: Tuition \$25,175; Room and Board \$10,215; Medical Insurance premium TBD. (See page 11 for more information)

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

Intercollegiate Sports (Women): Basketball, Cross Country, Golf, Lacrosse, Soccer, Softball, Swimming, Tennis, Track and Field, Volleyball

Intercollegiate Sports (Men): Baseball, Basketball, Cross Country, Golf, Lacrosse, Soccer, Swimming, Tennis, Track and Field, 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 "Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service. 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 memberships 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, Sports Peer Chaplains that provide peer chaplaincy support to our athletic 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. For more information go to The Village Church link: <http://www.pfeiffer.edu/about-pfeiffer/the-village-church>.

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 and/or **Dual enrolled/ Early College applicants** enrolled in dual enrollment/early college classes while obtaining a high school 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 contacting:

- The Office of Admissions and Financial Aid
Pfeiffer University
P. O. Box 960
Misenheimer, NC 28109
- or by calling: 1-800-338-2060 or 704-463-1360
- or e-mailing: admissions@pfeiffer.edu.
- or by on-line application at www.pfeiffer.edu

Instructions for Freshman Applicants:

1. Submit the completed application form with a \$50 (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. Please see important note about "Rolling Admission" on page 9.

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 \$50 (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.

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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. Please see important note about "Rolling Admission" on page 8.

Instructions for Early Admission Applicants: Follow the procedure previously described for freshman applicants and, in addition, provide at least one 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 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. Please see important note about "Rolling Admission" on page 8.

Instructions for Non-Degree Applicants:

Submit a completed application with a \$50.00 (non-refundable) application fee.

Instructions for Applicants for Readmission:

1. Submit a completed application with a \$50.00 (non-refundable) application fee.
2. If applicable, have official transcripts from each college attended since withdrawing from Pfeiffer University 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 \$50.00 (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 the Office of Admissions at 704-463-1360.
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. Non-degree seeking international applicants should follow steps 1-4 above for admittance..

ROLLING ADMISSION:

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 Systems:

- Windows 7 or later
- Intel Core i5 or i7 processor
- 6 GB RAM minimum
- 250 GB hard drive minimum
- Webcam
- USB-supported headset with microphone

Macintosh Systems:

- Any current generation Macbook
- OS 10.8 (Mountain Lion) or later
- USB-supported headset with microphone

Pfeiffer's network is based on Microsoft's Active Directory system. Not all services offered for Windows users may be available for Macintosh users.

For either system, the purchase of Microsoft Office is NOT required. The Microsoft Office Professional license is covered as part of student technology fees. The mandatory installation CD is available through the university bookstore for an additional fee.

Security software is responsibility of the student. Windows users receive adequate software from Microsoft as part of their operating system. Macintosh users should consider any of the commercially available Mac-based products.

Broadband Internet access is needed by all students. Non-residential and online students will need to work with a local Internet Service Provider (ISP) to obtain service; residential students have broadband connectivity in their residence halls and other campus locations. Wireless access is provided in many campus locations for student use.

Student Purchase Program:

To facilitate availability and affordability of supported laptops, the University has entered into partnership with Lenovo to make laptop computers available to Pfeiffer students at discounted prices. It is the student's responsibility to ensure that any laptop purchased through this program or directly by the student meets the requirements outlined above. You can find more information on this program at www.lenovo.com/pfeiffer.

Pfeiffer University Email Accounts:

ALL Pfeiffer University students are required to use their assigned Pfeiffer University email for University communications. For more information contact the Help Desk at 704-463-3002.

Technology Assistance:

Pfeiffer University offers technology assistance to students via its Help Desk service for needs relating to network connectivity, Blackboard and other university systems. Walk-in service is available on a first come-first served basis Monday-Friday 8 AM - 5 PM. Additional hours of phone-only service are available Monday - Thursday 5 PM - 8 PM. The Help Desk is located in 103 Administration Building and can be reached at 704-463-3002 or at helpdesk@pfeiffer.edu.

The Pfeiffer IT Department also provides limited support for student-owned computers for other needs on a time and effort available basis. Please contact the Help Desk for more information. In the event your needs exceed the IT Department's availability, we maintain a list of your fellow students and local businesses who provide these services on a fee for service basis.

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 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.

IMMUNIZATION RECORDS

The State of North Carolina, under General Statute 130-A-155, requires Pfeiffer University to show proof of immunization of all full time students in the Undergraduate Program at the Misenheimer Campus. Students have 30 days from the published first day of class to comply with this requirement. Failure to comply by the deadline means:

- That the University must remove the student from the campus.
- The student will be withdrawn from the University.
- The student will be responsible for a prorated amount of the tuition, room and board charges and 100% of all fees assessed to the student for the semester.

If a student is withdrawn from the University for lack of compliance with this policy, his/her financial aid

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award will be prorated using the Return to Title IV calculation methods for Federal and Institutional aid. All grant proceeds awarded from the North Carolina Legislative Tuition Grant or North Carolina Contractual Grant will be forfeited.

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: 2014-2015

Full-Time Students	Per Semester	Per Year
Tuition (12 - 19 semester hours)	\$12,587.50	\$25,175.00

Room Rates

Double Occupancy	\$2,875.00	\$5,750.00
Private Room	\$3,507.50	\$7,015.00
New Hall	\$3,937.50	\$7,875.00

Board/M meal Plan (Required for all resident students)

Carte Blanche + \$25 flex per semester.....	\$2,232.50	\$4,465.00
17 meals + \$100 flex per semester.....	\$2,107.50	\$4,215.00
14 meals + \$225 flex per semester.....	\$2,107.50	\$4,215.00
14 meals + \$375 flex per semester.....	\$2,247.50	\$4,495.00

Medical Insurance

Mandatory Student Accident Insurance.....	TBD
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REQUIRED PROOF OF MEDICAL INSURANCE:

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.....	\$207.50
Technology Fee - Spring Semester	\$207.50
Technology Fee - Summer	\$125.00

Additional Tuition Charges and Fees

	Per Semester Hour
Part Time Tuition (Less than 12 semester hours).....	\$575.00
Overload Tuition (Over 19 semester hours)	\$575.00
Audit Fee	\$100.00
Challenge Exam Fee.....	\$287.50
Private Music Lesson Fee	\$150.00

Other Fees and Charges (Fees are non-refundable)

	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	\$100.00
Ed Tech Lab Fee (EDUC 225).....	\$25.00
Late Payment Fee	\$100.00
Late Registration Fee	\$75.00
Late Registration for Institutional Assessment Exams.....	\$75.00
Late Degree Application Fee	\$75.00
Nursing Lab/Testing Fee (NURS 312, 320, 410, 510).....	\$225.00

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Orientation Fee (new, readmits, transfer students)	\$65.00
Returned Check Fee - per check	\$25.00
Science Lab Fee (BIOL 211N, BIOL 324, CHEM 201, CHEM 301, EXSC 303, PHYS 301, PHYS 303).....	\$50.00
Student Activity Fee (implemented spring semester)	\$80.00
Student Teaching Fee (EDUC 510, EDUC 540, EDUC 541).....	\$150.00
Transcripts	\$8.00
Web-Based Electronic Portfolio Fee (EDUC 306).....	\$130.00

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 My.Pfeiffer. 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 My.Pfeiffer.

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 14 days of the credit's origination provided the credit is a result of Title IV funding. Refund checks can be picked up in the Business Office within 2 weeks of the issuance date, after that they will be mailed to the address on file.

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. It is always the student's responsibility to withdraw from unwanted courses. Withdrawal forms are available at my.Pfeiffer and at the Registrar's Office. The Registrar's Office is located in room 206 of the Administration Building.

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

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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.

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 last date attended. If the student does not officially withdraw the University will attempt to establish the last date attended; 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 = Last Date Attended - 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 last attended 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 last attended 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.

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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.

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.

REFUND POLICY FOR PARTIAL WITHDRAWAL - FULL TIME STUDENTS ONLY

It is always the student's responsibility to withdraw from unwanted courses. Withdrawal forms are available at my.Pfeiffer and at the Registrar's Office. The Registrar's Office is located in room 206 of the Administration Building. 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.

REFUND POLICY FOR PARTIAL WITHDRAWAL - PART TIME STUDENTS ONLY

It is always the student's responsibility to withdraw from unwanted courses. Withdrawal forms are available at my.Pfeiffer and at the Registrar's Office. The Registrar's Office is located in room 206 of the Administration Building.

If the student does not withdraw from all classes and 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.

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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.

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 percent (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 \$19 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), 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 35-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 and a master promissory note 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 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.

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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 scholarships 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 financial aid up to the cost of attendance to assist with their plans to study abroad.

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.

SATISFACTORY ACADEMIC PROGRESS/FINANCIAL AID

For information about Financial Aid and Satisfactory Academic Progress please read, in the Undergraduate Academic Policies section of the catalog, the section entitled **SATISFACTORY ACADEMIC PROGRESS/ACADEMIC STANDING**.

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. Pfeiffer's VSO is located in the Registrar's Office in room 206 of the Administration Building.

OTHER INFORMATION

The Financial Aid Office is open 8:00 a.m. to 5:00 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
704-463-3052 or 1-800-338-2060.

ACADEMIC ASSESSMENT

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

Standardized Tests (norm referenced)/Assessments

1. ETS Proficiency Profile

ETS Proficiency Profile, is a nationally standardized assessment of student academic achievement. The results of the ETS Proficiency Profile 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.

2. SAT Verbal, SAT Writing, and High School GPA

Item 2, the SAT scores and High School GPA, serve as a guideline for placement into the appropriate level writing course during the student's first year at Pfeiffer.

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.

Surveys

Surveys are used to collect information relating to institutional effectiveness.

1. Faculty Self-Evaluations - The primary purpose of these evaluations is to assist faculty members in assessing their 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.

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.

UNDERGRADUATE ACADEMIC POLICIES

DECLARATION OR CHANGE OF MAJOR/MINOR

All students are required to declare a major by completing a ***Declaration or Change of Major/Minor Form*** no later than the second semester of their sophomore year. Students may also use the same form to declare a second major, to change majors, or to declare or change minors. The form is online at my.Pfeiffer or from the Provost's Office.

DEFINITION OF SEMESTER HOUR (SH)

A Semester Hour is defined as:

1. Not less than one hour of classroom or direct faculty instruction (contact hour**) and a minimum of two hours out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10-12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time **or**
2. At least an equivalent amount of work as required/outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, music classes and other academic work leading to the award of credit hours.

*This policy also applies to all delivery systems and levels of academic instruction at the University to include graduate, undergraduate and degree completion programs. Compliance of this policy is mandatory.

***Contact hour*: An amount of scheduled time spent in the classroom or under direct faculty instruction equal to 50 minutes. Pfeiffer University credit hour standard is based on the Carnegie Model of one credit hour per one contact hour (50 minutes) of classroom instruction or direct faculty instruction over 15 weeks for a semester length course. The final exam period, during week 16, is mandatory and encompasses an additional 2 contact hours for a total of 45 contact hours.

UNDERGRADUATE ENROLLMENT STATUS

Full-Time Students:

Students admitted under regular policies and procedures who are carrying an academic load of 12 SH or more and are working toward a degree at Pfeiffer University are classified as full-time students. Full-time status in the summer is 6 SH.

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 to be 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/CROSS REGISTRATION

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. A limited number of online courses are offered for Misenheimer students by the Undergraduate college at Misenheimer. Misenheimer students **will not** be allowed to take online courses through the Degree Completion Program unless the student has the following criteria:

- Student must be a Senior
- Student must need the course to graduate

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- Permission from the Provost Office
- Be at least 21 years old
- Have at least a 3.00 GPA

If the Student meets this criteria, the Dean can sign an "Add" form (available from my.pfeiffer). The student must bring the form to the Registrar's Office for processing.

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 average requirement for admission to the graduate degree program in which the courses are taught. The student has also 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; Religion for MAPT; 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. 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 combined 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.

TRANSFER CREDIT

Pfeiffer University accepts courses earned at other institutions provided that:

1. The courses represent collegiate coursework relevant to the degree program being pursued at Pfeiffer University, and was completed at a regionally accredited institution.
2. The grade earned for the course was a C- or higher. An exception to this rule exists for courses to be applied to the B.S. in Nursing or the B.A. in Education which require a grade of C or better.
3. The course content, level of instruction, and resulting competencies are equivalent to those offered by the University.
4. Official University Transcripts from each institution previously attended are received before transfer credits may be awarded.
5. Students may not transfer in more than 50% of the credits required in the major. Students may not transfer in more than 50% of the credits for a minor.
6. To receive a Pfeiffer degree, students must complete a minimum of 45 credits in residence at Pfeiffer University.
7. A maximum of 64 credits from 2 year colleges and 75 credits from four year colleges (or combination) will be accepted towards a Pfeiffer B.A. or B.S. degree.
8. The Registrar determines the applicability of transfer credits toward the general education requirements at Pfeiffer. The academic departments determine the applicability of transfer credits for the majors.
9. Students who have earned a two year Associate of Arts or Associate of Science degree from a member college of the North Carolina Community College System shall be considered to have completed all the General Education requirements towards their Pfeiffer Degree. For more information please read the North Carolina Community College System Articulation Agreement below.
10. Two year college graduates who have earned a an Associate of Arts or Associate of Science degree from any regionally accredited institution in the U.S.A. shall be considered to have completed all the General Education requirements towards their Pfeiffer Degree as long as each course was completed with a C- or higher. Education and Nursing require "C" grades in some of their General Education courses.
11. Students admitted to a Pfeiffer University's undergraduate program who have previously earned a Bachelor of Science degree (BS) or Bachelor of Arts degree (BA) from an accredited* undergraduate institution in the United States shall be considered to have fulfilled the lower-division, institution-wide general education requirements and writing intensive requirements of Pfeiffer University, provided that the general education courses are graded with a C- or better. Any course(s) with less than a C- grade must be retaken and passed with a grade of C- or better at Pfeiffer University. An exception to this rule exists for courses to be applied to the B.S. in Nursing or the B.A. in Education which require a grade of C or better.

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12. Students who have not completed a degree may have transfer courses evaluated on a course by course basis, as long as conditions 1 through 6 are met.

*The accrediting body must be one recognized by the United States Department of Education.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM ARTICULATION AGREEMENT

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

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

- 1. A student who has completed the General Education Core as outlined by the Comprehensive Articulation Agreement shall be considered to have fulfilled the lower-division, institution-wide general education requirements of Pfeiffer University. To be eligible for inclusion in this policy, the student must have an overall grade point average of 2.0 and an earned grade of C- or better on all general education core courses.
- 2. An additional 20-21 semester hours of approved college transfer courses required for the completion of the associate in arts or associate in science degree shall be accepted as transfer credits, if successfully completed with an earned grade of C- or better.
- 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 up to 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. Students who have not completed a degree may have courses evaluated on a course by course basis. All courses to be transferred to Pfeiffer University must have a grade of C- or better. Courses to be applied to the B.S. in Nursing or the B.A. in Education require 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 descriptions or syllabi 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

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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	4	3
American History	5	6
European History	4	3
European History	5	6

HUMANITIES

Art History/Studio Drawing/General	3, 4, 5	3
Music Theory	3, 4, 5	6
Music Listening and Literature	3, 4, 5	3

LANGUAGES

French/Spanish/German Literature	3, 4, 5	6
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	4	4
Physics B	5	8
Physics C: Mechanics	4, 5	4
Physics C: Electricity & Magnetism	4, 5	4
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	6
College Composition Modular with essay	50	6
College Composition Modular without essay	50	3
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

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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

BUSINESS

Financial Accounting	50	3
Introductory Business Law	50	3
Information Systems and Computer Applications	50	3
Principles of Management	50	3
Principles of Marketing	50	3

3. **Military Credit:** Pfeiffer University is a Servicemembers Opportunity College (SOC) and grants 4 activity credits for Military Training and other credit on a course by course basis 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 Division, and either the Vice President for Academic Affairs or the Registrar. If the student achieves a passing score, 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

Pfeiffer University does not accept correspondence credits.

CLASS STANDING

0-29 SH	Freshman
30-60 SH	Sophomore
61-91 SH	Junior
92+ SH	Senior

Students with fewer than 29 semester hours are classified as freshmen. Sophomores have 30 to 60 hours of academic credit. Juniors have 61 to 91 hours. Seniors are those students with 92 or more semester hours. Transfer hours and current credit enrollment 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.

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.

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GRADE POINT AVERAGE COMPUTATION

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

Letter Grade:	A	A-	B+	B	B-	C+	C	C-	D	F	WF	I	AW
Quality Pts. Per Semester Hr.:	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.0	0.0	0.0	0.0	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.
- 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, and IP are not calculated in the GPA, W and WP grades are included in "hours attempted" Marks of WF, AW, and I are calculated as F in the GPA.*

++ Activity classes are graded on a Pass/Not Pass basis. They are not calculated in the GPA.

ATTENDANCE

In order to remain enrolled in a course, students are required to attend (or sign-in if the course is on-line) during the first six days of classes. After the first six days of classes, 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
AW	=	Administrative Withdrawal (Calculates the same as an "F")
IP	=	In Progress (for courses that meet for more than 1 term)
P	=	Pass (Activities only)
NP	=	Not Pass (Activities only)
S	=	Satisfactory
I	=	Incomplete (Calculates the same as an "F")
R	=	Repeat
H	=	Honors
AU	=	Audit

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“D” GRADES

A grade of “D” may **not** be used to satisfy requirements of a major or minor. However, a “D” may be used to satisfy General Education requirements (with the exception of ENGL 102W) and all other requirements for graduation. An exception to this rule exists for Education and Nursing students which may require “C” grades in some General Education courses and the computer competency requirement which requires a C- or better. For more information, students must see their advisor.

INCOMPLETES

At the discretion of the instructor, an “I” grade may be assigned when a student, who is otherwise passing the course has not, due to circumstances beyond his or her control, completed all the work in the course. When the “I” grade is submitted to the Registrar, the instructor must also submit a written reason for the “I”, and the assignments to be completed. “I” grades calculate as an “F” in the student’s GPA and SAP calculations.

Incompletes will become “F” grades automatically if the incomplete grade is not removed by the deadline published in the University Catalog. This is true whether or not the student is in attendance the following term at Pfeiffer University. Exceptions apply only under the following circumstances:

-For internships and practicum courses: a deadline must be included as part of the “Incomplete Agreement”

-When the student requests an extension with the instructor’s approval due to a prolonged illness that can be documented with medical records or due to military deployment.

Students must not re-enroll in a course in which they have received an incomplete grade. Students who choose to re-take the course will have the “I” grade on the original course converted to “F”.

UNDERGRADUATE GRADE 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. Only one of the courses will count towards graduation.
- 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, the prior grade will be removed from the transfer credit and the Pfeiffer grade will be the official mark (even if lower). In such cases, the course will be credited only once. 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.
*Different Financial Aid rules apply for repeated courses. Please check with the Office of Financial Aid for details.

ADMINISTRATIVE COURSE AND GRADING ERRORS

Students have one year from a time a course final grade is recorded to correct any administrative errors. Administrative errors must be reported to the University Registrar. The Registrar’s Office is located in room 206 of the Administrative Building.

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, a representative from the Office of 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. For more information about grade appeals, see the Student Handbook at www.pfeiffer.edu.

HONOR CODE/HONOR BOARD

For information about the Honor Code and the Honor Board, please consult the Student Handbook (available online at www.pfeiffer.edu).

REGISTRATION AND/OR ADDING A COURSE

Students are expected to register for the following semester, on the dates designated in the academic calendar. Those who miss the prescribed registration dates may register any time before the beginning of

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the new semester and up to the 6th day of classes or the 1st day of classes during the summer. Advisors assist students in arranging a class schedule consistent with their interests and needs.

UNDERGRADUATE WITHDRAWAL POLICIES

DROPPING OR WITHDRAWING FROM A COURSE

Undergraduate students including those in the Adult Degree Completion Program may officially drop a course during the first 6 calendar days of a regular semester without having the course appear on their record. After the add/drop period, first semester full-time freshman will be assigned a "W" if they withdraw from a course, up to the withdrawal deadline published in the Pfeiffer University Calendar. All other undergraduate students will be assigned a grade of "WF" (withdrew failing) or "WP" (withdrew passing) by the instructor according to the student's progress in the course up to the time of the withdrawal. Students are advised to consult with the instructor and their advisor as soon as they make the decision to withdraw from a course, and if the decision to withdraw becomes firm, to process the appropriate *Course Withdrawal* form without delay. Withdrawal forms are available from the website at my.pfeiffer.edu and from the Registrar's Office. Withdrawals without notifying the Registrar will result in a failing grade (WF, AW, or F)*. Students who withdraw from courses to below full-time status (12sh) may have their financial assistance including any VA benefits and scholarships adjusted, which may result in a debt to the University. Students are advised to consult with the FA office, and/or the VA Coordinator, before dropping their enrollment status to less than 12sh. In addition to this, student athletes may see their scholarships eliminated or reduced, and their athletic eligibility cancelled.

* "WF" and "AW" grades are computed in the academic average as an "F". All "W" grades count as "Attempted" credits for GPA & SAP calculations.

Students may not withdraw from a course during the last 28 calendar days prior to the end of classes.

WITHDRAWAL FROM THE UNIVERSITY

After a conversation with their academic advisor, undergraduate students may withdraw from the University at any point. However, depending on the time of the semester when a student withdraws from the University, the student may have the financial assistance including any VA benefits and scholarships adjusted, which may result in a debt to the University. Students are advised to consult with the FA office, and/or the VA Coordinator, before they withdraw from the University. *Withdrawal from the University* forms are available from the website at my.pfeiffer.edu and from the Registrar's Office. Students must submit withdrawals to the Registrar's Office in person, or email *Withdrawal from the University* forms to: registrar@pfeiffer.edu or fax to: (704) 463-0308 Attn. Registrar's Office. Charlotte students in the undergraduate degree completion program may email their *Withdrawal from the University* form to Rick.Kivior@pfeiffer.edu

Students leaving the university without requesting an official withdrawal from the Registrar's Office, will receive failing grades ("WF", "AW" or "F") in each course for which they are registered and paid.

MEDICAL WITHDRAWAL

Students with medical documentation may be granted a medical withdrawal for the term and will receive a mark of "W" in all courses, unless the attendance policy was violated prior to the medical problem. A medical withdrawal extends to all the courses in the term and not to individual courses. Students in the Adult Degree Completion Program in need of a medical withdrawal must contact Director of Graduate Student Development and Academic Services at (704) 945-7308. Misenheimer and RCC students must contact the Dean of Students at (704) 463-3400.

WITHDRAWAL FROM THE UNIVERSITY DUE TO MILITARY CALL-UP - UNDERGRADUATE STUDENTS

In the event a student is called to active duty, he or she must complete a *Withdrawal from the University* form along with a copy of his or her deployment orders, and submit to the Registrar's Office. Upon request from the student, the Registrar's staff will provide assistance with this process. If the student withdraws during the six day drop period, the classes will be dropped without having the courses appear on their record. If the withdrawal occurs after the end of the drop period, the student's transcript will show grades of "W" in all active courses. 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. Any students withdrawing under this situation qualify for readmission to the university. All financial charges for the term will be reverted by the University.

RE-ADMISSION TO PFEIFFER UNIVERSITY –UNDERGRADUATE STUDENTS

- Students, returning to Pfeiffer University after an absence of 2 semesters or longer, must apply to the Admissions Office for re-admission to the University. Re-admitted students must follow the graduation requirements of the catalog in effect at the time of their return, or a subsequent catalog. Re-admitted students must be in good academic standing.
- Students who left while on academic probation or suspension should have a mathematical chance

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that the GPA will raise to meet the Undergraduate Academic Standing Scale during an additional probationary period. Students are strongly advised to repeat any course with an "F" grade as soon as they return to the University.

- Undergraduate students returning after an academic suspension **must appeal their suspension** to the Financial Aid Office for revision by the Satisfactory Academic Policy Committee. For more information see the Satisfactory Academic Policy in this Catalog.

UNDERGRADUATE COURSE LOAD

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

Internal Course Substitution Policy

The substitution of an internal course requirement by another may be approved under the following circumstances:

- The student completed another course which resulted in similar learning outcomes as required from the course to be substituted **or**,
- The course is no longer offered or will not be offered in time to be completed by the student before the student's graduation **and**,
- It is possible for the student to take another course which will result in similar learning outcomes as required from the one to be substituted.

Course substitutions are limited to 6 SH. Exceptions to the 6 SH must be approved by the Provost. Advisors must report any course substitutions using the "Course Substitutions Form". This form must be signed by the advisor and the major program director, and forwarded to the Provost's office for final approval. The Provost will send the approved forms to the Registrar's Office for processing. The deadline for this process is one year before the students' intended graduation date, or as soon as the need for a substitution is determined.

INDEPENDENT AND DIRECTED STUDY

Both Independent and Directed Studies require:

1. The completion of a study prospectus before the beginning of the course.
2. Completion of the "Independent/Directed Study" form (available in the Registrar's Office).
3. Approval of the prospectus by the Dean of the school offering the course.
4. Registration.

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 Division. 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 shall be considered to have completed all General Education and Writing Intensive requirements towards the new degree. Students 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.

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DOUBLE MAJORS

Students may complete more than one major by meeting all of the requirements for both majors. If both majors fall under the same degree, only one diploma with one major will be awarded. The second major will appear only in the academic transcript. If the two majors fall under two degrees, one BA and one BS, the student will receive two diplomas each one with the appropriate major.

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 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 *my.Pfeiffer*.
2. Meet with your Academic Advisor to review degree audit and proposed graduation date.
3. Submit completed paperwork, along with copy of completed Student/Advisor audit showing any changes/substitutions in course requirements. This is to be done prior to the deadline posted in the catalog and online.
4. After the Registrar's office has reviewed the degree audit, the student will receive an email (sent to their Pfeiffer University student email account). This email will list all requirements in progress and those that still need to be met. *Please contact the Assistant Registrar at 704-463-3068 if email is not received ONE semester prior to the anticipated graduation.

COMMENCEMENT

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

SATISFACTORY ACADEMIC PROGRESS/ACADEMIC STANDING

Satisfactory academic progress (SAP) towards Pfeiffer University degree will be determined at the end of every semester based on students' qualitative and quantitative progress at Pfeiffer.

- Qualitative progress is based on-grade point average or GPA
- Quantitative progress refers to the rate of hours attempted vrs, hours earned per the **Undergraduate Academic Standing Scale** below (students must earned at least 67% of the hours that they attempt towards the degree).
- Maximum time frame – Students must complete their degree requirements within 150% of the published length of their academic program to remain eligible for federal financial aid. This is the maximum allowable time for receipt of financial aid regardless of whether the student did or did not received financial aid during any period of his or her enrollment. In addition, students will be allowed to receive institutional financial aid for a maximum of 150% of their Published program length.

Undergraduate Academic Standing Scale

Hours attempted**	Required % of "Pass Hours" out of the "Hours Attempted"	GPA
1-15	67%	1.30
16-30	67%	1.50
31-45	67%	1.75
46-60	67%	1.99
61-75	67%	2.00
76-90	67%	2.00
91-105	67%	2.00
106-120	67%	2.00
121-135	67%	2.00
136-150	67%	2.00
151-165	67%	2.00
166-180	67%	2.00

**Hours Attempted= Non-Activity Hours attempted at Pfeiffer (including incompletes and all withdrawals) plus hours of transfer credit accepted towards the student's program

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Note: When a student changes majors, all of the courses in the previous major will also be included in the student's SAP calculation.

Students academic standings are: *Good Standing, Warning, Probation, Suspension or Dismissal Status*. Each standing is defined below. Academic standing notations apply to the following academic semester or term.

Good Standing is defined as progressing towards graduation with a GPA of 2.0 or greater, and with the amount of earned hours indicated in the **Undergraduate Academic Standing Scale**. Financial Assistance continues for students in this status.

Academic Warning (AW) is defined as progressing towards graduation with an overall GPA or amount of earned hours that is below the **Undergraduate Academic Standing Scale**. Students who have AW status should meet with their academic advisor(s) a minimum of two times during the semester. Financial Assistance will be granted for one semester during which a student is on academic warning.

Academic Probation (AP) is given to students who after one term on Academic Warning are still not making satisfactory progress towards graduation per the **Undergraduate Academic Standing Scale**. An academic probation period consists of two academic terms: 1- Academic Probation (A1) and 2- Second term of Academic Probation (A2)

Students with AP status must agree to follow an Academic Plan to avoid academic suspension. Students on Academic Probation must write a letter of appeal to the Office of Financial Aid. Please refer to the **Probation Appeals Process**.

Academic Suspension

Students who fail to meet their Academic Plan and improve their GPA and amount of earned hours to at least the level indicated in the **Undergraduate Academic Standing Scale**, will be placed on Academic Suspension. Academic Suspensions is limited to one in the student's career. Students on Academic Suspension may write a letter of appeal to the Office of Financial Aid. Please refer to the **Probation Appeals Process**.

Academic Dismissal

An Academic Dismissal is a permanent and irrevocable suspension from the University.

Academic Plan

The Academic Plan is a signed contract between the student and the Office of the Provost. Students in this situation must meet the following conditions contained in the contract:

1. Obtain a minimum GPA in accordance to the **Undergraduate Academic Standing Scale**.
 2. Misenheimer students: visit the Academic Learning Center and establish a monthly written and signed plan for follow up and academic assistance,
 3. Adult Studies students: use the resources recommended by your advisor
- Failure to meet the conditions of the Academic Plan will result in a one semester suspension. Students have the right to appeal* this suspension, however, if the appeal is not awarded, the student cannot register for classes the following semester. Completed the semester suspension, the student may apply for re-admission. Re-admission is at the discretion of the Registrar. Upon re-admission, the student standing will be that of AP with two semesters to attain the GPA required in the **Undergraduate Academic Standing Scale**. Returning students must have their Academic Plan updated.
 - If the appeal is awarded, the student standing will be that of AP with two semesters to attain the GPA required in the **Undergraduate Academic Standing Scale**. Students in this situation must have their Academic Plan updated.
 - Students' who are suspended for a second time due to lack of compliance with SAP will be dismissed from the University.

Probation Appeals Process—Students on academic probation are automatically suspended from Financial Aid. The appeals process for students on **academic probation** is necessary only for Financial Aid purposes. The "Academic Probation" standing will remain in a student's record even if the FA appeal has been granted. A letter of appeal must be written and as much supporting documentation as possible shall be provided

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(letters from faculty, academic plan, letter from minister or counselor, etc...) to the Office of Financial Aid. The appeal letter must include why the student failed to make satisfactory academic progress and what will/has changed in the student's situation that will allow him/her to meet SAP at the next evaluation. The appeal form is located on the financial aid page at www.pfeiffer.edu. The student must complete the appeals process, for each semester the student is placed on academic probation.

Suspension Appeals Process- Students facing their first academic suspension, have the right to appeal the suspension. A Suspension Appeal, when granted, brings about an extension of a student's **Academic Probation** standing. For a student's appeal to be considered, the student should have a mathematical chance that the GPA will raise to meet the Undergraduate Academic Standing Scale during an additional probationary period (two semesters).

Conditions to appeal

The probationary and suspension appeals will be granted only if one or more of the following conditions exist:

- Death of a student's close member in the family (parents, grandparents, children, close friend or spouse).
 - Serious illness of the student or a close family member that can be documented
 - Other mitigating circumstances on a case by case basis
- A committee will evaluate all Academic and Financial Aid suspension appeals.

Awarding of an academic appeal does not guarantee financial aid reinstatement.

For more information on Financial Aid appeals contact the Office of Financial Aid.

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 additional information and cross-registration forms, go to the Registrar's Office.

STUDY ABROAD PROGRAMS

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

POLICY ON RECORDS

Academic files are maintained for enrolled students in the Registrar's Office. These files are maintained for at least ten years after the student leaves Pfeiffer University. After ten 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.

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. Other student documents and forms are kept in the Registrar's Office for a minimum of ten years. Grade reports from the faculty are stored electronically.

ACADEMIC TRANSCRIPTS

Pfeiffer University only issues official transcripts. To request an academic transcript log in to www.getmytranscript.com. There is an \$8.00 fee per transcript.

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 fed-

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eral 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

UNDERGRADUATE ACADEMIC 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:

Communication	Psychology
Elementary Education	Religion and Practical Theology
English	Special Education
History	Sports Management
Human Services	Studio Art
Music and Worship	
Political Science	

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

Accounting	Financial Fraud & Fraud Examination
Biology	Health and Exercise Science
Business Management & Leadership	Health and Physical Education
Business Management & Leadership / MBA 3-2 Program	Mathematics
Chemistry	Nursing (B.S.N.)
Comprehensive Science Education	Pre-Medical
Computer Information Systems	
Criminal Justice	
Environmental Studies	

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

Major: A major is a sequence of courses in an academic discipline. 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 (C or better for Nursing and Education).

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 in 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.

Majors in	Page
Business:	
Accounting.....	39
Business Management & Leadership.....	50
Concentration in Entrepreneurship & Supervision	
Concentration in Finance & Banking	
Concentration in Marketing	
Computer Information Systems	62
Financial Fraud and Fraud Examination	96
Sports Management.....	141
Education:	
Comprehensive Science Education.....	61

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Elementary Education.....	80
English Education.....	87
Health and Physical Education	101
Math.....	111
Secondary Education (licensure; not a major).....	79
Special Education.....	78
Fine Arts:	
Music and Worship	116
Studio Art.....	43
Humanities:	
English.....	87
English: CreativeWriting.....	87
English Education	88
History.....	105
History Major: Social Studies Licensure Track	105
In the Natural Sciences, Health Sciences, and Mathematics:	
Biology.....	46
Concentration in General Biology	
Concentration in Biotechnology	
Concentration in Forensic Science	
Chemistry.....	54
Environmental Studies.....	91
Environmental Chemistry Track	
Wildlife Management & Ecology Track	
Environmental Science & Policy Track	
Health & Exercise Science.....	93
Concentration in Fitness Leadership	
Concentration in Sports Medicine	
Concentration in Health Promotions	
Mathematics.....	111
Nursing.....	123
Pre-Medicine.....	132
Religion:	
Religion and Practical Theology.....	135
Social and Behavioral Sciences:	
Communication.....	57
Concentration in Digital Media	
Concentration in Journalism	
Concentration in Professional Communication	
Criminal Justice.....	67
Human Services.....	108
Psychology.....	132
Political Science.....	129
Minors in:	
Accounting	Leadership
Art (Studio)	Mathematics
Athletic Coaching	Music
Biology	Philosophical & Christian Ethics
Business Management & Leadership	Physics - Engineering Studies
Chemistry	Political Science
Communication	Political Science - Law
Computer Information Systems	Psychology
Criminal Justice	Religion & Intercultural Studies
English	Secondary Education
Financial Fraud & Fraud Examinations	Sociology
History	Sports Management
International Cultural Studies (under review)	Sports Ministry
International Relations (under review)	Spanish
	Women's Studies (suspended)

Academic Program/33

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 Freshman level courses - Gen Ed courses with no prerequisites, activity courses, UNIV courses

200-299 Freshman and sophomore level courses - Gen Ed 2nd part course sequences, lower level elective courses with no prerequisites, foundation, survey courses, UNIV courses

300-399 Sophomore and junior level courses - Required courses across disciplines, upper level Gen Ed, major courses

400-499 Junior and senior level courses - Required courses across disciplines with prerequisites, major courses, upper level elective courses with prerequisites, topics courses

500-599 Capstone courses, Seminar courses, Research, Internships, upper level electives for specialization, graduate school, licensure, or certification

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 numbers may vary 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 numbers may vary depending on the level. Courses of this type are taught as regular courses and are normally placed on the schedule.

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

REQUIREMENTS FOR THE DEGREE (GRADUATION REQUIREMENTS)

See pages 18-31 for a complete description of Undergraduate Academic Policies.

To earn an undergraduate degree at Pfeiffer University, all students must:

I. Earn a total of 124 semester hours (120 non-activity hours and 4 activity hours) and 60 cultural units.

Ila. **Students entering prior to Fall 2014** complete the following General Education program requirements: 47-53 SH (43-49 non-activity SH plus 4 activities) The general education requirements embody the university's view that a comprehensive introduction to the several academic disciplines and their methods and knowledge bases serves as a foundation for further study and insures that Pfeiffer graduates will leave the university with the knowledge and skills that will help them achieve the goal of becoming lifelong learners.

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General Education Requirement	Number of Credit Hours Required	Explanation of Requirement	Course Examples that Meet Requirement
Freshman Experience Seminar	3SH	Required of all students who enter Pfeiffer with fewer than 26 SH	UNIV 125, UNIV 126, or Honors: UNIV 128 and UNIV 129
Writing	3SH-6SH	ENGL 101, Introduction to College Writing (with a grade of C- or better) or exemption. To place out, a student would need at least two of the three requirements below: 1) At least 500 on SATV 2) At least 500 on SATW 3) At least 3.5 high school GPA (and no less than a 3.0) ENGL 102W, College Writing (with a grade of C- or better ; required of all students except those who have had an equivalent course). Students must remain continuously enrolled in ENGL 101 or 102 until the requirement of passing the course(s) with at least a grade of C- has been met. ENGL 102W College Writing is prerequisite for all writing intensive course.	ENGL 101 and ENGL 102W or ENGL 102W only based on an approved exemption
Language & Literature	6SH	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.)	Please check with your advisor.
History/Political Science	6SH	If History is selected, a two-course sequence is recommended.	Please check with your advisor.
Music/Art/Theatre	3SH	The course must be a 3 SH course from the 200 level or above offerings. Courses listed as ENGL do not satisfy the requirement. satisfy this requirement.	ART 111V, 121V, 122V, 114V, 131V, 215V, 465, 385, MUSI 120V
Natural Sciences	8SH	A two-course sequence in a laboratory science	BIOL 211N-212N, EXSC 303-312, CHEM 301-302
Economics/Psychology/Sociology	6SH		CRIM 501, SOCY 201, SOCY 204, SOCY 206, SOCY 408, and/or SOCY 450, EDUC 322
Religion	3SH	RELG, PHIL and CHED, one of which must be in RELG	Please check with your advisor.
Mathematics	3SH	One course in Mathematics (200 level or above) or Statistics for Psychology or Calculus for Business or Business Statistics	Please check with your advisor.

Degree Requirements/35

IIb. **Students entering the Undergraduate College in Fall 2014** complete the following General Education Program requirements: 37 SH. General Education at Pfeiffer presents students with a broad and holistic view of human knowledge, ethics, cultures, behaviors, and societies, as well as an appreciation of nature and its order. In support of the university's vision to prepare transformative servant leaders, the general education curriculum develops student competency in Communication, Collaboration, Critical Thinking, and Information Fluency by delivering Foundational Knowledge through the following areas of required student inquiry. (Only courses in the areas of study that have been designated by the General Education Committee will meet the program requirements unless otherwise approved by the University Registrar in consultation with the General Education Committee):

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.

General Education Requirement	Number of Credit Hours Required	Explanation of Requirement	Courses Examples that Meet Requirement
College Writing (W)	3SH	Students must complete with a C- or better or transfer in an equivalent course. Prerequisite: ENGL 101-Introduction to Writing. To place out of ENGL 102 a student needs at least two of the following three requirements: 1) 500 or better on SATV 2) 500 or better on SATW 3) at least a 3.5 high school GPA-no less than a 3.0 *Students must remain continuously enrolled in ENGL 101 or 102W until the requirement of passing the course(s) with at least a grade of C-has been met.	ENGL 102W
Literary Study (L)	3SH	Prerequisite: Successful completion of ENGL 102W	ENGL 225L, ENGL 257L, ENGL 217L, ENGL 299L
Historical Perspective (H)	3SH		HSTY 103H, HSTY 111H, COMM 204H
Global Awareness (G)	3SH		HSTY 232G, SPAN 101G, CHIN 110G, EDUC 321G
Study in Religion (R)	3SH		RAPT 201R, RAPT 205R, RAPT 210R, RAPT 334R
Visual and Performing Arts (V)	3SH		ART 111V, ART 114V, ART 131V, MUSI 120V, MUSI 399V
Social and Behavioral Sciences (S)	3SH		COMM 200S, PLSC 201S, PSYC 202S
Introduction to Natural Science (N)	4SH	Includes a course with a laboratory.	BIOL 211N, CHEM 210N, CHEM 201N, CHEM 301N, PHYS 301N
Mathematics (M)	3SH		MATH 210M, MATH 220M, MATH 302M, PSYC 222M

36/Degree Requirements

The Pfeiffer Journey	9SH	Completion of a three-course sequence: 1) Freshman year: Pfeiffer Journey (UNIV125 126) or Pfeiffer Journey-Honors (UNIV128 and 129)-required of all students who enter Pfeiffer with fewer than 26SH 2) Sophomore year: Second Year Seminar (UNIV275)-students must take when they have reached a range between 27-60SH 3) Junior year: Third Year Seminar (UNI-V375)-students must take when they have reached a range between 61-90SH	Freshman Year: UNIV 125 & UNIV 126 or UNIV 128 & UNIV 129 Sophomore Year: UNIV 275 Junior Year: UNIV 375
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Students will receive introduction or reinforcement in the broad general education competency areas as follows:

- Communication – through College Writing, Visual and Performing Arts, and Pfeiffer Journey
- Collaboration – through Social and Behavioral Sciences, Natural Sciences, and Pfeiffer Journey
- Critical Thinking – through Literary Study, Religion, Global Awareness, and Second Year Seminar
- Information Literacy – through Historical Perspectives, Mathematics, and Second Year Seminar

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. **Activities (4 SH)** Four credits. 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 University are not required to complete activity credits. 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. Military students and veterans will receive 4 activity credits for their Military Training.

NOTE: Activity Courses in Basic Physical Education shall **not** be repeated for credit (exception is HPED 115). *The frequency of all HPED activity course offerings will be determined by the HPED staff.

IV. **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. All writing intensive courses must be completed at Pfeiffer University. ENGL 102W College Writing or the equivalent is prerequisite for all writing intensive courses.

V. 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 37-38.

VI. Demonstrate basic competency in the use of computer technology by passing one of the following:

1. The Computer Competency Exam
2. COMP 110 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 110 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.

VII. Complete a major. A list of the majors offered by Pfeiffer University may be found on pages 31-32, and the requirements for the majors and courses offered may be found on pages 39-150. 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.

VIII. File an Application for Degree with the Registrar's Office at least one year in advance of the expected graduation date.

IX. Have a cumulative academic average of at least **2.000** on work attempted at Pfeiffer University.

X. Complete all requirements of the current assessment plan (See pages 17-18).

XI. Complete the senior project as designated by each major.

XII. When necessary, non-activity hours (the number of which may vary) 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 purpose of this requirement is to ensure that students complete 120 academic hours.)

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 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 topic 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.

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.

PROGRAM REQUIREMENTS AND COURSE DESCRIPTIONS

Accounting (ACCT)

Pfeiffer University's Accounting Major is a dynamic and progressive accounting program, and is designed to provide students with the core knowledge and skills needed to effectively transition into the 21st century workplace. Students will develop the skill sets required to work within any of the arenas of accounting, whether that workplace is public accounting, corporate accounting or within the new expanded horizons of law enforcement. Students will develop the skills needed to adapt to changes in the business environment, changes in regulations, and changes within the accounting profession. The student's educational experience ranges from the practical applications of accounting to the theoretical application of GAAP and International Accounting Standards in a complex business environment. The core required classes meet the North Carolina requirements to sit for the Uniform CPA Exam.

The accounting department works closely with other degree majors, such as criminal justice, business administration, and computer information systems, to provide a broad knowledge base. The dual major or major/minor can be accomplished through Pfeiffer's Minor in Accounting, enhancing a student's career opportunities. The minor in accounting was created based on input from the SBI, business management professionals, and computer information specialists. Careers in law enforcement (fraud investigations) and computer based accounting information systems specialists are two of the fastest growing career opportunities in an already explosive accounting job market. Business majors who have a broader base of knowledge in the field of accounting are also highly sought after employees.

The mission of the Accounting Program is to develop the skills required to transition into the contemporary workforce, be able to adapt to changes in the business environment, and to understand and value the social contract the accounting profession has with society. The program is designed to engage students in the learning process through activities in class, activities within the program, activities within the university setting, and through activities with the community. It is through the activities within the university setting, and inclusive of community service, that students will develop the sense of obligation the accounting profession has to give back to the community as part of its social contract.

Major

ACCOUNTING

69 Semester Hours Minimum

ACCT 201	Introduction: Financial Accounting		
ACCT 301	Accounting Information Systems	BMAL 241	Marketing
ACCT 310	Cost Accounting	BMAL 251	Business Law I
ACCT 315	International Acct. & Globalization	BMAL 261	Principles of Management OR
ACCT 323	Intermediate Accounting I	BMAL 201	Principles of Business
ACCT 324	Intermediate Accounting II	BMAL 301	Ethics in Business OR
ACCT 330	Financial Information Analysis		an Ethical Elective from PHIL
ACCT 331	Taxation I	BMAL 311	Business Statistics
ACCT 332	Taxation II	BMAL 351	Business Law II
ACCT 333	Advanced Accounting	COMM 345	Business Communication

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ACCT 436	Internal Controls & Corp. Govern	COMP 266	Emerging Technologies
ACCT 504	Auditing & the Acct. Profession	COMP 345	Business Analytics
.		ECON 222	Principles of Microeconomics
		MATH 220	College Algebra

Test times for accounting courses, which may be outside of normal class hours, will be arranged after classes begin.

Minor

ACCOUNTING

18 Semester Hours Minimum

ACCT 201	Introduction: Financial Accounting		
ACCT 301	Accounting Information Systems	ACCT 337	Forensic Accounting or
ACCT 323	Intermediate Accounting	ACCT 315	International Accting. & Global.or I
ACCT 436	Internal Controls & Corporate Gov.	ACCT 310	Cost Accounting
ACCT 504	Auditing & The Accting Prof.		

Courses Offered

ACCT 201 Introduction to Financial Accounting S 3 SH

The course introduces students to the foundations of financial accounting, how business decisions influence the presentation of accounting information, the composition and basic theory of the financial statements, how changes in the business environment and globalization are impacting accounting theory, and the basics of financial statement analysis.

ACCT 202 Introduction to Managerial Accounting S 3 SH

The course introduces students to the foundations of payroll accounting, inclusive of: reconciliations, federal state and local payroll reporting requirements and issues, and federal state and local regulations regarding payroll withholdings and exemptions. Prerequisite ACCT 201, Intorduction to Financial 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 201 & 202.

ACCT 302 Payroll Accounting S 1 SH

The course introduces students to the foundations of payroll accounting, inclusive of: reconciliations, federal state and local payroll reporting requirements and issues, and federal state and local regulations regarding payroll withholdings and exemptions. Prerequisite: ACCT 201, Introduction to Financial Accounting.

ACCT 303 Excel Spreadsheets S 1 SH

The course introduces students to the foundations of payroll accounting, inclusive of: reconciliations, federal, state and local regulations regarding payroll withholdings and exemptions. Prerequisite: ACCT 301, Accounting Information Analysis.

ACCT 310 Cost Accounting S 3 SH

Determination of costs in inventory valuation and performance evaluation; standard costs and variance analysis. Prerequisites: ACCT 202

ACCT 315 International Accounting and Globalization S 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 implementationof International Accounting Standards, and the impact on corporate governance. Prerequisite ACCT 201 & 202; Open to all business majors. Students will research the correlation between developments in organizational structure and accounting theory, as well as the development of international business and movement towards convergence.

ACCT 323 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 202.

ACCT 324 Intermediate Accounting II S 3 SH

A continuation of ACCT 323 with an emphasis on accounting problems peculiar to corporate organizations and governmental units. Prerequisite: ACCT 323.

ACCT 330 Financial Information Analysis S 3 SH

This course will cover financial statements as a whole, including the MDA, CDA, the notes (disclosures) and other pertinent information contained in a full set of Financial Statements. Topics that will be covered are the relationship between the components, such as management's plans for the future, and how to analyze that information based on the financial data, current trends in the various national and international capital markets, cost of capital analysis, and financial analysis as it specifically relates to audit and fraud practices. Students will also be required to research companies in the SSEC and PCAOB data bases for current issues or investigations the company may be undergoing, and analyze how potential outcomes may affect the financial position of the company (Cross-listed as FFFE 330). Prerequisites: ACCT 324 or permission of the instructor.

ACCT 331 Taxation I F 3 SH

A study of federal income tax laws and regulations applying to individuals.

ACCT 332 Taxation II S 3 SH

A study of federal income tax laws and regulations as they apply to property transactions and corporations. Prerequisite: ACCT 331.

ACCT 333 Advanced Accounting F 3 SH

This class will 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 state-ments and pronouncements of the AICPA, the FASB, and the SEC. Prerequisites: ACCT 323 and 324.

ACCT 337 Forensic Accounting F 3 SH

The overall objective of this course will be familiarizing students with the processes/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 201 and 202.

ACCT 397 Accounting Internship UD 3-6 SH

The accounting internship provides an opportunity for students to be engaged with the accounting profession, and to develop the skills needed to transition into the contemporary workforce. The internship may be in the various fields that accounting profession is engaged in: investigations (civil and criminal), for profit, not-for-profit, governmental agencies (local, state, and federal), and public accounting. Requires a minimum of 135 hours of engagement (3SH), or 270 hours of engagement (6SH). The internship requires schedule seminars with a faculty member to provide guidance and evaluation of the learning experience. Prerequisites: Sophomore status and approval of the program coordinator. 3-6 SH if taken as a 3 SH course it may be repeated once for a total of 6 SH.

ACCT 407 Accounting Ethics UD 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.

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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 310 or ACCT 421. Open to all business majors.

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 324.

ACCT 436 Internal Control and Corporate Governance F 3 SH
(WI) 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 of deficiency will be 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. The importance of understanding the impact of corporate governance on the internal control environment will be examined from the internal corporate viewpoint as well as the external auditor's viewpoint. Best practices for corporate governance will be examined in light of the Sarbanes-Oxley Act of 2002 and the recent financial crisis. The history of the relationship of internal controls and the accounting profession will also be examined. This is a writing intensive course.

ACCT 504 Auditing and the Accounting Profession S 3 SH
(WI) 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 as 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. Students will be exposed to the relationship between current and proposed accounting theory (international accounting) and the relationship between accounting practice and the accounting professions' social contract. Case studies will examine the impact of audit fraud, tax fraud, and the accountant's responsibility to apply reasonable judgment in application of accounting and tax policies. This course represents a capstone course for the accounting program.

ACCT 519 Issues in Contemporary Accounting Theory UD 3 SH
This course will cover the more advanced topics of fair value, pensions, revenue recognition and deferred income taxes. This course will examine the changes that are taking place in the accounting standards and how those changes have impacted students' earlier studies in accounting. This course will also cover other changes in the accounting profession as convergence with international standards progresses.

ACCT 520 Advanced Taxation UD 3 SH
The course will examine taxation and tax return filing issues for corporations, partnerships, and non-profits. The tax area of Sub-chapter S corporations, and LLC's, will be examined from the tax return preparation stage to advising clients on the advantages and disadvantages of business formations. The filing and formation requirements for non-profits will be examined for compliance and taxable events. The formation and filing requirements for trusts and estates will also be examined. In addition, students will research and report on current issues in taxation.

ACCT 526 CPA/CMA Preparation UD 3 SH
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.

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, digital darkroom photography practices, sculpture, mixed media, contemporary art theory and visual culture.

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 111V, 114V, 121V, 122V, 131V, 215V.

****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 111V	Art Appreciation	ART 131V	Drawing Studies I
ART 114V	Art History Survey I	ART 215V	Art History Survey II
ART 121V	2D Design	ART 385	Art and the Human Experience
ART 122V	3D Design	ART 465	Issues in Contemporary Art

The Studies: 9 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 suit their artistic visions. Two (2) Level I courses and one (1) Level II course are required. Level II course will be based on choices made in Level I courses.

ART 231	Drawing Studies II	ART 365	Digital Photography Studies
ART 307	Painting Studies I	ART 407	Painting Studies II
ART 308	Sculpture Studies I	ART 408	Sculpture Studies II
ART 315	Mixed Media Studies I	ART 415	Mixed Media Studies II

Advanced Studio Practices: 3 SH

The Advanced Studio Practice course is based on personal viewpoints and ideas explored by each student through the medium of their choice and used for the works that will go into their Capstone Course (Senior Exhibition).

ART 425	Advanced Studio Practices
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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 497	Senior Exhibition
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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 111V	Art Appreciation	ART 131V	Drawing Studies I
ART 121V	2D Design	ART 215V	Art History Survey II
ART 122V	3D Design	ART 385	Art and the Human Experience
ART 114V	Art History and Survey I	ART 465	Issues in Contemporary Art

Courses Offered

ART 111V Art Appreciation

F

3 SH

Introductory course in art history and art making. Students will explore the various art movements and

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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. No prerequisites.

ART 114V Art History Survey I F 3 SH

Timeline exploration of art historical events, persons, and movements from Pre-history to the early Renaissance. No prerequisites.

ART 121V 2D Design S 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. No prerequisites.

ART 122V 3D Design S 3 SH

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. No prerequisites.

ART 131V Drawing Studies I F 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. No prerequisites.

ART 215V Art History Survey II S 3 SH

Timeline exploration of art historical events, persons and movements from the Renaissance to modern day.

ART 231 Drawing Studies II F 3 SH

Continuation of ART 131 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 131V or permission of the instructor.

ART 302 Elementary Art Education F, S 3 SH

Media and methods used in the elementary school. Designed to fulfill teacher certification requirements. Enrollment limited to elementary education majors.

ART 307 Painting Studies I S 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 111V or 121V or 131V or permission of the instructor.

ART 308 Sculpture Studies I S 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 111V or 122V or 131V or permission of the instructor.

ART 315 Mixed Media Studies I S 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 111V or 121V or 122V or 131V or permission of the instructor.

ART 365 Digital Photography Studies F 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 111V or 121V or 131V or permission of the instructor.

Athletic Coaching/45

ART 385	Art and the Human Experience	F	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. Prerequisites: ART 114V or 215V or 510 or Permission of Instructor.			
ART 407	Painting Studies II	S	3 SH
A continuation of ART 307, the course prepares students to visualize thematic development within their painting discourse and explore the theme toward the development of a portfolio. Prerequisites: ART 111V or 121V or 131.			
ART 408	Sculpture Studies II	S	3 SH
A continuation of ART 308, 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 111V or 122V or 131V.			
ART 415	Mixed Media Studies II	S	3 SH
A continuation of ART 315, 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 111V or 121V or 122V or 131V.			
ART 425	Advanced Studio Practices	UD	3 SH
In-depth and personal exploration of a specific medium for art majors and minors, determined upon consultation with the art advisor, which leads to the Senior Exhibition. Junior Standing is required.			
ART 465	Issues in Contemporary Art	S	3 SH
Focused on the topics, philosophy and influences of art history spanning the last fifty years. Prerequisites: ART 114V, 215V or Permission of Instructor.			
ART 497	Senior Exhibition	UD	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
HPED 221	Teaching and Coaching Team
HPED 240	Teaching and Coaching Individual Sports

SMGT 112	History of Sport and Physical Activity Sports I
SMGT 207	Sports Facilities Management
SMGT 408	Internship in Athletic Coaching Sports II

Select 9 SH from the following seven courses

EXSC 202	Principles of Injuries and Rehabilitation
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EXSC 215	Foundations of Fitness Leadership
EXSC 401	Sport Nutrition
SMGT 241	Event and Tournament Management
SMGT 300	Sociology of Sport
SMGT 404	Sports Law

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

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

REQUIRED COURSES FOR THE BIOLOGY MAJOR:

BIOL 211N	General Biology I
BIOL 212N	General Biology II
BIOL 411	Genetics
BIOL 510	Seminar in Biology

CHEM 301N	General Chemistry I
CHEM 302	General Chemistry II
CHEM 403	Organic Chemistry I
CHEM 404	Organic Chemistry II

PHYS 301N	General Physics I OR PHYS 303 Calculus-Based Physics I
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PHYS 302	General Physics II OR PHYS 304
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- Departmentally Approved Computer Class

PLUS Completion of A CONCENTRATION:

- **General Biology Concentration** (70-72 SH Minimum)
- **Forensic Science Concentration** (70 SH Minimum)
- **Biotechnology Concentration** (72 SH Minimum)

GENERAL BIOLOGY CONCENTRATION:

BIOL 403	Microbiology	OR	BIOL 414	Cell and Molecular Biology
BIOL 502	Ecology	OR	BIOL 328	Conservation Biology
MATH 220M	College Algebra	and	MATH 235	College Trigonometry
			OR	MATH 302M
				Calculus with Analytical Geometry I
				and
				MATH 303
				Calculus with Analytical Geometry II

- 16 SH of BIOL electives

FORENSIC SCIENCE CONCENTRATION:

Required Courses:

BIOL 414	Cell and Molecular Biology
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BIOL 421 Forensic Science
 CHEM 405 Quantitative Analysis
 CHEM 503 Biochemistry
 MATH 220M College Algebra
 • An Approved Statistics Course

PLUS Electives: 2 courses from the following:

BIOL 320 Biological Anthropology
 BIOL 403 Microbiology
 BIOL 415 Vertebrate Morphology and Development
 BIOL 420 Microbial Genetics
 BIOL 550 Internship in the Biological Sciences
 CHEM 406 Instrumental Analysis

BIOTECHNOLOGY CONCENTRATION:

Required Courses:

BIOL 403 Microbiology
 BIOL 414 Cell and Molecular Biology
 BIOL 422 Molecular Genetics of Development
 BIOL 423 Applied Biotech Research I
 BIOL 424 Applied Biotech Research II
 BIOL 550 Internship in the Biological Sciences
 CHEM 503 Biochemistry
 MATH 302M Calculus I

PLUS Electives: 1 course from the following:

BIOL 418 Plant Physiology
 BIOL 420 Microbial Genetics

Minor

BIOLOGY

22 Semester Hours Minimum

BIOL 211N General Biology I
 BIOL 212N General Biology II
 BIOL 403 Microbiology
 BIOL 411 Genetics
 BIOL 502 General Ecology

Additional courses in Biology to complete the minimum semester hours required.

Courses Offered

BIOL 211N General Biology I Course Laboratory Fee: \$50.00 **F** **4 SH**

BIOL 212N 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 Biological Anthropology **F even** **4 SH**
(WI) 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

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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, 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 212N or permission of the instructor.

BIOL 321 Biological Evolution **S odd** **4 SH**
(WI) 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, paleontology 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 211N and BIOL 212N.

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 211N and 212N 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. Course Laboratory Fee: \$50.00

BIOL 328 Conservation Biology **F odd** **4 SH**
(WI) 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.

BIOL 403 Microbiology **F odd** **4 SH**
Biology of bacteria, molds, yeasts, and viruses. Fundamentals of immunology. Prerequisites: Two courses in BIOL.

- BIOL 411 Genetics** **F** **4 SH**
 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.
- BIOL 414 Cell and Molecular Biology** **F even** **4 SH**
 Organization of cellular and sub-cellular components; physical and chemical bases of cell activity. Prerequisites: Two courses in BIOL and CHEM 302.
- BIOL 415 Vertebrate Morphology and Development (WI)** **F odd** **4 SH**
 Patterns of development; control processes during development; comparisons of anatomical features of vertebrates. This is a writing intensive course. Prerequisite: BIOL 212.
- BIOL 417 Plant Morphology** **UD** **4 SH**
 A study of form and anatomy in the major groups of plants with emphasis on phylogenetic relationships. Prerequisite: BIOL 212N.
- BIOL 418 Plant Physiology** **S even** **4 SH**
 A study of the principal physiological processes of plants. Prerequisites: BIOL 212, CHEM 302
- BIOL 420 Microbial Genetics (WI)** **S odd** **4 SH**
 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 *Escherichia coli* 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.
- BIOL 421 Forensic Science (WI)** **S even** **4 SH**
 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.
- BIOL 422 Molecular Genetics of Development (WI)** **S odd** **4 SH**
 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 *Caenorhabditis elegans* and other model organisms, and molecular techniques in genetic analysis. This is a writing intensive course. Prerequisites: BIOL 411 and CHEM 403.
- BIOL 423 Applied Biotechnology Research I** **UD** **3 SH**
 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.
- 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 General Ecology (WI)** **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.

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BIOL 510 Seminar in Biology **S 1 SH**
(WI) 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 Management and Leadership (BMAL)

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 Management and leadership 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 Management and Leadership is designed to develop an understanding of the major functional areas of business -- accounting, economics, finance, marketing, and management -- as well as to build upon the competencies of critical thinking, communication, collaboration, information literacy, and foundational knowledge necessary to serve effectively in the modern global society.

Major

BUSINESS MANAGEMENT AND LEADERSHIP

60Semester Hours Minimum

Core Requirements (45SH):

BMAL 211	Calculus for Business	BMAL 311	Business Statistics
BMAL 241	Marketing	BMAL 371	Organizational Behavior
BMAL 251	Business Law I	BMAL 381	International Business
BMAL 261	Principles of Management	BMAL 432	Financial Management
BMAL 271	Survey of Leadership	BMAL 491	Business Strategy
BMAL 301	Ethics in Business	ECON 221	Principles of Macroeconomics
		ECON 222	Principles of Microeconomics

AREAS OF CONCENTRATION:

In addition to the above required courses for all majors, each student majoring in BMAL will complete at least ONE of the following concentrations (A course in *italics* signifies that it must be taken for this concentration).

Entrepreneurship and Supervision Concentration (15 SH) from:

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BMAL 201	Principles of Business	BMAL 461	Management of Human Resources
BMAL 331	Risk Management and Insurance	BMAL 471	Organizational Change
BMAL 361	Entrepreneurship and Small Business Management	BMAL 400	Business Internship
BMAL 391	Logistics/Supply Chain Management	Any Communication course 300-level or higher	

Finance and Banking Concentration (15 SH) from:

ECON 421	Money and Banking	BMAL 231	Personal Finance
ECON 331	Public Finance	BMAL 332	Investments
ECON 310	Economic Development	BMAL 400	Business Internship
Any Communication course 300-level or higher			

International Business Concentration (15 SH) from:

ACCT 315	International Accounting	ECON 326	Comparative Economic Systems
BMAL 352	Government and Business	ECON 327	The U.S. in the Global Economy
BMAL 400	Business Internship		
BMAL 481	International Trade and Finance		
Any Communication course 300-level or higher			

Marketing Concentration (15 SH) from:

BMAL 341	E-Commerce	BMAL 344	Consumer Behavior
BMAL 342	Advertising and Sales Promotion	BMAL 400	Business Internship
BMAL 343	Sales Development and Management	BMAL 441	Marketing Management
		COMM 330	Public Relations

Minor

BUSINESS MANAGEMENT AND LEADERSHIP

27 Semester Hours Minimum

BMAL 241	Marketing	BMAL 371	Organizational Behavior
BMAL 251	Business Law I	BMAL 381	International Business
BMAL 261	Principles of Management	BMAL 432	Financial Management
BMAL 271	Survey of Leadership	ECON 221	Principles of Macroeconomics

LEADERSHIP (For non-business majors only)

18 Semester Hours Minimum

BMAL 261	Principles of Management	BMAL 371	Organizational Behavior
BMAL 271	Survey of Leadership	BMAL 461	Management of Human Resources
BMAL 361	Entrepreneurship and Small Business Management	BMAL 471	Organizational Change

Courses Offered

BMAL 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.

BMAL 211 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. BMAL 211 may not be taken if MATH 300 level or above has been passed. Prerequisite: MATH 220.

BMAL 231 Personal Finance **S even** **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.

BMAL 241 Marketing **F even; S** **3 SH**
(WI) Marketing organization and methods with emphasis on the social and economic aspects of

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distribution; consumer problems; marketing functions and institutions; marketing methods and policies. This is a writing intensive course.

BMAL 251 Business Law I **F; S even** **3 SH**
Legal concepts evolved through government regulation, administrative agencies, environmental law and community planning, consumer protection, and contracts.

BMAL 261 Principles of Management **F; S even** **3 SH**
The study of management principles and techniques for all fields of business including business objectives, policies, functions, leadership, organization structure and morale, operative procedures.

BMAL 271 Survey of Leadership **F** **3 SH**
This course is built on the premise that leadership is a dynamic process. Students will: (1) explore leadership's multifaceted process; (2) broaden their understanding of the implications of effective leadership in their specific career choice; (3) examine the role of ethical behavior in both leadership and management; (4) discuss the process of change, and leadership's role as "change agent"; (5) apply leadership and learning theories to the process of experiential training.

BMAL 301 Ethics in Business **S** **3 SH**
Application of the principles of philosophical ethics to the business community; philosophical ethics to such concerns as morality in advertising, environmental issues, values in economics, values of common good, and the role of the state in business practice.

BMAL 311 Business Statistics **F; S even** **3 SH**
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.

BMAL 331 Risk Management and Insurance **F odd** **3 SH**
Principals of risk; methods of handling self-insurance; principles of insurance and application to life, property, & casualty insurance.

BMAL 332 Investments **F even** **3 SH**
Fundamental principles of investment; analysis of financial data; types of securities; security market operations and portfolio planning. Prerequisite: BMAL 231.

BMAL 341 E-Commerce **S even** **3 SH**
This course examines the development of and future prospects for electronic commerce. Students will consider the emerging changes in business brought on by the Internet; the dynamics of innovation; the organizational consequences of moving commerce to the Internet; and evaluate the operations of a variety of web businesses even as they develop a business plan for their own Internet commercial venture. Topics covered: theory and models of electronic commerce; technology for electronic commerce; Internet and web XML; security electronic payment; architecture for E-commerce applications; industry perspectives; banking; retail; manufacturing/supply chain management; government and policy implications; case studies. Prerequisite: BMAL 241.

BMAL 342 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: BMAL 241.

BMAL 343 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: BMAL 241.

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|---|---|---------------------|-------------|
| BMAL 344 | 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: BMAL 241 | | | |
| | | | |
| BMAL 351 | Business Law II | S | 3 SH |
| Legal concepts involved in sales, negotiable papers, personal property, creditors' rights and secured transactions, real property, corporations, and agency and employment. Prerequisite: BMAL 251. | | | |
| | | | |
| BMAL 352 | 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: BMAL 251 and 261. | | | |
| | | | |
| BMAL 361 | Entrepreneurship and Small Business Management | S odd | 3 SH |
| This course is designed to develop the skills and knowledge required to originate and operate a small business entity. Focus of the course will be the development and management of a small business. Emphasis will be placed on the integration of theory with practice and creative initiative as an integral aspect of small business formation and management. Students will develop a written business plan for a viable venture. The written business plan will be formally presented for evaluation. Class format will incorporate both lecture and discussion addressing both theoretical and practical issues associated with business entrepreneurship. Prerequisites: BMAL 241, BMAL 261, and ECON 221. | | | |
| | | | |
| BMAL 371 | Organizational Behavior | S | 3 SH |
| The study of the managerial consequences of behavioral concepts and the environmental variables. Prerequisite: BMAL 271 | | | |
| | | | |
| BMAL 381 | International Business | F | 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: BMAL 241, BMAL 251, BMAL 261, and ECON 221. | | | |
| | | | |
| BMAL 382 | Globalization/Cultural Sensitivity | F | 3 SH |
| A formal study and analysis of culture and the effects that globalization has had in determining how people view ethnicity and national cultures. The course will allow students to gain a new perspective which is how cultures are interacting and influencing one another. Students will learn how to lead and manage in this new reality. Cross-listed with BMAL 382. Prerequisite: BMAL 261. | | | |
| | | | |
| BMAL 391 | Logistics/Supply Chain Management | F | 3 SH |
| The study of logistics and management of supply chains. The course will focus on management techniques in design and control decisions; qualitative and quantitative problem solving; planning for and controlling production, inventory, and quality. | | | |
| | | | |
| BMAL 400 | Business Administration Internship | F | 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. | | | |
| | | | |
| BMAL 432 | Financial Management | F odd; S odd | 3 SH |
| Principles and practices of business and corporate financing; sources of capital; administration of working capital items; budgeting; and control, expansion, and treatment of earnings. Prerequisites: BMAL 211, and BMAL 311. | | | |
| | | | |
| BMAL 441 | Marketing Management | S even | 3 SH |
| This is the capstone course for the marketing concentration. 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: BMAL 342, BMAL 343, and BMAL 344. | | | |
| | | | |
| BMAL 461 | Management of Human Resources | S odd | 3 SH |
| The study of the objectives, functions, and organization of human resources programs. Emphasizes job | | | |

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evaluation, selection and placement, education and training, safety and health, employee services, employee relationships, industrial relations, and personnel research. Prerequisite: BMAL 361.

BMAL 471 Organizational Change

S odd

3 SH

This is the capstone course for the Entrepreneurship and Supervision concentration. This course prepares students in the processes of planning, managing, evaluating, and leading organizational change which confronts every employee in today's business world. Students will explore the forces that are driving organizations to change and survey a range of approaches aimed at making organizational change more effective. The course will challenge students to dig deeper into why organizational change is often so difficult, how organizations institute and institutionalize change, and what organizations might look like in the future. Prerequisites: BMAL 361 and BMAL 371.

BMAL 481 International Trade and Finance

S even

3 SH

This is the capstone course for the International Business concentration. 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: BMAL 381 and BMAL 432.

BMAL 491 Business Strategy

F

3 SH

(WI) 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. Prerequisite: Must be senior standing.

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 301N	General Chemistry I	MATH 302M	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 301N	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	PHYS 302	General Physics II
	(Students entering the medical field may substitute CHEM 503 for CHEM 505 and CHEM 508)	PHYS 304	Calculus-Based General Physics II
			or
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 301N General Chemistry I

CHEM 302

General Chemistry II

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

Courses Offered

CHEM 201N 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. Course Laboratory Fee: \$50.00

CHEM 202N Science, Technology and Modern Society II **S** **4 SH**

A continuation of CHEM 201N. Prerequisite: CHEM 201N **or** permission of the instructor.

CHEM 210N General, Organic, and Biochemistry **F** **4 SH**

This course is designed specifically for students who are interested in pursuing a nursing degree. The course will provide an overview of the foundations of general, organic, and biological chemistry will be explored.

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. *This course does not satisfy the general education requirement in Natural Science.* Cross-listed as ENSC 201.

CHEM 301N 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 220M **or** MATH 302M. Course Laboratory Fee: \$50.00

CHEM 302 General Chemistry II **S** **4 SH**

Continuation of General Chemistry I. Prerequisite: A passing grade in CHEM 301N.

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 301N, 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.

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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 301N, CHEM 302, MATH 302M, MATH 303, PHYS 301N, PHYS 302.

CHEM 502 Physical Chemistry II S 3 SH

Continuation of Physical Chemistry I. Prerequisite: A passing grade in CHEM 501.

CHEM 503 Biochemistry S 4 SH

(WI) 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 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 Senior Seminar 1 SH

(WI) Prerequisite: Permission of the Department Chair. This is a writing intensive course.

CHEM 508 Senior Inorganic Laboratory S 1 SH

(WI) 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

Communication (COMM)

The Communication Program ensures that students become engaged in applying theory to action. By embracing a curriculum that requires individuals to take ownership of their learning process, incorporates innovative teaching methodologies and links community resources and experiences to the classroom, we aim to prepare students for either professional endeavors or graduate school. All communication majors are required to take core courses that equate to 20 Semester Hours (SH) and choose one of three concentrations: Digital Communication, Journalism or Professional Communication for 12 Semester Hours. The student can then customize their program and engage their interest by choosing an additional 9 SH of approved electives. 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 into that world. Graduates of Pfeiffer's Communication Program will possess skills in research, critical thinking, synthesis, analysis and implementation of information.

Major

Communication

41-47 Semester Hours, including 20 SH in the core, 12 in a concentration, 9 SH in electives, plus 6 SH of a foreign language

Core Courses: 20 Semester Hours (required of all majors):

COMM 103	Falcon's Eye (1 semester)	COMM 380	Theories of Communication
COMM 200S	Public Speaking	COMM 421	Communication Ethics
COMM 204H	Communication Technology	COMM 497	Internship
COMM 325	Newsriting	COMM 525	Senior Capstone

Electives: 9 SH

Foreign languages will be considered as elective credit

CONCENTRATIONS:

Digital Media

Students select 4 courses from the following, one of which must be 400 level.

COMM 209	Introduction to Video Production	COMM 320	Film Art
COMM 303	Digital Culture	COMM 327	Film Genres
COMM 305	Multimedia Production		
COMM 307	Visual Rhetoric		

Journalism

COMM 420	Media Law	COMM 312	Falcon's Eye Editorial Staff (3 sem.)
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Choose 2 courses from the following, one of which must be 400 level.

COMM 213S	TV Behind the Scenes	COMM 335	Writing for TV and Radio
COMM 250S	Media and Society	COMM 416	Investigative Reporting
COMM 314	Editorial and Feature Writing		

Professional Communication

COMM 360	Organizational Communication
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Choose 3 courses from the following, one of which must be 400 level.

COMM 300	Career Life Planning	COMM 355	Diversity Issues in a Global Context
COMM 311S	Intercultural Communication	COMM 414	Conflict Transformation
COMM 330	Public Relations	COMM 419	Evaluating Organizations
		COMM 490	Training and Development

Minor

Communication

22 Semester Hours

Core (13 SH):

COMM 103	Falcon's Eye	COMM 317	Ethics & Morality in Media
COMM 200S	Public Speaking	COMM 380	Theories of Communication
COMM 204H	Communication Technology		

Electives (9 SH):

9 semester hours selected from the academic offerings in Communication at least one of which must be at the 400 level.

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.

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COMM 106 The Pfeiffer Phoenix

F; S Activity - 1 SH

Any unpaid staff member of **The Pfeiffer Phoenix** (literary magazine) may obtain activity credit for work performed by registering for **The Pfeiffer Phoenix**. 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.

COMM 200S Public Speaking

F; S 3 SH

Speech-making; students prepare and deliver short, informative, entertaining and persuasive presentations.

COMM 204H Communication Technology

F 3 SH

This course examines the past and current developments of communication technologies from seals and clay tablets to text-messages and mp3s. The course challenges students to examine the influence of major media companies over access to and content of new media as well their use of media across a variety of different platforms.

COMM 209 Introduction to Video Production

S even 3 SH

Digital video production studies the principles of producing, directing, and editing techniques for digital video. Students script, storyboard, shoot, and edit short video projects. The course instructs students on the proper handling and use of digital video equipment including video cameras, lighting, and microphones. Students are also taught how to construct finished film projects on non-linear editing software with an introduction to compositing and DVD development software.

COMM 213S TV Behind the Scenes: Performance, Production, Promotion

UD 3 SH

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.

COMM 250S Media & Society

F 3 SH

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.

COMM 300 Career Life Planning

S even 3 SH

Intrapersonal, interpersonal, and group dynamics as they relate to career decision-making; the processes of both entering the work world, changing from the role of student and changing careers. Theory related to the perceptual process, impression formation and social influence will be examined throughout. Opportunities for personal assessment will be provided and examined objectively as options available for personal choices.

COMM 303 Digital Culture

F odd 3 SH

This class examines the emergence of digital cultures through the practice of networked communication. It surveys the social and communication practices of online communities regarding issues such as identity, labor, organization, power, and knowledge. Students will be encouraged to reflect on what it means to be born surrounded by digital communication technology and how this shapes the meaning of community, society, and culture.

COMM 305 Multimedia Production

F even 3 SH

This is a production course designed to instruct students in the basic skills necessary for a competent communication with interactive communication technology. Students will gain diverse technological experience working with animation, digital art, graphics and interface design, hypermedia storytelling, digital video, and webcasting. Students will receive training and produce content in such programs as Adobe Photoshop, Flash, Dreamweaver, and Microsoft Movie Maker.

COMM 307 Visual Rhetoric

F even 3 SH

(WI) Visual Rhetoric examines visual images and artifacts to understand how they can persuade and impact perceptions and choices. Students will rhetorically analyze and interpret visual forms of com-

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munication such as photography, cartoons, art, museums, and commemorative sites. Will include one or more required field trips

COMM 309 Video Production S 3 SH

Digital video production studies the principles of producing, directing, and editing techniques for digital video. Students script, storyboard, shoot, and edit short video projects. The course instructs students on the proper handling and use of digital video equipment including video cameras, lighting, and microphones. Students are also taught how to construct finished film projects on non-linear editing software with an introduction to compositing software.

COMM 311S Intercultural Communication S 3 SH

In this course, students will gain up-to-date knowledge of major world cultures, socioeconomic 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. Cross-listed with BMAL 382.

COMM 312 Falcon's Eye Editorial Staff F; S 1 SH

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 *activity* credit.

COMM 314 Editorial and Feature Writing S even 3 SH

(WI) Practice and instruction in writing features, editorials and long-form pieces for the print media. This is a writing intensive course. Prerequisite: COMM 325.

COMM 316 Small Group Communication S odd 3 SH

Theoretical and practical aspects of small group communication, focusing on use of small groups in the organizational and business sector.

COMM 320 Film Art S even 3 SH

Introduction to the art of filmmaking. Students will learn how to analyze and critique film as an art form.

COMM 325 Newswriting F 3 SH

(WI) 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.

COMM 327 Film Genres S odd 3 SH

This class invites students to study films representing a particular type, class, or auteur. Genres examined will vary. The final project in the course will involve student production of a film duplicating the genre under study.

COMM 330 Public Relations S odd 3 SH

Study of the practice of public relations and promotion in various communication contexts. Prerequisites: ENGL 102W.

COMM 335 Writing for TV and Radio F odd 3 SH

(WI) Writing seminar focusing on newswriting techniques for radio and television. Includes writing VOs, VOSOTs 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.

COMM 345 Business Communication F 3 SH

(WI) 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.

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COMM 350 Relational Communication S even 3 SH

A survey of concepts, theories, and research related to human interaction. Issues related to how communication affects personal relationships will be explored. Special emphasis on small group processes including decision-making, problem-solving, power, and leadership.

COMM 355 Diversity Issues in a Global Context F even 3 SH

This course involves the study of cultural diversity and multiculturalism by focusing on differences in communicative behavior among various global communities. Emphasis will be placed on increasing students' awareness of significant differences in world view and the potential for negative outcomes of those views, specifically when operating from an ethnocentric standpoint. The impact of variations in communication strategies on significant life issues will be explored.

COMM 360 Organizational Communication F 3 SH

Students will investigate theoretical and practical issues in various business, educational, social, and industrial organizations. Students will consider traditional and modern concepts of communication behaviors, efficiency, and effectiveness issues, information flow, and the effect of individual characteristics in the work group as well as the work group's influence on the individual. The concept of change will be integrated throughout the course. This course includes a service learning component.

COMM 380 Theories of Communication S odd 3 SH

Serves to connect theories, systems and models commonly covered in communication and media studies to research methodology. Critical study of published reports in the contemporary literature of the field. Prerequisite: COMM 204H or Junior standing.

COMM 414 Conflict Transformation F even 3 SH

(WI) Study of conflict management theory and skill processes, including active listening, assertion, negotiation, and mediation. Students will develop knowledge about the nature of conflict, the growing opportunities to utilize conflict management skills, and will develop awareness of personal styles of dealing with communicative discord. This is a writing intensive course.

COMM 415 Creating A Newscast UD 3SH

(WI) 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.

COMM 416 Investigative Reporting UD 3SH

(WI) 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

COMM 419 Evaluating Organizations S even 3 SH

Practical training along with organizational communication theory are used to evaluate various characteristics of organizations. Special emphasis on methodology used to conduct organizational audits (participant observation, focus groups, planning, conducting and interpreting surveys). Prerequisite: COMM 360.

COMM 420 Media Law: Judging Journalism F even 3 SH

A look at the laws governing media and journalism, including TV, print and internet. Includes discussions of libel, slander, privacy, fair use and copyright laws. Focus on the Socratic method for case studies. Prerequisite: COMM 250.

COMM 421 Communication Ethics S odd 3 SH

Communication Ethics introduces students to the ethical issues within the field of communication studies. Students will apply philosophical theories to practical case studies in order to reveal how our interactions reflect moral decision making. Students will examine ethical perspectives in interpersonal relationships, small groups, organizations, intercultural contexts, and media environments. The course helps students shape and practice their moral compass through communication.

COMM 480 Advanced Topics in Communication Studies UD 3 SH

Examination of specific topics in journalism, film, and/or television. May be taken up to four (4) times for

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credit if different topics are offered each time. Prerequisite: Junior standing.

COMM 490 Training and Development S odd 3 SH

Will examine the training function in various types of organizations with particular focus on the role of the manager/leader in the process of assessing needs, coaching for employee development, training and facilitating collaborative work groups. Will involve students in the 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.

COMM 500 Communication Internship F, S 3-6 SH

All internships are arranged in conjunction with and supervised by Department of Communication faculty. They require 98 hours of supervised activity in the field and are available in a range of professions, from non-profit agencies to newspapers, businesses, and media.

INTERNSHIPS IN COMMUNICATION STUDIES

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

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.

COMM 525 Senior Capstone S 1 SH

The Senior Capstone is an evaluation course designed to both prepare the student for their post-graduate career and to evaluate the fruit of the student's academic labor and learning. A new 1 hour credit course taken in the senior year, in which the student will flesh out their portfolio and/or senior project as well as receive guidance on job-searching and/or applications to masters programs. The student's project and/or portfolio will be judged by the faculty. Passing this evaluation will be necessary for graduation.

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

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II. Professional Education Requirements for Secondary Licensure: 38 SH. Complete the Education minor as described in Education, see page 87.

Computer Information Systems (COMP)

The Computer Information Systems (CIS) program prepares students for careers as information systems professionals. The program of study focuses on the development and management of information systems in a business environment. Students develop the technical skills and organizational insights required to analyze, design, implement and administer information systems that support business operations, facilitate managerial decision-making, improve customer service, and enable business innovation. The CIS curriculum includes hands-on projects, computer lab exercises, case analysis to build strong technical and analytical skills, effective oral and written communication skills, and the ability to work independently and in team-oriented environments. Students are offered the opportunity to gain practical experiences through internships and co-op programs. The CIS program covers business process analysis, project management, business analytics, the information value-chain, databases and data modeling, application program development, network deployment, and systems integration. Computer information systems professionals analyze business opportunities and problems, then design and build solutions using the power of information technologies. Students in the CIS program gain the business and technical skills that will prepare them for job opportunities in a variety of industries, including entertainment, national defense, transportation, education, health care and finance. Information systems are key components in the success of other functional business areas such as accounting, supply chain management, finance and marketing. Entry-level information systems positions include database administrator, systems analyst, network administrator, project manager, systems administrator and consultant. Long-term career aspirations for a student with a CIS degree include chief information officer, chief technology officer, chief knowledge officer, chief security officer and chief executive officer.

Major

COMPUTER INFORMATION SYSTEMS
63 Semester Hours Minimum

The following courses are required for all CIS majors - 42 SH:

ACCT 201	Intorduction to Financial Accounting	COMP 300	Programming Essentials
BMAL 241	Marketing	COMP 331	Networking Essentials
BMAL 261	Principles of Management	COMP 335	Systems Analysis and Design
BMAL 311	Business Statistics	COMP 390	Data Base Management Systems
BMAL 432	Financial Management	COMP 415	Application Programming
COMP 266	Emerging Technologies	COMP 510	Application Development Workshops
COMP 271	Computer Information Systems	ECON 222	Microeconomics

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):

COMP 370	Networking Applications I	COMP 455	Web Programming
COMP 381	Web Page Design and Development	COMP 500	CIS Internship
		COMP 501	CIS Internship I
COMP 435	Business Programming	COMP 502	CIS Internship II
COMP 440	Information Security and Assurance I	COMP 556	Scripting

Network Administration and Security Concentration (15 SH) from:

COMP 370	Networking ApplicationsI (CCNA I)	COMP 443	Securing Windows Systems
COMP 371	Networking Applications II(CCNA II)	COMP 444	Incident Handling
COMP 440	Information Security & Assurance I	COMP 500	CIS Internship
COMP 441	Information Security & Assurance II	COMP 501	CIS Internship I

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COMP 442 Securing Unix Systems

COMP 502 CIS Internship II

Electives (CIS major must take at least 2 CIS electives)

COMP 110 Introduction to Computers

COMP 411 Network System Manager II

COMP 345 Business Analytics

COMP 412 Network Management II

COMP 369 Computer repair and upgrade

COMP 445 Advanced Info Security and Assurance

COMP 372 Network System Manager I

COMP 405 Computer Operating Systems

COMP 373 Network Management I

BMAL 341 E-Commerce

Minor

COMPUTER INFORMATION SYSTEMS

18 Semester Hours Minimum

COMP 110 Introduction to Computers

COMP 300 Programming Essentials

COMP 266 Emerging Technologies

3 SH from COMP 331, COMP 390, or COMP 405

COMP 271 Computer Information Systems

Any other COMP course at the 300 level or above

Courses Offered

COMP 110 Introduction to Computers

F; S

3 SH

This course provides an introduction to business computing and prepares students to work with Microsoft Office suite for course work, professional purposes, and personal use. Students develop a competency in Word, Excel, Access, and PowerPoint 2010 and explore the essential features of Windows 7 and Internet Explorer 8.0. Upon completion, students will be able to use major microcomputer applications to solve problems in a professional setting, including word processing, spreadsheet, database, and presentation software. Suitable for non-majors as well as CIS majors.

COMP 266 Emerging Technologies

F

3 SH

This course provides students with critical foundational knowledge of information technology. It includes an overview of emerging technologies and the strategic importance of information systems in an organization. The course introduces the major business information systems and their conceptual and technical foundations, components, capabilities, and management issues. A variety of business applications are studied, including enterprise information systems (CRM, ERP, SCM), decision support systems, business intelligence tools, business process modeling, and e-business systems. Upon completion, students will gain a solid foundation for advanced CIS course work. This course also benefits CIS minors or non-CIS majors with an appreciation of the essential role of information systems in contemporary organizations.

COMP 271 Computer Information Systems

S

3 SH

This course introduces computer programming and focuses on problem-solving techniques and structured programming. This course includes foundational topics in variables, decisions, procedures, repetition, and arrays and advanced topics in databases, object-oriented programming, and web applications through hand-on computing projects. Upon completion, students will gain a solid foundation for advanced CIS course work.

COMP 300 Programming Essentials

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, filehandling, pointers and structures. Prerequisites: COMP 271 or permission of the Department Chair.

COMP 331 Networking Essentials

F

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 266 or permission of the instructor.

COMP 335 Systems Analysis and Design

F

3 SH

(WI) This course is a comprehensive introduction to the methodologies and theories involved in system analysis and design. Emphasis is placed on elements of systems development and an appreciation of how to plan, execute and manage a development project using well-known methodologies. The course will introduce you to both traditional and object-oriented development methodologies and tools, but will emphasize the use of object-oriented method and a suitable development methodology. Despite the many tools and techniques available, systems analysis and design requires many skills, especial-

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ly in communicating and documenting requirements and designs among stakeholders. This course is designed to shape those skills and to provide extra tools to those who wish to become effective system developers. Prerequisites: COMP 266 or permission of the Department Chair. This is a writing intensive course.

COMP 345 Business Analytics

UD**3 SH**

This course provides an overview of business analytics to solve complex business problems with data-driven solutions. The course introduces the techniques of predictive modeling and analytics in a data-rich business environment. It covers the process of formulating business objectives, data selection, preparation, and partition to successfully design, build, evaluate and implement predictive models for a variety of practical business applications (such as direct marketing, cross selling, customer retention, fraud detection, marketing segmentation). Predictive models such as classification and decision trees, regressions, clustering, association analysis, link analysis, and others will be studied. It is practically oriented with a focus of applying data analytic tools to help companies address business questions such as who is likely to respond to a new advertisement, what customers are most likely to be default on a loan/payment, what transactions are most likely to be fraudulent, and what combinations of products are customers most likely to purchase at the same time. The primary approach will entail 'learning-by-doing' with the use of the state-of-the-art software such as SAS Enterprise Miner®, and a variety of open source software. Prerequisites: COMP 266 or permission of the Department Chair.

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 331.

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

UD**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

UD**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 381 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

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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 110 or permission of the Department Chair.

COMP 390	Data Base Management Systems	UD	3 SH
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This course provides a comprehensive introduction to database and covers advanced topics in database analysis, SQL language, database design, database administration, and application development. Upon completion, students will acquire a solid understand of the database environment and obtain the technical, analytic, problem solving skills in application development using database systems. Prerequisite: COMP 110 or permission of the Department Chair.

COMP 405	Computer Operating Systems	UD	3 SH
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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 331 or permission of the Department Chair.

COMP 411	Network System Manager II	UD	3 SH
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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 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	UD	3 SH
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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 415	Application Programming	S	3 SH
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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 435	Business Programming	UD	3 SH
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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 271, MATH 220 or permission of instructor.

COMP 440	Information Security and Assurance I	F	3 SH
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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 405, and COMP 331 or COMP 370.

COMP 441	Information Security and Assurance II	S	3 SH
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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 intru-

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sion 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

UD

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 set-up, 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

UD

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

UD

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.

COMP 445

Advanced Information Assurance

UD

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 455

Web Programming

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 331 or permission of instructor.

COMP 500

Computer Information Systems 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 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

3 SH

This course allows students to have an internship experience beyond COMP 501. Prerequisite: COMP 501.

COMP 510

Application Development Workshop (WI)

S

3 SH

This course puts to practical use all the aspects of computer information systems the student 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 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 381, and COMP 455.

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 at Pfeiffer University at the Center for Professional Advancement offers a comprehensive series of courses which examine the subsystems of the criminal justice system: law enforcement, corrections, and the courts. This curriculum seeks to prepare our adult, non-traditional students with requisite skills in leadership, communication, and critical thinking, all of which are fundamental in the field of criminal justice and in criminal justice leadership roles. 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 the core requirements, essential subject areas are emphasized to bolster the student's level of knowledge and practice as relates to criminal law, criminal procedure, law enforcement, corrections, ethics, research methodology, and critical areas of the field through concentration courses.

The affordance of concentrations in Financial Fraud and Fraud Examination, Homeland Security, and Law and Policy facilitates the preparation of students in contemporary areas of concern within the paradigm. Additionally, 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. Students may choose from a diverse selection of potential electives across the other academic disciplines at Pfeiffer University in order to allow for a diversification of their degrees. Today's graduate with a major in criminal justice may pursue career opportunities in the criminal justice realm and related fields, including, but not limited to, law enforcement, corrections, the courts, physical and private security, social services, or other related public and private sector roles. For those already employed in the criminal justice field, obtaining the bachelor's degree allows for expanded career opportunities and advancement. The criminal justice degree program provides graduates a solid foundation for the continuation of education at graduate or professional schools and emphasizes professional growth and ability within existing student employment in the criminal justice system.

Major

CRIMINAL JUSTICE**51 Semester Hours Minimum****Core Requirements - 33 Semester Hours**

CRIM 202	Introduction to Criminal Justice	CRIM 520	Senior Seminar in Criminal Justice
CRIM 205	Introduction to Criminology	PSYC 202S	Introduction to Psychology
CRIM 215	Criminal Law I: Substantive	PSYC 222M	Statistics & Data Analysis
CRIM 220	Ethics in Criminal Justice		or BMAL 311 Business Statistics
CRIM 305	Criminal Law II: Procedural	CRIM 222	Criminal Justice Administration
CRIM 390	Research Methods in Criminal	SOCY 201	Introduction to Sociology

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Justice

Interdisciplinary Component - 9 SH

BMAL 371	Organizational Behavior	PSYC 295	Psych. Dev. Across the Lifespan
COMM 355	Diversity Issues in a Global Context	PSYC 425	Counseling
COMM 360	Organizational Communication	COMM 414	Conflict Transformation
SOCY 204	Social Problems	PLSC 307	Law and Society
SOCY 206	Sociology of Family	PSYC 225	Social Psychology
SOCY 425	Death and Dying	PSYC 226	Abnormal Problems
SOCY 450	Race and Ethnic Relations		

Electives - 9 SH

COMP 110	Introduction to Computers	CRIM 556	Internship in Criminal Justice
CRIM 204	Juvenile Justice	CRIM 495	Current Topics - may complete two (2) different topics
CRIM 206	Corrections		
CRIM 207	Criminal Justice & Society	PLSC 411	Constitutional Law I - Powers
CRIM 425	White Collar Crime Investigation	PLSC 412	Constitutional Law II - Rights
CRIM 442	Terrorism	SOCY 206	Sociology of the Family
CRIM 555	Internship in Criminal Justice	SPAN (6SH)	101, 102, 210, or 211

Minor

CRIMINAL JUSTICE

24 Semester Hours Minimum

I. Core Requirements - 18 Semester Hours

CRIM 202	Introduction to Criminal Justice	CRIM 220	Ethics in Criminal Justice
CRIM 205	Introduction to Criminology	CRIM 222	Criminal Justice Administration
CRIM 215	Criminal Law I: Substantive	CRIM 305	Criminal Law II: Procedural

II. Electives - 6 Semester Hours

Additional courses in criminal justice

PLSC 411	Constitutional Law I	PSYC 226	Abnormal Problems
PLSC 412	Constitutional Law II	SOCY 204	Social Problems
PSYC 225	Social Psychology	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: CRIM 202 Introduction to Criminal Justice is a **prerequisite** to **ALL** Criminal Justice (**CRIM**) core courses for students majoring in Criminal Justice. No student will be permitted to earn more than 6 SH for internship hours in the Criminal Justice program.

CRIM 202 Introduction to Criminal Justice 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 204 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 201.

CRIM 205 Introduction to 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: CRIM 202.

CRIM 206 Corrections S 3 SH

This course focuses on societal responses to punishment. It traces the evolution of practices based on the philosophies of retribution, deterrence, and rehabilitation. This course reviews the contemporary world of

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corrections, including alternatives to incarceration. Also examined is the corrections industry's relationship to other aspects of the criminal justice system. The cost and condition of corrections, the privatization of punishment, and utility of prison labor will also be examined.. Prerequisite: CRIM 202.

CRIM 207 Criminal Justice and Society 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 215 Criminal Law I: Substantive 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 201S.

CRIM 220 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 222 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 305 Criminal Law II: Procedural 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 201S and CRIM 215.

CRIM 390 Research Methods in Criminal Justice F 3 SH

(WI) Basic research techniques and statistical analyses used in criminal justice, field observation, survey methods, and experimental designs; evaluation of social programs; use 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 425 White Collar Crime Investigations S 3 SH

Whether the investigation is a preliminary procedure for fraud detection/prevention, there are established procedures that are required for courts of law. The course covers the process of evidence collection and preservation for white collar criminal investigations. The course is an overview of the investigative process and its various components including all areas of fraudulent activity: Financial fraud, embezzlement, money laundering and cybercrime. Emphasis is placed on the study of rules of evidence, criminal procedures, searches, interviewing and professionalism. Prerequisite: CRIM 202. Cross listed as FFFE 425.

CRIM 442 Terrorism F 3 SH

Provides a theoretical and conceptual framework that enables your students to understand how terrorism arises and how it functions. The most sophisticated theories by the best terrorist analysts in the world are presented. The focus is on the domestic and international threat of terrorism and the basic security issues surrounding terrorism today. Prerequisite: CRIM 202.

CRIM 520 Senior Seminar in Criminal Justice S 3 SH

(WI) 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

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course. Prerequisite: Senior status and CRIM 390.

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.

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.

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 310 Economic Development S odd 3 SH

This course surveys the theory and practice of local economic development through a service-learning partnership with a local community economic development office. Local economic development refers to the process in which local governments and community organizations, both public and private, act to stimulate or maintain local economic well-being and quality of life for residents. This course will (1) review the various goals, strategies, methods, institutions and policies involved in local economic development and (2) provide service to the local community economic development office.

ECON 326 Comparative Economic Systems F even 3 SH

Description, analysis, and evaluation of capitalism, socialism, and communism in terms of their philosophies, goals, and economic functioning on both the macroeconomic and microeconomic levels. Prerequisite: ECON 221.

ECON 327 The U.S. in the Global Economy S even 3 SH

(WI) A discussion of why some countries and cultures in the world have had a great economic prosperity while others have not. This is a writing intensive course,

ECON 331 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 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.

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).

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 assistants 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 promote 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)
Social Studies (9-12)
Special Education (K-12)

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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 all graduation requirements .

Teacher candidates planning to teach in other states should check with the licensure officer in the Division 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 change 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 Division of Education and the candidate's advisor. Credit earned in such approved courses will count towards the required 124 SH for graduation.

Admissions Criteria

Each teacher candidate must provide evidence on TaskStream of successfully accomplishing the following criteria:

1. Child or adolescent observation project (EDUC 306).
2. Evaluation of an oral presentation (EDUC 306).
3. A current unofficial transcript showing a GPA of 2.75 or higher, a C or better on all EDUC and SPED coursework, and a C or better in MATH , ENGL, BIOL and CHEM classes.
4. Official report from ETS indicating a composite score of 468 on the Praxis Core Reading (156), Writing (162), and Mathematics (150) exams.
5. Teacher Education Program Writing Sample. Required score of 80 or better.
6. 2.75 GPA in all course work at Pfeiffer University
7. Acceptable Character Fitness Application based on the NCDPI Standards for Professional Practice
8. Cleared Background Check.
9. Acceptable references from professors of EDUC/SPED courses taken and two professors from major field area.

Admission to the Teacher Education Program

Candidates must formally apply for admission to the Teacher 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 packets/portfolios are submitted electronically through TaskStream. Students purchase TaskStream accounts (\$130) during EDUC 306 Learner and Learning I.

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 demonstrate identified dispositions of successful teachers and be mentally, physically, morally, and emotionally suitable for teaching. Students are notified in their TaskStream account of the decision/recommendation(s) of the Teacher Education Board.

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

The teacher candidate must complete a formal application for Student Teaching by submitting a Student Teaching Application Portfolio in TaskStream by the last day to add a class in the semester prior to enrolling in student teaching. 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 and render a final decision on candidacy for student teaching. The student will be notified in the TaskStream account of the decision of the Teacher Education Board. The Placement Specialist/Advisor will notify the student of his/her placement for Student Teaching.

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.

Lateral Entry

Lateral entry teachers sign a contract in the Office of the Division 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 Division of Education also works cooperatively with the Regional Alternative Licensing Centers to provide required courses for lateral entry teachers.

TaskStream

TaskStream is a web-based software system used to develop and collect key products that will be used to determine how well the candidate meets State and University requirements for becoming a professional teacher. There is a **\$130 enrollment fee** charged during EDUC 306 or when enrolled in TaskStream. Candidates continue to collect evidences during key courses and complete requirements within the portfolio. At key portals (Admissions, Application for Student Teaching and Program Exit) the student's portfolio is evaluated to determine appropriateness for continuation in the program or exit from the program. The final product is a three phase e-portfolio of a student's overall performance.

Majors

3-2 PROGRAM IN ELEMENTARY EDUCATION (Pending SACS Final Approval 2014-2015)

The 3-2 Program in Elementary Education is designed for candidates interested in pursuing elementary licensure as a teacher in public schools and who desire to complete the Master's degree as part of the same process. The program combines the best aspects of the undergraduate and the Master of Science programs in elementary education. Highly motivated candidates will have the opportunity to complete the two degree programs in a five-year span. Successful program completers will be eligible for advanced licensure from the North Carolina Department of Public Instruction (NCDPI) and will be more highly qualified for initial employment in the elementary school setting.

Candidates working toward teacher licensure in the 3-2 Program in Elementary Education **must** meet all of the requirements for admission into the Teacher Education Program **and must**:

1. complete all of the required coursework in the 3-2 Program in Elementary Education (141sh) 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 (SPED) course;
4. earn a grade of C or better in HPED 210;
5. earn a grade of C or better in BIOL 211, 212, CHEM 201, ENGL 101, 102, MATH 210, 211, or higher level course;
6. complete cultural credits prior to semester in which student teaching occurs;
7. complete an e-portfolio demonstrating mastery of State of North Carolina standards for

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- teacher candidates. **E-portfolio subscription carries a one-time cost of \$160.**
8. take licensure examinations required by the NC Department of Public Instruction (NCDPI) for elementary teacher candidates.

TEACHER LICENSURE

The 3-2 Program in Elementary Education leads to recommendation for North Carolina licensure in Elementary Education (k-6). Candidates who successfully complete the program will be recommended for advanced ("M") level North Carolina licensure in this field. Because licensure requirements are interwoven, candidates **MUST** complete the entire program to be eligible for license endorsement. No "A" level license endorsements can be made.

TERMINATING ENROLLMENT IN THE 3-2 PROGRAM IN ELEMENTARY EDUCATION

Candidates who choose to terminate their enrollment in the 3-2 Program in Elementary Education and not pursue the graduate degree portion must complete **ALL** of the requirements of the Bachelor of Arts degree in elementary education satisfactorily. If a candidate does complete all of the requirements for the BA degree in elementary education at Pfeiffer and meets all of the licensure requirements of the NC Department of Public Instruction (NCDPI), s/he can seek an endorsement for the initial ("A") level elementary (k-6) educator license through the Division of Education.

REQUIREMENTS FOR ADMISSION TO THE GRADUATE PROGRAM

During the first semester of the senior year, candidates in the 3-2 Program in Elementary Education should apply to the Division of Graduate Studies at Pfeiffer University by submitting the following:

- Application Form for the Division of Graduate Studies at Pfeiffer University;
- Transcript of all coursework completed at Pfeiffer University indicating a GPA of 3.0+;
- Written essay response to a program-specific prompt;
- Three (3) letters of recommendation from individuals familiar with the applicant's dispositions that are related to teaching using the Division of Education Reference Form;
- Scores from the Miller Analogies Test (MAT) or the Graduate Records Exam (GRE) taken within the past five years; and
- Passing scores on the licensure examinations required by the NC Department of Public Instruction for the field of elementary education.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Individuals interested in pursuing the 3-2 Program in Elementary Education will follow the same admissions requirements to the Teacher Education Program as traditional teacher education candidates. However, 3-2 program candidates will apply during their sophomore year as opposed to their junior year. Candidates' progress will be monitored throughout the program by their program advisors to ensure compliance with Division and program requirements and expectations.

EXTENDED FIELD EXPERIENCE

Candidates enrolled in the 3-2 Program in Elementary Education will participate in a year-long clinical field experience in a public school setting. The fee for student teaching, completed the first semester of the senior year, is \$150. An additional fee of \$75 for clinical experience and seminar, a 3sh graduate course taken the second semester of the senior year will be assessed. These two experiences will provide candidates extended classroom-based research and practice opportunities in school settings, extending the learning and increasing the value of the placements.

CURRICULUM REQUIREMENTS

Education Major - Elementary Education: 60 SH Minimum

Professional Core Studies: (28 SH)

EDUC 205	Introduction to Teaching	3
EDUC 225	Educational Technology	3
EDUC 306	Learner and Learning I	3
EDUC 321	Research & Assessment in Ed.	3
EDUC 322	Diversity in Education	3
EDUC 475/476	Licensure Preparation	1
EDUC 510	Student Teaching -K-6	12

Specialty Studies: (32 SH)

EDUC 215	Arts in the Elementary School	3
EDUC 307	Learner and Learning II	3
EDUC 407	Practicum in Elementary Ed. I	1
EDUC 408	Practicum in Elementary Ed. II	1
EDUC 412	Teaching Reading in the Primary Grades	3
EDUC 413	Teaching Reading in the Intermediate Grades	3
EDUC 441	Science Methods in the Elementary School	3
EDUC 442	Math Methods in the Elementary School	3
EDUC 443	Social Studies Methods in the Elementary School	3
EDUC 444	Language Arts in the Elementary School	3
SPED 200	Introduction to Teaching Students with Exceptional Needs	3
HPED 210	Health & Physical Education in Elem	3

Content Studies (Elementary K-6 Licensure)

The following courses meet NCDPI criteria for Elementary K-6 licensure. These are additional requirements students enrolled in Elementary Education will have to successfully complete in order to ensure competencies are met for licensure. When planning to meet the requirements for Pfeiffer University's General Education program, it is important to meet with your advisor to ensure you are meeting both requirements.

Writing (3 SH)

ENGL 102W College Writing

Literary Study (3 SH general education)

ENGL/EDUC 299L Children's Literature

Historical Perspective (3 SH general education; 3 SH licensure requirement)

HSTY 103H US History to 1865 OR

HSTY 104H US History since 1865

HSTY 203H North Carolina History

Global Awareness (3 SH)

EDUC 321G Problems & Research in Education

Study in Religion (3 SH)

One course

Visual and Performing Arts (3 SH)

One course

Social and Behavioral Sciences (3 SH)

One course

Introduction to Natural Science (4 SH general education; 8 SH licensure requirement)

BIOL 211N General Biology I

CHEM 201N Science, Technology and Modern Society I

CHEM 202N Science, Technology and Modern Society II

Mathematics (3 SH general education; 3 SH Licensure requirement)

MATH 210M Basic Math Concepts I OR

MATH 220M College Algebra

MATH 211M Basic Math Concepts II

Additional University Requirements (16 SH)

The Pfeiffer Journey (9 SH)

UNIV 125-126 or UNIV 128-129 Pfeiffer Journey

UNIV 275 Second Year Seminar

UNIV 375 Third Year Seminar

Activities (4 SH)

Four (4) one semester hour courses must be taken from specific areas indicated

Electives (3 SH)

One Elective

Master of Science in Elementary Education (30 sh)

EDUC 601	Introduction to Educational Research	3
EDUC 602	Managing the Instructional Environment	3
EDUC 607	Servant Leadership Internship	1
EDUC 608	Servant Leadership Seminar	2

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EDUC 614	Master's Project	3
EDUC 615	Assessment in the Instructional Program	3
EDUC 616	Contemporary Issues in Education	3
EDUC 655	School Law and Professional Ethics	3
EDUC 656	Diagnostic and Corrective Reading	3
EDUC 659	Clinical Experience and Seminar	3
SPED 614	Differentiating the School Curriculum	2

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 210,
5. earn a grade of C or better in CHEM, BIOL, ENGL, and MATH courses.
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. **E-portfolio subscription carries a one-time cost of \$130.00.**
8. take licensing examinations required for North Carolina teacher licensure.

General Education Requirements (Elementary K-6 Licensure)

The following courses meet the University and NCDPI guidelines for general education for K-6 licensure, however, please check with the department chair for updates to the general education requirements.

The Pfeiffer Journey (9 SH)

Completion of a three-course sequence:

Freshman Year:

- Pfeiffer Journey (UNIV 201H) or Pfeiffer Journey-Honors (UNIV 201H)
- required of all students who enter Pfeiffer with fewer than 26 SH

Sophomore Year:

- Second Year Seminar (UNIV 275)
- students must take when they have reached a range between 27-60 SH

Junior Year:

- Third Year Seminar (UNIV 375)
- students must take when they have reached a least 61 SH

Education Major - Elementary Education:

60 SH Minimum

Professional Core Studies: (28 SH)

EDUC 205	Introduction to Teaching	EDUC 322	Diversity in Education
EDUC 225	Educational Technology	EDUC 475/476	Licensure Preparation
EDUC 306	The Learner and Learning II	EDUC 510	Student Teaching -K-6
EDUC 321	Research & Assessment in Ed.	SPED 250	Behavior Management for Exceptional Children

Specialty Studies: (32 SH)

EDUC 215L*	Arts in the Elementary School	EDUC 442	Math Methods in the Elementary School
EDUC 307	Learner and Learning II - Elem.	EDUC 443	Social Studies Methods in the Elementary School
EDUC 407	Practicum in Elementary Ed. I	EDUC 444	Language Arts in the Elementary School
EDUC 408	Practicum in Elementary Ed. II	HPED 210	Health & Physical Education in Elementary School
EDUC 412	Teaching Reading in the Primary Grades	SPED 200	Introduction to Teaching Students
EDUC 413	Teaching Reading in the Intermediate Grades		

EDUC 441 Science Methods in the
Elementary School

with Exceptional Needs

**Listed under General Education as a required course.*

Content Studies (Elementary K-6 Licensure)

The following courses meet NCDPI criteria for Elementary K-6 Licensure. These are additional requirements students enrolled in Elementary Education will have to successfully complete in order to ensure competencies are met for licensure. When planning to meet the requirements for Pfeiffer University's General Education program, it is important to meet with your advisor to ensure you are meeting both requirements.

Writing (3SH)

ENGL 102W College Writing

Literary Study (3SH General Education)

ENGL/EDUC 299L Children's Literature

Historical Perspective (3SH General Education; 3SH Licensure Requirement)

HSTY 103H US History to 1865 **OR** HSTY 104H US History since 1865

HSTY 203H North Carolina History

Global Awareness (3SH)

EDUC 321G Problems & Research in Education

Study in Religion (3SH)

One Course

Visual and Performing Arts (3SH)

One Course

Social and Behavioral Sciences (3SH)

One Course

Introduction to Natural Science (4SH General education; 8SH Licensure requirement)

BIOL 211N General Biology I

CHEM 201N Science, Technology and Modern Society I

CHEM 202N Science, Technology and Modern Society II

Mathematics (3SH General Education; 3SH Licensure Requirement)

MATH 210M Basic Math Concepts I **OR** MATH 220M College Algebra

MATH 211M Basic Math Concepts II

Additional University Requirements:

UNIV 125-126 or 128-129 Pfeiffer Journey

UNIV 275 Second Year Seminar

UNIV 375 Third Year Seminar

Activities (4SH)

Four (4) one hour courses must be taken from specific areas indicated

Electives (12SH)

Four (4) three or four semester hour courses must be taken.

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, CHEM201N, CHEM, ENGL 102W, 202; MATH 210M, 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. **E-portfolio subscription carries a one-time cost of \$130.00**
8. take Praxis II tests.

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Special Education Major: GENERAL CURRICULUM (K-12)

(68 SH minimum)

Professional Core Studies: (28 SH)

EDUC 205	Introduction to Teaching	EDUC 322	Diversity in Education
EDUC 225	Educational Technology	EDUC 476	Licensure Preparation
EDUC 306	Learner and Learning I	EDUC 541	Student Teaching - K-12
EDUC 321G	Problems & Research in Education		

Specialty Studies: (44 SH)

EDUC 308	Learner & Learning II - K-12	SPED 250	Behavior Management
EDUC 407	Elementary Practicum I	SPED 301	Assessment for Instruction
EDUC 412	Reading-Primary	SPED 305	Cont. Issues in High Inc. Ex.
EDUC 422	Math Methods	SPED 408	Educational Strategies for Special Learners
EDUC 433	Methods & Materials Secondary	SPED 425	Collaboration & Program Dev.
EDUC 520	Cross Curricular Literacy	SPED 315	Functional Acad. & Occ. Skills
HPED 407	Adaptive Physical Education	SPED 318	Differentiation Across Spectrum
SPED 200	Intro to Teaching SPED	SPED 322	Practicum in Special Education

Content Studies (K-12 Special Education: General Curriculum Licensure))

The following courses meet NCDPI criteria for K-12 Special Education Licensure. These are additional requirements students enrolled in Special Education will have to successfully complete in order to ensure competencies are met for licensure. When planning to meet the requirements for Pfeiffer University's General Education program, it is important to meet with your advisor to ensure you are meeting both requirements.

Writing (3SH)

ENGL 102W College Writing

Literary Study (3SH General Education)

ENGL/EDUC 299L Children's Literature

Historical Perspective (3SH General Education; 3SH Licensure Requirement)

Civilizations Course

U.S. History Course

Global Awareness (3SH)

EDUC 321G Problems & Research in Education

Study in Religion (3SH)

One Course

Visual and Performing Arts (3SH)

One Course

Social and Behavioral Sciences (3SH)

One Course

Introduction to Natural Science (4SH General education; 3-4SH Licensure requirement)

CHEM 201N Science, Technology and Modern Society I

One additional science course

Mathematics (3SH General Education; 3SH Licensure Requirement)

MATH 220M College Algebra

Additional University Requirements:

UNIV 125-126 or 128-129 Pfeiffer Journey

UNIV 275 Second Year Seminar

UNIV 375 Third Year Seminar

Activities (4SH)

Four (4) one hour courses must be taken from specific areas indicated

Electives (7-8)

MINOR

Special Education

18 Semester Hours Minimum

Required Core Courses

SPED 200	Introduction to Special Education
SPED 250	Behavior Management

SPED 305	Contemp. Issues in High Incidence Exceptionalities
SPED 425	Collaboration and Program Development

Elective Courses (6 semester hours)

SPED 301	Assessment for Instruction in Special Education
SPED 315	Functional Academic and Occupational Skills
SPED 318	Differentiation Across the Spectrum
SPED 408	Educational Strategies for Special Learners
EDUC 322	Diversity in Education
HSRV 210	Introduction to Autism Spectrum Disorder

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)

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 Division 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) and (SPED) course taken.
3. earn a grade of C or better in ENGL, MATH, CHEM and BIOL.
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. **E-portfolio subscription carries a one-time cost of \$130.00.**
6. take licensing examinations required for North Carolina License.

Courses Required:**Professional Core Studies: (27 SH)**

EDUC 205	Introduction to Teaching	EDUC 225	Educational Technology
EDUC 306	The Learner and Learning II	EDUC 517	Student Teaching — Secondary
EDUC 321G	Research & Assessment in Education		
EDUC 322	Diversity in Education		

Specialty Studies: (11 SH)

EDUC 308	Learner & Learning II - Secondary
EDUC 434	Secondary Methods Lab
EDUC 460	Senior Seminar & Field Exp.

One of the following:

EDUC 433	Materials & Methods - Secondary
EDUC 436	Science Methods for Secondary Teachers
EDUC 437	Social Studies Methods for Secondary Teachers
EDUC 438	English Methods for Secondary Teachers
EDUC 439	Mathematics Methods for Secondary Teachers

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COMPREHENSIVE SCIENCE (9-12)

See the section titled "Comprehensive Science" for program details and requirements for the major.

MATHEMATICS (9-12)

See the section titled "Mathematics" for program details and requirements for the major.

ENGLISH EDUCATION (9-12)

See the section entitled "English" for program details and requirements for the major.

HISTORY MAJOR -SOCIAL STUDIES TRACK (9-12)

See the section entitled "History" for program details and requirements for the major.

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

Teacher candidates working toward teacher licensure in the K-12 licensure areas of Health & Physical 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
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. **E-portfolio subscription carries a one-time cost of \$130.00.**
6. take licensing examinations required for North Carolina License.

HEALTH & PHYSICAL EDUCATION (K-12)

See also the section entitled Health and Physical Education 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)

A grade of C- in Student Teaching will allow the student teacher to pass student teaching for the purpose of graduation; however, the Pfeiffer Teacher Education Program will not recommend the teacher candidate for a teaching license.

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 and EDUC 517. A laboratory fee of **\$25** is charged with EDUC 225. 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 EDUC 306.

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 Introduction to Teaching F, S 3 SH (WI)
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 *North Carolina Professional Teaching Standards*, 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. Must take Praxis I (reading, writing, and mathematics) unless exempted or already taken to complete this course.

- EDUC 215 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 225 Educational Technology 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 299 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 306 The Learner and Learning I F, S 3 SH**
(WI) This course focuses on the common and diverse cognitive, affective, and physical characteristics of the K-12 learner. Candidates will examine theories of learning, motivation, and pedagogy as described by leading psychologists and theories such as Maslow, Piaget, Bronfenbrenner, Kohlberg, and Vygotsky. Prospective teachers demonstrate learning by testing these theories in a process of case-study research. Candidate will learn to use formative and summative assessment to monitor and evaluate student performance. Prospective teachers combine findings to collectively analyze results and engage in problem-solving strategies aligned with instructional planning. This course includes a minimum of 15 hours of field experience. Prerequisite: EDUC 205 or permission by instructor in case of transfer student.
- EDUC 307 The Learner and Learning II - Elementary F 3 SH**
(WI) 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 306
- EDUC 308 The Learner and Learning II - K-12 S 3 SH**
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. Students explore the Common Core/Essential Standards, Professional Teaching Standards, and 21st Century Skills in the development of instructional strategies that lead to effective instruction. Proven classroom management strategies for K-12, and secondary setting that increase productivity and student motivation are introduced. Ethical issues and expectations regarding professional conduct are stressed. Implications of all forms of assessment are examined. This course will include at least 15 hours of field experience in elementary and secondary classrooms. Prerequisite: EDUC 306
- EDUC 321G Research and Assessment in Education F, S 3 SH**
(WI) 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 225.
- EDUC 322 Diversity in Education F, S 3 SH**
(WI) 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 225.

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.

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.

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 307, EDUC 299 and formal admission to the teacher education program by the TEB. Corequisite: EDUC 407.

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 307, EDUC 299, and formal admission to the teacher education program by the TEB. Corequisite: EDUC 407.

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 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.

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 433, EDUC 436, EDUC 436, EDUC 436, or EDUC 436.

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 437 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 438 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 439 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 441 Science Methods in the Elementary School S 3 SH (WI)

This course will prepare prospective elementary teachers to implement a concept-based, developmentally appropriate, and process oriented science program, including activity-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. This is a writing intensive course. Prerequisite: EDUC 307 and formal admission to the Teacher Education Program by the TEB. Includes a community service component.

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 307 and formal admission to the Teacher Education Program by the TEB. Includes a community service component.

EDUC 443 Social Studies Methods in the Elementary School F 3 SH (WI)

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 learn-

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ing 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 307 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 406 and formal admission to the Teacher Education Program by the TEB.

EDUC 460 Senior Seminar and Field Experience F, S 2 SH
(WI) 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 307B or EDUC 307C. This is a writing intensive course.

EDUC 475/476 Licensure Preparation F 1 SH
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.

EDUC 510 Student Teaching K-6 F; S 12 SH
(WI) 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. Prerequisites: all core and professional education courses, and approval of the Teacher Education Board. **\$150.00 fee.**

EDUC 515 Public School Internship F; S 3 SH
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.

EDUC 517 Student Teaching - Secondary and K-12 F; S 12 SH
(WI) 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. This is a writing intensive course. **\$150.00 fee.**

EDUC 520 Cross-Curricular Literacy UD 3 SH
 This course will allow candidates the opportunity to better prepare for teaching reading and writing across the grade span. 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 433, EDUC 436, EDUC 436, EDUC 436, or EDUC 436; or Lateral Entry status.

Courses Offered (SPED)

EDUC 520 Cross Curricular Literacy F; S 3 SH
 This course will allow candidates the opportunity to better prepare for teaching reading and writing across the grade span.

SPED 200 Introduction to Teaching Students with Special Needs F; S 3 SH
 This course focuses on the characteristics of the various special needs designations and prepares a foundation in terms of history, philosophy, and law. It will help in providing a stronger base on which to build the rest of the program content.

SPED 250 Behavior Management for Exceptional Students F 3 SH
 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. Pre-requisite: SPED 200.

SPED 301 Assessment & Instruction in Special Education F 3 SH
 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 305 or permission of the instructor, and formal admission to the Teacher Education Program by the TEB.

SPED 305 High Incidence Exceptionalities F 3 SH
(WI) This course is designed to explore the historical precepts, legal framework, definitions, characteristics, and multicultural aspects of the students with exceptionalities with 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 315 Functional Academic and Occupational Skills F 3 SH
 The focus of this course is on specific populations of individuals with disabilities that require specialized education for a majority of an academic day. General study/interest areas will include the development and implementation of alternative curricular plans that focus on functional and applied academics, creation of plans and outcomes for community and vocational engagement, and response to daily living experiences. A community-based field experience is required as part of this course. Prerequisite: SPED

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305 or instructor permission. .

SPED 318 Differentiation Across the Spectrum F 3 SH

This course will examine the theory and research behind differentiated instruction and present classroom instructional strategies designed to respond to the varying needs of students across the needs spectrum. Learning activities will focus on developing and implementing teaching strategies that take advantage of student strengths, interests, and readiness. In addition, assessment approaches that support differentiated instructional practices will be examined. Prerequisite: SPED 301 & 305 or instructor permission.

SPED 322 Practicum in Special Education F 1 SH

This course will provide field experience in teaching prior to student teaching in the special education setting. Structured observation, assisting, tutoring, and teaching will be included in these intensive field experiences.

SPED 408 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 305, or permission of the instructor, and formal admission to the Teacher Education Program by the TEB.

SPED 425 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 305, SPED 408 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 214L Introduction to Literary Studies ENGL 410 English Language and Linguistics

General Studies:

At least one American and one English Literature from the following:

ENGL 217L American Literature to 1865 **OR** ENGL 225L British Literature I **OR**
ENGL 218L American Literature 1865 to ENGL 226L British Literature II
the Present

Two additional courses numbered between 208 and 226L (inclusive)

World Literature: One course chosen from ENGL 230, 257L, 354, 360

Study in Depth:

Four courses numbered 400 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 (different from any course taken under the "Study in Depth")

Foreign Language Requirement

Two semesters of study of any foreign language at any level 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 214L Introduction to Literary Studies

ENGL 410 English Language and Linguistics

General Studies:

Two courses chosen from ENGL 208, 213, 220

ENGL 215 Creative Writing I

Two courses numbered between 217L and 226L

World Literature: One course chosen from ENGL 230, 257L, 354, 360

Study in Depth:

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

ENGL 445 Creative Writing Workshop (must be taken twice)

Foreign Language Requirement:

Two semesters of study of any foreign language at any level 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 214L Introduction to Literary Studies

ENGL 410 English Language and Linguistics

General Studies:

ENGL 217L American Literature to 1865 OR

ENGL 218L American Literature 1865 to the Present

ENGL 225L British Literature I OR

ENGL 226L British Literature II

Three additional courses numbered between 208 and 226L

World Literature: One course chosen from ENGL 230, 257L, 354, 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.

Licensure:

EDUC 205 Introduction to Teaching

EDUC 225L Educational Technology

EDUC 306 Learner and Learning I

EDUC 307 Learner and Learning II -- Secondary

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EDUC 321	Research & Assessment in Education
EDUC 322	Diversity in Education
EDUC 433	Secondary Methods Laboratory
EDUC 436	English Methods OR EDUC 433 Secondary Methods
EDUC 460	Senior Seminar and Field Experience
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 214L Introduction to Literary Studies

One course chosen from ENGL 208, 213, 220

Two courses chosen from courses numbered 217L-360

Two courses numbered 400 or above

*Only students who have completed ENGL 214L and at least two additional English courses may enroll in 400 level English courses.

CREATIVE WRITING: 18 Semester Hours Minimum

ENGL 214L Introduction to Literary Studies

Two courses chosen from ENGL 208, 213, 220, 335

ENGL 215 Creative Writing I

ENGL 445 Creative Writing Workshop (must be taken twice)

Courses Offered

NOTE: ENGL 102W College Writing is a **prerequisite** for **ALL** English (**ENGL**) courses at or above the 200 level.

ENGL 101 Introduction to College Writing

F; S

3 SH

An introduction to academic reading, writing and critical thinking, students in this course will undertake a review of the grammar of standard written English and the mechanics of collegiate writing through the study of exemplary texts drawn from across the academic disciplines. Students will produce short essays, paraphrases, summaries, and explore the concept of plagiarism and learn how to avoid it through the use of proper attribution of sources. This course must be passed with a grade of C- or better to meet the University writing requirement. Students must successfully complete or place out of this course before enrolling in ENGL 102W College Writing.

ENGL 102W College Writing

F; S

3 SH

Through the close study of exemplary texts chosen from across the academic disciplines, students will explore the art of academic argumentation and the rhetoric of the academic essay. Students in this class will produce short documented essays that demonstrate their understanding of the practices of quoting, summarizing and paraphrasing source materials, developing and supporting a position on an issue, and researching topics on-line and in the library. This course must be passed with a grade of C- or better to meet the University writing requirement. Completion of this course or its equivalent is prerequisite for all writing intensive courses.

All English 200 level courses are designed to meet the general education requirement in Literature.

ENGL 200 English Proficiency

UD

3 SH

Review of fundamentals of English grammar, mechanics, and usage. Extensive practice with in-class writing, revision and editing will be included.

ENGL 206	Approaches to Literature	F	3 SH
Theme and genre in literature, moving from simple myths to complex modern works. Critical composition and research writing are required.			
ENGL 208	Introduction to Poetry	S odd	3 SH
(WI)	Study of forms and practices related to the creation, criticism and interpretation of poetry. This is a writing intensive course,		
ENGL 213	Introduction to Short Fiction	F even	3 SH
(WI)	Study of forms and practices related to the creation, criticism, and interpretation of short fiction. This is a writing intensive course,		
ENGL 214L	Introduction to Literary Studies	S	3 SH
(WI)	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 102W and sophomore standing. This is a writing intensive course.		
ENGL 215	Introduction to Creative Writing I	F odd	3 SH
(WI)	Forms and techniques of imaginative writing, mainly fiction and poetry. Students complete various writing projects, including a completed manuscript consisting of fiction, poetry, or areasonable combination of both. Students coordinate reading assignments with their creative writing projects. This is a writing intensive course.		
ENGL 217L	American Literature to 1865	F	3 SH
Survey of American poetry, drama, and fiction from the precolumbian period through 1865.			
ENGL 218L	American Literature from 1865 to the Present	S	3 SH
Survey of American poetry, drama, and fiction from 1865 to the present.			
ENGL 220	Introduction to Film and Drama	S odd	3 SH
(WI)	Study of forms and practices related to the creation, criticism, and interpretation of film and drama. This is a writing intensive course.		
ENGL 225L	British Literature I	F	3 SH
Study of major authors in the British tradition from the middle ages to the Restoration.			
ENGL 226L	British Literature II	S	3 SH
Study of major authors in the British tradition from the Restoration to the end of the 20th century.			
ENGL 230	Contemporary World Literature	S odd	3 SH
(WI)	Study of major works and trends in world literature since 1945, including writers from Africa, India, the West Indies, the Americans, and Australia. This is a writing intensive course.		
ENGL 257L	World Literature in Translation	F even	3 SH
(WI)	Major world writers from the medieval period to 1945. Writers studied will include those from the Asian, African, and European traditions.		
ENGL 299	Children's Literature	UD	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. Prerequisite: Permission of the instructor, ENGL 214L and at least six additional hours in ENGL courses at the 300 level. Cross-listed as EDUC 411.			
ENGL 304	Jane Austen & Film	F; S	3 SH
This interdisciplinary course focuses on the literary contributions of Jane Austen to the art of the novel and compares that art to the art of film. Course assignments include a number of written responses to both			

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novels and films, a longer comparison and contrast essay, and a film adaptation.

ENGL 319 Topics in Literature **F; S** **3 SH**
(WI) 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. This is a writing intensive course,

ENGL 321 Harry Potter **F; S** **3 SH**
 This course examines issues of gender, race, and class in J.K. Rowling's *Harry Potter* series. Course assignments include a brief researched essay, a longer literary interpretation, and several exams.,

ENGL 335 Writing Out Loud **F even** **3 SH**
 Writing out loud, a unique writing experience, utilizes a game-based curriculum to develop improvisational skills which parallel, support, and prompt the creative writing process.

ENGL 343L C.S. Lewis and J.R.R. Tolkien **S even** **3 SH**
(WI) 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 RAPT 343L.)

ENGL 354 Myth and Literature of the Ancient World **F odd** **3 SH**
 Study of mythology across cultures. Myths of Europe, Africa, Asia, and the Americas will be examined.

ENGL 360 Rhetoric **S even** **3 SH**
(WI) 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.

ENGL 214L and at least six additional hours in ENGL courses at the 200 level are prerequisites for all 300 and 400 level courses. This requirement can be waived by the department chair for students transferring in 50 or more undergraduate credit hours.

ENGL 401 Shakespeare **F odd** **3 SH**
(WI) Selected comedies, tragedies, histories, and sonnets of Shakespeare. This is a writing intensive course. Prerequisite: Junior standing or permission of the instructor.

ENGL 410 English Language and Linguistics **F even** **3 SH**
(WI) 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 214L and at least six additional hours in ENGL courses at the 200 level. **Note:** This course does not meet the general education requirement in literature.

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 even** **3 SH**
ENGL 433 (WI) Seminar in British Literature **F odd** **3 SH**
ENGL 435 (WI) Seminar in Rhetorical Studies **F even** **3 SH**
ENGL 437 (WI) Seminar in Criticism and Theory **S odd** **3 SH**
ENGL 439 (WI) Seminar in World Literature **S odd** **3 SH**
ENGL 445 Creative Writing Workshop **S** **3 SH**
(WI) Advanced writing workshop. May be taken twice for credit. Prerequisite: ENGL 215.

ENGL 460 Theory and Practice of Teaching Writing F even 3 SH
(WI) This course introduces various approaches to composing and revising prose. Classical and contemporary strategies for invention and editing will be studied and practiced. Classmembers 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.

ENGL 490 Directed Research UD 3 SH
(WI) 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.

Environmental Studies (ENSC)

(Fall 2015)

The Environmental Studies 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 STUDIES

71 Semester Hours Minimum

CORE COURSES (47 SH):

BIOL 211N	General Biology I	ENSC 201	Introduction to Environmental Study
BIOL 212N	General Biology II	ENSC 401	Jr. Research I
BIOL 328	Conservation Biology	ENSC 402	Jr. Research II
BIOL 411	Genetics	ENSC 501	Sr. Research I
BIOL 418	Plant Physiology	ENSC 502	General Ecology
BIOL 510	Senior Seminar	ENSC 505	Environmental Studies Internship
BMAL 311	Business Statistics OR MATH 440 Probability and Statistics I		
CHEM 301N	General Chemistry I		
CHEM 302	General Chemistry II		

CHOOSE ONE TRACK:

ENVIRONMENTAL CHEMISTRY TRACK (24 SH):

BIOL 414	Cell & Molecular Biology OR	CHEM 420	Environmental Chemistry OR
CHEM 503	Biochemistry OR	CHEM 405	Quantitative Analysis
BIOL 403	Microbiology	PHYS 301N	General Physics I
CHEM 403	Organic Chemistry I	PHYS 302	General Physics II
CHEM 404	Organic Chemistry 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 322	Intro to Wildlife Biology		Biology/Natural Science Elective 2

ENVIRONMENTAL SCIENCE AND POLICY TRACK (24 SH):

BIOL 322	Intro to Wildlife Biology	PLSC 405	Public Policy
ECON 221	Principles of Macroeconomics		Biology/Natural Science Elective 1

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PHIL 307 Environmental Philosophy
PLSC 201S American Government OR
PLSC 203G World Politics

Biology/Natural Science Elective 2

Courses Offered

ENSC 201 Introduction to Environmental Science F even 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. *This course does not satisfy the general education requirement in Natural Science.* Cross-listed as CHEM 250.

ENSC 328 Conservation Biology (WI) 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 211N-212N. 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 presentation of the project identified, its background, and the methods to be used in upcoming semesters of this sequence. Prerequisites: instructor approval, BIOL 211N, BIOL 212N, CHEM 301N, 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 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 S odd 4 SH

Plants and animals in their natural surroundings. Prerequisites: Two courses in BIOL. Cross-listed as BIOL 502.

ENSC 505 Environmental Studies 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.

Ethics (RAPT)

The Ethics minor at Pfeiffer University encourages students to encounter various ethical models, theories, and dilemmas. Interdisciplinary in nature, the minor draws from the religion and philosophy, rhetoric, business ethics, political science, and communications fields. It includes a required introductory course, 4 courses from at least 3 different departments, and a culminating 1 credit capstone project. The introductory course and capstone project seek to integrate the concerns, theories, and questions, and the faculty teaching in the minor are expected to meet regularly to share material so that there is a deeper integration among the courses.

Minor

ETHICS**18 Semester Hours Minimum****Required Core -- 6 SH**

RAPT 202R Philosophical and Christian Ethics (WI) 3SH

RAPT 226 Ethical Debate 1-2 SH

RAPT 430 Ethics Capstone 1 SH

Two courses from each of the following 2 areas (12 SH total):**A.Ethical Theory & Dilemma**

ENGL 360 Rhetoric (WI)

RAPT 200 Philosophy for Theology and Ethics (WI)

RAPT 226 Ethical Debate 1 activity credit (can be repeated twice for the minor)

RAPT 310 Christianity and Culture

RAPT 470 Interpreting Bible and World

PLSC 201 American Government

PLSC 203 World Politics

B.Professional Ethics

ACCT 407 Accounting Ethics

BMAL 301 Ethics in Business

COMM 317 Ethics & Morality in Media (WI)

CRIM 220 Ethics in Criminal Justice

Courses Offered

RAPT 200 Philosophy for Theology and Ethics**F; S****3 SH**

Providing a foundation for theological reflections and ethical debate, this course gives students a knowledge of philosophical theories and assists them in developing their own analytical and critical skills. 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 is a writing intensive course.

RAPT 202R Philosophical and Christian Ethics**S****3 SH**

(WI) 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.

RAPT 317 Christian Servant Leadership**F odd****3 SH**

(WI) This course connects Pfeiffer University's emphasis on its Christian roots and servant leader-

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ship, 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.

PHIL 598 Special Topics in Ethics UD 3 SH (WI) 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.

Health and 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

HEALTH AND EXERCISE SCIENCE
73-74 Semester Hours plus 2 Activities Minimum
Core Requirements:

BIOL 211N	General Biology I	EXSC 266	Human Anatomy and Physiology II
BIOL 212N	General Biology II	EXSC 401	Sport Nutrition
EXSC 202	Principles of Injuries and Rehabilitation	EXSC 506	Practicum in Sports Science
EXSC 215	Foundations of Fitness Leadership	EXSC 511	Exercise Testing and Prescription
EXSC 265	Human Anatomy and Physiology I	EXSC 512	Exercise Science Seminar
EXSC 305	Exercise Physiology	HPED 213	Personal Wellness in Modern Society
EXSC 306	Kinesiology	MATH 220M	College Algebra
		Any 2 HPED activity classes	
		Any approved statistics course	

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:

Health Promotion Concentration (12 SH) from:			
BMAL 201	Principles in Business	EXSC 525	Internship in Health Promotion
CHEM 210N	General, Organic, and Biochemistry	HPED 310	Health Promotion & Life Skills
COMM 200	Public Speaking	SMGT 112	History of Sport and Physical Activity
		SMGT 207	Sports Facilities Management

Sports Medicine Concentration (11 SH) from:			
CHEM 301N	General Chemistry I	MATH 235	College Trigonometry
CHEM 302	General Chemistry II	PHYS 301N	General Physics I
		PHYS 302	General Physics II

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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 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 265 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. Course Labatory Fee: \$50.00

EXSC 266 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 300 Nutrition S 3 SH

An introductory class with focus on the principles of nutrition as they apply throughout the life cycle. The emphasis of the course is on nutrients and their relationship to optimal health and selected disease states.

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 401 Sport Nutrition 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.

96/Financial Fraud and Fraud Examinations

EXSC 500 Advanced Concepts in Athletic Injuries and Rehabilitation S 3 SH
A course covering accepted techniques and procedures in the clinical evaluation of com-mon athletic injuries/illnesses. Includes history taking, visual inspection, manual palpa-tion and specific and functional testing. Recognition of typical clinical presentations of athletic injuries/illnesses is also covered. Prerequi-site: EXSC 202, 202L, 303, 312.

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. Prereq-uisites: 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. Prerequi-sites: EXSC 305 and EXSC 306.

EXSC 512 Exercise Science Seminar S even 1 SH
(WI) 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. Pre-requisites: EXSC 305 and BMAL 311 or PSYC 222M.

EXSC 525 Internship in Health Promotion F, S, Sum 4 SH
The internship experience provides students with an opportunity to gain work experience in health and fitness settings. The student, faculty advisor, and off-site supervisor will develop a course contract spec-ifying the internship objectives, requirements and expectations for successful completion of the course. The student is responsible for producing a portfolio based on the internship experience. An oral report will be presented to a panel consisting fo the Health and Exercise Science faculty and at least one faculty member from outside the department. Prerequisites: EXSC 305, EXSC 306, and EXSC 511.

Financial Fraud and Fraud Examinations (FFFE)

Accounting has evolved from the simple balance sheet to the complex transactions of the contemporary business environment. As business structures have evolved, and the need for financial information has increased, so has the propensity for fraud. In today's capital markets, where transparency has become of paramount importance, the need for specialists in the areas of fraud detection and prevention has increased dramatically. In alignment with the need for specialists in the area of fraud detection and prevention within organizations has been an increased demand by federal and state law enforcement, and other agencies, for individuals who possess the skills and knowledge to detect fraud, embezzlement, other related white collar crimes, and investigation of the financial activities of organized crime and terrorism. Specialists in forensic accounting are also in demand in civil litigation proceedings; matrimony, business and asset valuations, law suits between joint ventures and other business related activities. The major in Financial Fraud and Fraud Examinations is geared towards the competencies that students will need to enter into the contemporary workforce and pursue a career as a fraud examiner.

Major

FINANCIAL FRAUD AND FRAUD EXAMINATIONS (72 SH)			
ACCT 201	Introduction to Financial Accounting	COMP 440	Info. Security & Assurance I
ACCT 315	International Acct. & Globalization	COMP 441	Info. Security & Assurance II
ACCT 323	Intermediate Accounting I	COMP 345	Business Analytics

Financial Fraud and Fraud Examinations/97

ACCT 324	Intermediate Accounting II	CRIM 202	Intro. to Criminal Justice
BMAL 241	Marketing	CRIM 220	Ethics in Criminal Justice
BMAL 261	Principles of Management	ECON 222	Principles of Microeconomics
	OR	FFFE 301	Accounting Information Systems
BMAL 201	Principles of Business	FFFE 330	Financial Information Analysis
BMAL 311	Business Statistics	FFFE 337	Forensic Accounting
COMM 345	Business Communication	FFFE 425	White Collar Crime Investigations
COMM 355	Diversity Issues in a Global Cont.		
	OR	FFFE 436	Internal Controls & Corp. Govern.
COMM 414	Conflict Transformations	FFFE 501	Senior Seminar I
	OR	FFFE 502	Senior Seminar II: Fraud Examinations
COMM 416	Investigative Reporting	FFFE 504	Auditing & the Acct. Profession
COMP 266	Emerging Technologies		

Minor

FINANCIAL FRAUD AND FRAUD EXAMINATIONS (18 SH)

COMP 345	Business Analytics	FFFE 501	Senior Seminar I
FFFE 425	White Collar Crime Investigations	FFFE 502	Senior Seminar II: Fraud Examinations
CRIM 203	Criminal Investigation	FFFE 507	Forensic Accounting

Courses Offered

FFFE 330 Financial Information Analysis S 3 SH

This course will cover financial statements as a whole, including the MDA, CDA, the notes (disclosures) and other pertinent information contained in a full set of Financial Statements. Topics that will be covered are the relationship between the components, such as management's plans for the future, and how to analyze that information based on the financial data, current trends in the various national and international capital markets, cost of capital analysis, and financial analysis as it specifically relates to audit and fraud practices. Students will also be required to research companies in the SSEC and PCAOB data bases for current issues or investigations the company may be undergoing, and analyze how to potential outcomes may affect the financial position of the company (Cross-listed as ACCT 330). Prerequisites: ACCT 324 or permission of the instructor.

FFFE 425 White Collar Crime Investigations S 3 SH

Whether the investigation is a preliminary procedure for fraud detection/prevention, there are established procedures that are required for courts of law. The course covers the process of evidence collection and preservation for white collar criminal investigations. The course is an overview of the investigative process and its various components including all areas of fraudulent activity: Financial fraud, embezzlement, money laundering and cybercrime. Emphasis is placed on the study of rules of evidence, criminal procedures, searches, interviewing and professionalism. Prerequisite: CRIM 202. Cross listed as CRIM 425.

FFFE 436 Internal Control and Corporate Governance F 3 SH **(WI)**

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 be 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. The importance of understanding the impact of corporate governance on the internal control environment will be examined from the internal corporate viewpoint as well as the external auditor's viewpoint. Best practices for corporate governance will be examined in light of the Sarbanes-Oxley Act of 2002 and the recent financial crisis. The history of the relationship of internal controls and the accounting profession will also be examined. This is a writing intensive course. Cross-listed as ACCT 436.

FFFE 450 Financial Fraud Internship UD 3SH-6SH

The financial fraud internship provides an opportunity for students to be engaged with the learning experience, and to develop the skills needed to transition into the contemporary workforce. The internship may be in the various fields that are engaged in fraud detection and prevention: investigations (civil and criminal), for profit, not-for-profit, governmental agencies (local, state, and federal), and public accounting.

98/Foreign Languages

Requires a minimum of 135 hours of engagement (3SH), or 270 hours of engagement (6SH). Internships entered into to satisfy Senior Seminar II do not count as part of this requirement. The internship requires scheduled seminars with a faculty member to provide guidance and evaluation of the learning experience. Prerequisites: Junior status and approval of the program coordinator. 3-6 SH if taken as a 3 SH course it may be repeated once for a total of 6 SH.

FFFE 501 Senior Seminar I - Fraud, the Law and Social Consequences F 3 SH

The course will cover fraud and other white collar crimes, money laundering, organized crime and terrorism. The objectives will be to introduce students to criminal law in regards to these matters and the psychological and sociological impacts of crime on the individual and society. The course will also cover introductory topics in civil law related to fraudulent activity and other civil law matters such as matrimony, business related disputes and bankruptcy issues. The course will be co-taught by faculty members from Criminal Justice, Sociology, and Psychology, with guest lectures by specialist in the field of forensic accounting and fraud investigations. Prerequisites: FFFE 507 (ACCT 507), CRIM 202, CRIM 320 and senior status.

FFFE 502 Senior Seminar II - Fraud Examinations S 3 SH

Advanced topics in fraud examinations and forensic accounting, case studies reflecting knowledge gained during internships or research with professionals in the field of forensic accounting, professionalism in communicating findings, expert witness testimony, influence of leadership style on ethical behavior, advanced topics in computer forensics, and understanding the use of profiling as a tool for investigations. Tax fraud and internet fraud schemes will also be discussed. This will be a capstone course for the major. The course will be co-taught by faculty members from Accounting, Business Administration, Communication, Criminal Justice and Psychology/Sociology, with guest lecturers in the field of forensic accounting and fraud investigations. Prerequisite: FFFE 501

FFFE 504 Auditing and the Accounting Profession S 3 SH (WI)

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. Students will be exposed to the relationship between current and proposed accounting theory (international accounting) and the relationship between accounting practice and the accounting professions' social contract. Case studies will examine the impact of audit fraud, tax fraud, and the accountant's responsibility to apply reasonable judgment in application of accounting and tax policies. This course represents a capstone course for the accounting program. Prerequisite: ACCT 426. Cross-listed as ACCT 504.

FFFE 507 Forensic Accounting F 3 SH

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 201 and 202. Cross-listed as ACCT 337.

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 (SPAN)

24 Semester Hours

SPAN 101G	Spanish I	SPAN 102G	Spanish II
SPAN 210	Intermediate Spanish I	SPAN 211G	Intermediate Spanish II

Select 9 semester hours from:

SPAN 217	Current Issues in Hispanic Culture	SPAN 230	Hispanic Cinema
SPAN 315	Spanish for the Professions	SPAN 320	Introduction to Spanish Literature

Select 3 semester hours from:

SPAN 430	Advanced Grammar and Composition	SPAN 470	Advanced Topics in Spanish Literature and Culture
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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 110G Chinese Language and Culture I F 3 SH

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.

CHIN 115G Chinese Language and Culture II S 3 SH

A continuation of CHIN 110G, 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 110G or permission of the instructor.

CHIN 220 Chinese Language and Culture III F 3 SH

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.

CHIN 225 Chinese Language and Culture IV S 3 SH

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.

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.

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

SPAN 101G Spanish I F 3 SH

Exercises in pronunciation; fundamental grammar; reading, composition, and simple conversation. 3 hours

100/Geography

of classroom work and 1 hour of laboratory work each week.

SPAN 102G Spanish II **S** **3 SH**
Continuation of SPAN 101G.

SPAN 210 Intermediate Spanish I **F** **3 SH**

This is an intermediate level course intended to improve the conversation skills needed for a wide variety of communicative contexts. To accomplish this goal, classes are devoted primarily to speaking and listening activities designed to give students practice in different conversational registers: everyday and practical interaction, expressing and defending opinions, and literary and cultural analysis. This course uses learning tools such as movies and music, paintings, and photography. Readings include periodical articles, essays, short stories, and poetry. Prerequisite: Spanish 101 and 102 or the equivalent in the Spanish placement exam.

SPAN 211G 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 210 or the equivalent in the Spanish Placement Exam.

SPAN 217 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 210 (may be taken concurrently with SPAN 211G).

SPAN 230 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 210 (may be taken concurrently with SPAN 211G).

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 211G.

SPAN 320 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 211G.

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 217-320.

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 217-320.

SPAN 365 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 210 or the equivalent in the Spanish Placement Exam (may be taken concurrently with SPAN 211G).

Health and Physical Education/101

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 217-320.

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 F 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. 38.

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).

HEALTH AND PHYSICAL EDUCATION

(with Teacher Licensure)

83 Non-Activity Semester Hours and 4 Activities Minimum

BIOL 211N	General Biology I	HPED 240	Teaching and Coaching Individual Sports
EDUC 205	Introduction to Teaching		
EDUC 225	Educational Technology	HPED 310	Health Promotion and Life Skills
EDUC 306	Learner & Learning I - K-12	HPED 401	Health and Physical Education in Elementary Schools (K-6)
EDUC 308	Learner & Learning II - K-12		
EDUC 321G	Research & Assessment in Educ.	HPED 400	Health & Physical Education in Elementary Schools Lab
EDUC 322	Diversity in Education		

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EDUC 460	Senior Seminar and Field Study	HPED 402	Health and Physical Education in
EDUC 517	Student Teaching-Secondary & K-12		Secondary Schools (7-12)
EXSC 215	Foundations of Fitness Leadership	HPED 407	Adapted Physical Education
EXSC 303	Human Anatomy and Physiology I	SMGT 112	History of Sport and Physical Activity
EXSC 305	Exercise Physiology	SMGT 207	Sports Facilities Management
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** in section entitled "Education."

Courses Offered

NOTE: Basic Physical Education activity courses 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 112 Intermediate Tennis * **Activity -1 SH**
Advanced skills and strategies for singles and doubles play. Prerequisite: HPED 111 or permission of the instructor.

HPED 114 Weight Training * **Activity -1 SH**
Basic weight training exercise for major muscle groups; routines appropriate for developing muscular strength and endurance.

HPED 115 Adapted Physical Education Activity * **Activity-1 SH**
Special instruction in sport and physical activities; rehabilitation for individuals with temporary and permanent physical disabilities.

HPED 116 Conditioning Activities * **Activity -1 SH**
Exercises which tone major muscle groups; principles of weight control; nutrition. Various aerobic exercises are emphasized.

HPED 117 Yoga **Activity 1 SH**
This series of Hatha yoga classes approaches the practice of yoga from its foundational bases of the breath, the ground and the spine. Yoga postures will be practiced by applying these foundations to the six movements of the spine. Emphasis will be placed on the student's unique expression of stability and comfort in the yoga postures, which leads to stress reduction, fitness and deep relaxation.

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HPED 118	Volleyball	*	Activity -1 SH
Skills, rules, strategies, and formations for the sport of volleyball.			
HPED 120	Fitness for Life	S	2 Activities -2 SH
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.			
HPED 121	Basketball	*	Activity -1 SH
Fundamentals of basketball with emphasis on team play.			
HPED 123	Lifeguard Training	*	2 Activities -2 SH
American Red Cross certification. Prerequisites: CPR training and SPMM 304.			
HPED 124	Swimming Activity	*	Activity - 1 SH
Swimming strokes and techniques; water safety; swimming for personal fitness; water sports and activities.			
HPED 125	Caddie Program	*	Activity - 1 SH
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.			
HPED 127	Outdoor Pursuits	F even	Activity -1 SH
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.			
HPED 200	Foundations of Physical Education and Sport	F	3 SH
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.			
HPED 204	Aquatic Skills	UD	1 SH
Skill training in strokes, water sports, and drown-proofing. Methods of teaching swimming are emphasized.			
HPED 210	Health & Physical Education for Elementary Classroom Teachers	S	3 SH
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.			
HPED 213	Personal Wellness in Modern Society	S	3 SH
Study of health needs and problems designed to foster understanding and attitudes needed for intelligent decision-making related to present and future wellness behaviors.			
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 310	Health Promotion and Life Skills	F	3 SH
This course provides a comprehensive study of factors influencing health promotion and life skill including			

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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 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 400 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 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 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 407 Adapted Physical Education S 3SH

(WI) This course will prepare prospective physical education and special education majors to implement a developmentally appropriate physical education curriculum for students with 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 *Healthful Living* component of the *North Carolina Standard Course of Study*, 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.

Major

HISTORY

39 Semester Hours Minimum

Required Courses (21 SH)

HSTY 103H	U.S. History to 1865	HSTY 111H	Civilizations of Europe I
HSTY 104H	U.S. History since 1865	HSTY 112H	Civilizations of Europe II
HSTY 231G	Civilizations of Asia	HSTY 204H	African-American History
	or	HSTY 501	Research in History
HSTY 232G	Civilizations of Africa and the Middle East		
	or		
HSTY 235G	Civilizations of Latin America		

Additional Courses (18 SH) must be selected from the offerings in History. At least 15 semester hours at the 300 level or above. At least one 400 level course from American history and at least one 400 level course from European history must be selected.

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

HISTORY MAJOR: SOCIAL STUDIES LICENSURE TRACK (96 SH (13SH will satisfy General Education requirements))

Required in History (21 SH)

HSTY 103H	U.S. History to 1865	HSTY 111H	Civilizations of Europe I
HSTY 104H	U.S. History since 1865	HSTY 112H	Civilizations of Europe II
HSTY 231G	Civilizations of Asia	HSTY 210	Current Events
	or	HSTY 501	Research in History
HSTY 232G	Civilizations of Africa and the Middle East		
	or		
HSTY 235G	Civilizations of Latin America		

15 semester hours must be selected from the offerings in History. At least 12 semester hours at the 300 level or above. At least one 400 level course from American history and at least one 400 level course from European history.

Required Social Studies Classes (22 SH):

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

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

EDUC 205	Introduction to Teaching
EDUC 225	Educational Technology
EDUC 306	Learner & Learning I - Secondary
EDUC 307	Learner & Learning II Secondary
EDUC 321G	Research and Assessment in Education
EDUC 322	Diversity in Education

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EDUC 400	Secondary Methods Laboratory
EDUC 433	Materials & Methods - Secondary School , or EDUC 436B
EDUC 460	Senior Seminar & Field Experience
EDUC 517	Student Teaching-Secondary

Minor

HISTORY

27 Semester Hours Minimum

Same courses required for the Major with the exception of HSTY 204H African-American History and HSTY 501 Research in History I plus **three** additional history courses, 300 and above.

Courses Offered

HSTY 103H	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 104H	United States History since 1865	S	3 SH A
continuation of HSTY 103H Reconstruction; industrial growth; the rise of progressivism; involvement in world affairs; changing social and economic patterns.			
HSTY 111H	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 112H	Civilizations of Europe II	S	3 SH The
people, institutions, events, issues, and ideas which shaped Europe from 1789 to the present.			
HSTY 203	North Carolina History	UD	3SH Social,
political, and economic development from colonial times to the present. Prerequisite: Declared major or minor in History, Social Studies, or Education.			
HSTY 204H	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.			
HSTY 210	Current Events	S	3 SH
Significant current events, issues, or movements such as the growth of Islamic fundamentalism, global terrorism, the Arab-Israeli conflict, economic crisis in the European Union, China's emergence as a world power, the Iranian nuclear program, and climate change are studied in their historical context. Events in the United States are covered, but the focus of the course is international. A research/service project may be required.			
HSTY 231G	Civilizations of Asia	F even	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 232G	Civilizations of Africa and the Middle East	F even	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 235G	Civilizations of Latin America	S odd	3 SH
The people, institutions, events, issues, and ideas which shaped Latin America from the rise of civilization to the present			
HSTY 313	Ancient Greece and Rome	F odd	3 SH A
political, social, cultural and economic survey of the Greek and Roman worlds.			

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- HSTY 316 History of England since 1688** **F odd** **3 SH** Constitutional, political, social, cultural, and economic developments from the "Glorious Revolution" to the present.
- HSTY 328 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 111H **or** permission of the instructor.
- 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 405 Civil War and Reconstruction** **S odd** **3 SH** **(WI)** 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 103H and 104H **or** permission of the instructor.
- HSTY 408 Europe 1815-1914** **F odd** **3 SH** **(WI)** Interpretive survey of European history from the Congress of Vienna to the outbreak of WWI. Social, economic, and political transformation. Prerequisite: HSTY 112H **or** sophomore standing. A research project is required. This is a writing intensive course.
- HSTY 409 Europe 1914-Present** **S even** **3 SH** **(WI)** Interpretive survey of European History from World War I to the present. This is a writing intensive course. Prerequisite: HSTY 112H **or** sophomore standing (HSTY 104H recommended).
- HSTY 419 The American Revolution and Early Republic** **S even** **3 SH** **(WI)** 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 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 The Vietnam Era** **S odd** **3 SH** **(WI)** 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 103H and 104H **or** permission of the instructor.
- HSTY 427 Museum Internship** **UD** **3 SH** Internship in conjunction with the Stanly County Historical Society 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.

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HSTY 430 Revolution in the Modern World F even 3 SH
(WI) 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 103H, 111, 231 or 232 or sophomore standing.

HSTY 490 Topics in History UD 3 SH
(WI) 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. This is a writing intensive course.

HSTY 501 Research in History F 3 SH
(WI) 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. (must include permission of Honors Program advisor, faculty advisor, and faculty partner).

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

48 Semester Hours Minimum

Core Requirements:

HSRV 201	Introduction to Human Services	PSYC 202S	Introduction to Psychology
HSRV 301	Program Evaluation in Human Services	PSYC 226	Abnormal Psychology
		PSYC 420	Group Processes
HSRV 401	Field Placement in Human Services	PSYC 425	Counseling
		SOCY 201	Introduction to Sociology
HSRV 410	Behavior Modification	SOCY 204	Social Problems
HSRV 501	Senior Seminar in Human Services	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 295	Psych. Dev. Across the Lifespan	SOCY 420	Medical Sociology
	or SOCY 406 Gerontology	SOCY 425	Sociology of Death and Dying

Concentration in Child Development (9 SH)

PSYC 295	Psych. Dev. Across the Lifespan	SPED 200	Introduction to Exceptional Children
SOCY 206	Sociology of the Family		

Concentration in Diverse Populations (9 SH)

PSYC 435	Psychology of Women	SOCY 450	Race and Ethnic Relations
SOCY 206	Sociology of the Family		

Courses Offered

HSRV 201 Introduction to Human Services **F** **3 SH**

This course will introduce students to the field of Human Services and prepare them to work as professionals in a variety of service settings. Students will learn the history, theories, and purposes of Human Services, as well as get exposure to the multitude of helping settings in which graduates work.

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 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.

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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 202 **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 201.

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

International Cultural Studies (ICUL) (Under Review)

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
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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	GPS 200	Seminar for Global Pfeiffer Studies

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)

(Under Review)

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	GPS 200	Seminar for Global Pfeifferl Studies
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.

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.

Major

MATHEMATICS

58 Semester Hours Minimum

MATH 302M	Calculus I	MATH 502	Abstract Algebra
MATH 303	Calculus II	MATH 570	Math Seminar
MATH 400	Linear Algebra	PHYS 303N	Calculus-Based General Physics I
MATH 411	Calculus III	PHYS 304	Calculus-Based General Physics II
MATH 412	Calculus IV		
MATH 420	Differential Equations		

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

Choose one of the following two-course sequences:

CHEM 301N General Chemistry I **and** CHEM 302 General Chemistry II **or** BIOL 211N General Biology **and** BIOL 212N 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.

Minor

MATHEMATICS

20 Semester Hours Minimum

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

MATH 220M College Algebra

MATH 302M 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 302M, the semester hour requirement is reduced to 17.

Courses Offered

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 210M* 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 210M.

MATH 220M* 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 23 College Trigonometry **S** **3 SH**
Trigonometric functions, identities, and inverse functions; triangles, vectors and applications, exponential and logarithmic functions. Prerequisite: MATH 220.

MATH 302M* 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.
***Placement tests will be used to help determine permission to enroll in these courses.**

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 302M.

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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 302M.			
MATH 410	Modern Geometry	F even	3 SH
(WI) 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	Abstract Algebra	S	3 SH
(WI) 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	Mathematical Analysis I	F even	3 SH
(WI) 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.			

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MATH 504 Mathematical Analysis II **S odd** **3 SH**
(WI) 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.

MATH 510 Complex Variables **F odd** **3 SH**
A study of complex numbers, analytic functions, elementary functions, integrals, residues, series and poles. Prerequisite: MATH 412.

MATH 520 Numerical Analysis **S odd** **3 SH**
Computer arithmetic, systems of equations; interpolating polynomials; numerical methods applied to integration and differential equations; root solving. Prerequisites: MATH 400, MATH 420 **and** COMP 271 or above.

MATH 530 Theory of Numbers **S even** **3 SH**
Properties of numbers, divisibility, primes, congruence of numbers, Diophantine equations, arithmetic functions and Fermat's Theorem. Prerequisite: MATH 412.

MATH 570 Math Seminar **S** **1 SH**
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.

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 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

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

Courses Offered

MLSC 101 Military Science I (Basic) 1 SH
ROTC and the U.S. Army; the mission and organization of the Army; basic leadership and management theories.

MLSC 102 Military Science I Leadership Laboratory (Basic) 1 SH
Practical work in basic military skills; land navigation; drill and ceremony; communications; first aid.

MLSC 201 Military Science II (Basic) 2 SH
Map reading techniques; small unit tactics. Prerequisite: MLSC 101 **or** permission of the Department.

MLSC 202 Military Science II Leadership Laboratory (Basic) 1 SH
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.

MLSC 301 Military Science III (Advanced) 3 SH
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.

MLSC 302 Military Science III (Advanced) 3 SH
Practical application of squad platoon tactics; advanced map reading; leadership principles. Prerequisite: MLSC 301 **or** permission of the Department.

MLSC 303 Military Science III Advanced Leadership Laboratory 1 SH
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.

MLSC 401 Military Science IV (Advanced) 3 SH
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.

MLSC 402 Military Science IV Leadership Laboratory (Advanced) 2 SH
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.

Aerospace Studies (Air Force ROTC)

AERO 1101	The Air Force Today	F	1 SH
Survey of topics relating to the Air Force including officership, professionalism, and basic communicative skills. Pre-professional corequisite: AERO 1101L.			

AERO 1102	The Air Force Today	S	1 SH
<p>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.</p> <p>Pre-professional corequisites: AERO 1102L.</p>			

AERO 2101	Development of Air Power I	F	1 SH
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.			

AERO 2102	Development of Air Power II	S	1 SH
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.			

AERO 3101 Leadership and Management	F	3 SH
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.		

AERO 3102	Defense Administration and Military Management	S	1 SH
Examination of Air Force doctrine, leadership, and ethics. Emphasis is placed on written and oral communication. Pre-professional corequisite: AERO 3201L.			

AERO 3201	National Security Issues in Contemporary American Society	F	1 SH
<p>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</p>			

AERO 3201L National Security Issues in Contemporary American Society	F	1 SH
Leadership Lab.		

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 and Worship (MUSI) (2014-2015)

Music and Worship is a liberal arts degree for students with a vocational interest in music. Majors are encouraged to combine music and worship with another major or minor such as business, communication, psychology, or history. The program seeks to build musical knowledge and skills in the context of a well-rounded liberal arts education with a focus on forming and building community involvement in music. Music and Worship majors can expect to be involved in private lessons, ensembles, theatrical productions, concerts, church music activities, performance tours, program planning, public relations, interdisciplinary projects, and community outreach and service. The program is open to students with all levels of musical background, from beginning to advance.

Music and Worship Major

MUSIC and Worship (34 SH)

Foundational Music Knowledge (21 SH)

MUSI 201	Musicianship I	MUSI 302	Musicianship IV
MUSI 202	Musicianship II	MUSI 303	Music Theory III
MUSI 203	Music Theory I	MUSI 304	Music Theory IV
MUSI 204	Music Theory II	MUSI 305	Music Literature I
MUSI 205	Class Piano I	MUSI 306	Music Literature II
MUSI 206	Class Piano II	MUSI 503	Senior Recital and Research
MUSI 301	Musicianship III		

Supporting Music Knowledge (13 SH)

MUSI 307	Vocal and Choral Methods
MUSI 308	Children and Youth Choir Methods
MUSI 309	Orchestration
MUSI 310	Basic Conducting
MUSI 311	Music Technology
MUSI 410	Instrumental Conducting and Rehearsal Techniques

APPLIED MUSIC (28 SH)

Applied Music Concentration (16 SH)

Applied Music Secondary (4 SH)

MUSI 119	Voice
MUSI 129	Piano

OR

MUSI 1795	Guitar
MUSI 1692	Handbell
MUSI 189	Musical Instruments for Children

Ensembles (8 SH)

CROSS DISCIPLINARY STUDIES (25 SH)

MUSI 312V	Music and the Arts
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OR

MUSI	313	Building Communities Through Music
MUSI	314	Music and Ministry
MUSI	414	Church Music Administration
MUSI	501	Production and Composition Workshop
MUSI	502	Music and the Arts Workshop
MUSI	504	Capstone Experience
TBD		Religion/Practical Theology

MUSIC MINOR

33 Semester Hours Minimum

Foundational Music Knowledge (14 SH)

MUSI	201	Musicianship I
MUSI	202	Musicianship II
MUSI	203	Music Theory I
MUSI	204	Music Theory II
MUSI	205	Class Piano I
MUSI	206	Class Piano II
MUSI	305	Music Literature I
MUSI	306	Music Literature II

Music Elective(3 SH)

Applied Music(8 SH)

Ensembles (8 SH)

Courses Offered

Ensembles

Music ensembles (MUSI 101-MUSI 109) are open to all students based on stated qualifications.

MUSI 101-109 (activities) may be repeated for credit an unlimited number of times.

NOTE: Music Majors Only

1. Students registered for music ensembles will receive academic letter grades rather than pass/fail designations.
2. MUSIC FACULTY will designate one ensemble for which students will receive academic credit, and will submit same to Registrar's office no later than 2 weeks after classes begin.
3. Students will receive ONLY academic credit for the ensemble indicated. They will NOT receive activity credit for this ensemble.

MUSI 101 Concert Choir

F; S Activity-1 SH

An ensemble of mixed voices which performs a wide range of sacred and secular repertoire in a variety of classical and contemporary styles. This group performs on and off campus. Open to all students by audition.

MUSI 102 Gospel Choir

F;S Activity 1 SH

A multicultural and interdenominational choral ensemble which primarily performs African-American spirituals and gospel music on and off campus. Open to all students by audition.

MUSI 103 Concert Band

F;S Activity-1 SH

An ensemble of wind and percussion instruments which performs traditional and contemporary repertoire composed and transcribed for concert band. Comprised of students and members of the local community, the band performs concerts on and off campus. Open to all students by audition.

MUSI 104 Jazz Ensemble

F;S Activity-1 SH

A small ensemble of mixed and flexible instrumentation which performs contemporary and traditional jazz, Latin and pop music. This group performs both on and off campus and is open to all students by audition.

MUSI 105 Pep Band

F;S Activity-1 SH

An ensemble of wind and percussion instruments which performs popular tunes and chants at Pfeiffer

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athletic events. Open to all students by audition.

MUSI 106 Praise Band F;S Activity-1 SH

A small ensemble of singers and keyboard, guitar, bass and drum players which performs worship music on campus in the Village Church. Open to all students by audition.

MUSI 107 Handbell Choir F;S Activity-1 SH

An ensemble of English handbell ringers which performs secular and sacred repertoire on and off campus. Open to all students by audition.

MUSI 108 Guitar Ensemble F;S Activity-1 SH

An ensemble which performs traditional and contemporary music written or arranged for multiple guitars. Open to all students by audition.

MUSI 109 Chamber Music F;S Activity-1 SH

A small ensemble of two or more instrumentalists combined to perform chamber repertoire from all periods of music. Open to all students by audition.

Applied Music

The following series of courses, MUSI 118 - MUSI 189, designate private music lessons and carry and instruction fee of \$150 per semester hour (SH) in addition to the regular tuition. Lessons may be repeated for credit.

MUSI 118 Voice Lessons (1-hour lesson per week) F;S 2 SH

Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 119 Voice Lessons (1/2-hour lesson per week) F;S 1 SH

Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 128 Piano Lessons (1-hour lesson per week) F;S 2 SH

Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 129 Piano Lessons (1/2-hour lesson per week) F;S 1 SH

Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 138 Organ Lessons (1-hour lesson per week) F;S 2 SH

Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 139 Organ Lessons (1/2-hour lesson per week) F;S 1 SH

Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 148 Woodwind Lessons (1-hour lesson per week) F;S 2 SH

Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student. Course numbers for 1-hour woodwind lessons by instrument are as follows:

MUSI 1481 Flute

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MUSI 1482	Oboe
MUSI 1483	Clarinet
MUSI 1484	Bassoon
MUSI 1485	Saxophone

MUSI 149 Woodwind Lessons (1/2-hour lesson per week) F;S 1 SH

Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student. Course numbers for 1/2-hour woodwind lessons by instrument are as follows:

MUSI 1491	Flute
MUSI 1492	Oboe
MUSI 1493	Clarinet
MUSI 1494	Bassoon
MUSI 1495	Saxophone

MUSI 158 Brass Lessons (1-hour lesson per week) F;S 2 SH

Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student. Course numbers for 1-hour brass lessons by instrument are as follows:

MUSI 1581	Trumpet
MUSI 1582	French Horn
MUSI 1583	Trombonet
MUSI 1584	Euphonium
MUSI 1586	Tuba

MUSI 159 Brass Lessons (1/2-hour lesson per week) F;S 1 SH

Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student. Course numbers for 1/2-hour brass lessons by instrument are as follows:

MUSI 1581	Trumpet
MUSI 1582	French Horn
MUSI 1583	Trombonet
MUSI 1584	Euphonium
MUSI 1586	Tuba

MUSI 168 Percussion Lessons (1-hour lesson per week) F;S 2 SH

Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 169 Percussion Lessons (1/2-hour lesson per week) F;S 1 SH

Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student. Course numbers for 1/2-hour percussion lessons by instrument are as follows:

MUSI 1691	Trumpet
MUSI 1692	French Horn

MUSI 178 String Lessons (1-hour lesson per week) F;S 2 SH

Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student. Course numbers for 1-hour string lessons by instrument are as follows:

MUSI 1781	Violin
MUSI 1782	Viola
MUSI 1783	Cello
MUSI 1784	Double Bass
MUSI 1785	Guitar
MUSI 1786	Electric Bass

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MUSI 179	String Lessons (1/2-hour lesson per week)	F;S	1 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student. Course numbers for 1/2-hour string lessons by instrument are as follows:			
MUSI 1781	Violin		
MUSI 1782	Viola		
MUSI 1783	Cello		
MUSI 1784	Double Bass		
MUSI 1785	Guitar		
MUSI 1786	Electric Bass		

MUSI 189	Musical Instruments for Children	F;S	1 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression on a variety of instruments young children play as they engage in worship activities.			

Academic Courses

MUSI 120V	Introduction to Music	F	3SH
Introduction to music history and practice with a focus on basic notation and sight reading, musical styles, music vocabulary, and hearing and comprehending music. No previous study of music is required. Open to all majors.			

MUSI 130	Beginning Guitar	F;S	3SH
Introduction to the history and culture of the guitar with a focus on playing basic cords and beginning repertory. Students will learn basic musical notation and sight reading. More advanced students can pursue lessons or join the guitar ensemble. Open to all majors.			

MUSI 200	World Music	S	3SH
Study of folk, regional, and non-western musical traditions in a global context. Open to all majors.			

MUSI 201	Musicianship I	F	1 SH
Recognition, sight-singin and dictation of melodic and harmonic intervals using diatonic tones within the octave and stress 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.			

MUSI 202	Musicianship II	S	1 SH
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: MUSI 201, Musicianship I.			

MUSI 203	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.			

MUSI 204	Music Theory II	S	2 SH
Seventh chords, modulation and secondary dominants. Prerequisite: MUSI 203, Music Theory I.			

MUSI 205	Classic Piano I	F	1 SH
Fundamentals of piano technique. Study of simple repertoire for beginners; major and minor scales; tonic and dominant-seventh chords; basic progressions in major and minor keys; sight-reading; transposition; and accompanying. Required for all music majors except keyboard.			

MUSI 206	Class Piano II	F	1 SH
More advanced technique and repertoire. Study of major and minor scales; progressions in major and minor keys; introduction to figured bass; sight-reading; transposition; and accompanying. Required for all majors except keyboard. Prerequisite: MUSI 205, Class Piano I.			

MUSI 301	Musicianship III	F	1 SH
Seventh chords and their inversions. Sight-singing and dictation of melodies with increasing complexity.			

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Performance of two-part rhythmic exercises. Two-and three-part dictation. Recognition of harmonic progressions. Prerequisite: MUSI 202, Musicianship II.

MUSI 302 Musicianship IV F 2 SH

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: MUSI 301, Musicianship III.

MUSI 303 Music Theory III F 2 SH

Introduction of polyphonic techniques of the sixteenth and eighteenth centuries. Formal structures and analysis of music in the Classical Period. Chromatic harmony. Prerequisite: MUSI 204, Music Theory II.

MUSI 304 Music Theory IV S 2 SH

Compositional techniques, harmony, formal structures, and analysis of music in the Romantic Period, and twentieth and twenty-first centuries. Prerequisite: MUSI 303, Music Theory III.

MUSI 305 Music Literature I F 3 SH

Exploration of the history and literature of music, with emphasis on development of standard musical forms and practice to the end of the Classical Period.

MUSI 306 Music Literature II S 3 SH

Exploration of the history and literature of music, with emphasis on development of standard musical forms and practice since the end of the Classical Period. Prerequisite: MUSI 305, Music Literature I.

MUSI 307 Vocal and Choral Methods F 2 SH

Study of vocal pedagogy for high school students and adults.

MUSI 308 Children and Youth Choir Methods S 2 SH

Introduction to repertoire, rehearsal techniques and vocal pedagogy of the junior-age voice (grades 4-6). Students gain experience using a demonstration choir.

MUSI 309 Orchestration S 3 SH

Ranges, acoustical properties, practical usage and history of string, woodwind, brass and percussion instruments in groupings from small ensembles to full symphony orchestra.

MUSI 310 Basic Conducting S 2 SH

Introduction to basic techniques of conducting, including beat patterns, phrasing, achieving balance, basic score preparation and analysis, and rehearsal techniques.

MUSI 311 Music Technology F 3 SH

A study of the impact of technology on the creation, performance, consumption and globalization of music. The course will include hands-on application of contemporary music technologies.

MUSI 312V Music and the Arts S 3 SH

How to listen to music critically and examine historical and social themes in various artistic and humanistic contexts. Open to all majors.

MUSI 313 Building Communities Through Music S 3 SH

Exploration of ways in which music is and has been used to build formal and informal communities from worship arts to Hip Hop. Each student will complete a performance project as a team member. Open to all majors.

MUSI 314 Music and Ministry S 3 SH

Music in the history of Christianity and the Christian liturgy and applied in contemporary worship practices. Open to all majors.

MUSI 399V Music Theater F 3 SH

Examination of the history and masterworks of musical theater, beginning with the birth of opera and focusing on musicals in the United States. Open to all majors.

MUSI 410 Instrumental Conducting and Rehearsal Techniques **F** **2 SH**
Instrumental conducting technique and further study of rehearsal techniques for instrumental ensembles. Prerequisite: MUSI 310, Basic Conducting.

MUSI 414 Church Music Administration **S** **3 SH**
Integration of the ministry of music into the total church; the multiple choir program, music committee and music in Christian education.

MUSI 501 Production and Composition Workshop **S** **3 SH**
Hands-on experience with composing and using composition and recording software. Prerequisite: MUSI 311, Music Technology.

MUSI 502 Music and the Arts Workshop **S** **3 SH**
Interdisciplinary teams design, plan, and present integrative arts performances. Each workshop will end with a public performance and/or community arts activity.

MUSI 503 Senior Recital and Research **S** **3 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 and approved by his or her applied teacher two weeks prior to the date of the student's recital hearing. The recital will be performed within two weeks after successful completion of the recital hearing. Students will refer to this research when introducing each piece during the recital program. Prerequisites: Senior standing **and** permission of the applied instructor. Corequisite: Applied music at the senior level.

MUSI 504 Capstone Experience **S** **4 SH**
Each student will design a senior year experience in collaboration with a faculty supervisor or supervisors if it is an interdisciplinary project. The Capstone Experience could be a creative project, an internship, or a community project.

MUSI 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, which is fully approved by the North Carolina Board of Nursing, 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 124 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 (2008) 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.

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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. Practice professional nursing competently in the roles of advocate, clinician, coordinator/ collaborator, educator, leader, and consumer of research in a variety of health care settings to promote quality improvement and patient safety.
4. Facilitate therapeutic, caring, and interprofessional collaborative relationships with clients and members of interdisciplinary health teams using 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 while promoting health care literacy.
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.
10. Integrate Caring principles and concepts into the holistic nursing care of clients and families, groups, and communities across the lifespan.

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 in which the student plans 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. The TEAS has four parts: English, Math, Science, and Reading Comprehension and will be administered on two different dates on the Misenheimer campus. Students must score a minimum of 58.7% (proficient level) to be eligible to apply for the upper division of nursing. TEAS scores from other institutions will be considered if the TEAS was taken 6 months or less prior to application to upper division. 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 evaluated by the Dean and Chair and may require repeat coursework. 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. Evidence of a physical examination and the following requirements must be provided.
 - Immunizations: Rubella and Rubeola titers, Measles, Polio, Diphtheria/Pertussis/Tetanus, if the student has not had chicken pox or Varicella titer is negative, then the student is required to have 2 Varicella vaccines, negative TB tests (2 step) and an annual update each year. A positive PPD requires documentation of negative chest X-ray taken within the past 12 months. Hepatitis B (3 doses) immunization is required. A

student may submit a signed declination if they wish to not receive the Hepatitis immunization. For students who have Hepatitis B contraindications, written verification or official deferral must be submitted. Annual Influenza vaccination is required.

- 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 or current listing as a NC Licensed Practical Nurse. 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, a criminal background check, and successful completion of a blood-borne pathogen assessment 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 70 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 125 hours.

NURSING:

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

BIOL 324	Principles of Microbiology	PSYC 202S	Introduction to Psychology
CHEM 210N	General, Organic, & Biochemistry	PSYC 222M	Statistics & Data Analysis
EXSC 300	Nutrition	PSYC 295	Psych. Dev. Across the Lifespan
EXSC 303	Human Anatomy and Physiology I		
EXSC 312	Human Anatomy and Physiology II		
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 326	Pathophysiology
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, S 3 SH (WI) 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 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

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requirement. Prerequisite: Pre-nursing status. This is a writing intensive course.

NURS 310 Healthcare and the Aging Population F, 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, actors 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 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 326 Pathophysiology S 2 SH

This course offers an exploration of selected pathophysiological processes that occur in the body when

a homeostatic imbalance is brought about by internal or external factors. Knowledge of the etiology of specific impaired health states that individuals may experience, as well as the behavior and symptomatology that may be manifested will be explored. These principles will enable the student to frame problems through the critical thinking process.

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 assesment, 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

(WI) 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. This is a writing intensive course.

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

(WI) 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.

NURS 501 Transition to Professional Nursing: Senior Internship S 3 SH

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.

NURS 510 Synthesis for Professional Nursing Practice S 2 SH

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

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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.

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

25 Semester Hours Minimum:

CHEM 301N	General Chemistry I	PHYS 303N	Calculus-based General Physics I
COMP 271	Computer Information Systems	PHYS 304	Calculus-based General Physics II
ECON 221	Principles of Macroeconomics	PHYS 410	Engineering Mechanics: Statics
MATH 420	Differential Equations		OR PHYS 412 Electronics and Electrical Engineering
PHYS 205	Engineering Principles		

Recommended Course: COMP 300 Programming Essentials

Courses Offered

PHYS 125 Physics Behind Music and the Arts S 4 SH
Introduces the concepts of physics found in music and other arts to a broad audience through classroom engagement and laboratory activities. Topics covered include acoustics, musical instruments, light, color, and optics.

PHYS 205 Engineering principles F 4 SH
An overview of the engineering principles found in many of the branches of engineering. Topics include technical drawing, CAD design, problem solving, estimating, simple machines, and computer programming basics. Students will be introduced to scientific computing uses in Microsoft Office, CAD software, mathematical computational software, and LabView programming software. This course includes a lab portion where students will use creativity and the engineering method to complete various engineering projects such as programming a Lego Mindstorm robot to complete various tasks and competitions. This course meets the University computer competency requirement. Prerequisite: MATH 220M College Algebra or permission from the instructor.

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. Course Laboratory Fee: \$50.00

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 thermo-dynamics; oscillations and waves. Prerequisites: MATH 303. Course Labatory Fee: \$50.00

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 410 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 designs skills will be used to build a bridge structure out of balsa wood and test the strength of this structure during lab time. Prerequisite: PHYS 303.

PHYS 412 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 build and studded during lab. Prerequisites: PHYS 304, MATH 400.

Political Science (PLSC)

At Pfeiffer University students can major in either traditional Political Science or the Pre-Law Track within Political Science. 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.

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 Potical Science - Law major and minor are designed to provide the skills needed in law school. Students majoring and minoring in Political Science - 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.

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

33 SH of Political Science courses, including PLSC 375 and PLSC 490 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.

POLITICAL SCIENCE - LAW TRACK

45 Semester Hours Minimum

COMM 420 Media Law

PLSC 225 Introduction to Law

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CRIM 305	Criminal Law II: Procedural	PLSC 307	Law and Society
ENGL 214L	Intro. to Literary Studies	PLSC 375	Practicum
ENGL 360	Rhetoric	PLSC 402	Modern Political Thought
HSTY 103H	United States History to 1865	PLSC 411	Constitutional Law I - Powers
HSTY 104H	United States History since 1865	PLSC 412	Constitutional Law II - Rights
PHIL 202R	Philosophical and Christian Ethics	PLSC 490	Challenge Seminar
PLSC 201S	American Government		

Minors

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	HSTY 210	Current Events
SOCY 204	Social Problems	Elective	

POLITICAL SCIENCE - LAW:

21 Semester Hours Minimum

CRIM 305	Criminal Law II: Procedural	PLSC 225	Introduction to Law
ENGL 214L	Intro. to Literary Studies	PLSC 307	Law and Society
ENGL 360	Rhetoric	PLSC 411	Constitutional Law I - Powers or
PLSC 201S	American Government	PLSC 412	Constitutional Law II - Rights

Courses Offered

PLSC 201S American Government 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 203G 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 225 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 230 Global Crises S odd 3 SH
This course will provide students with the opportunity to focus on contemporary change and crisis within the international system. Example: Revolutions in the Middle East. The course emphasis could shift with ongoing contemporary developments in global politics. Prerequisite PLSC 203G, or consent of instructor.

PLSC 289 Topics in Political Science S even 3 SH
Explores contemporary issues in 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.

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- 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 203G **or** consent of instructor.
- 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 203G **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 prison reform and environmental litigation. Prerequisite: PLSC 201.
- PLSC 310 Foreign Policy** **F odd** **3 SH**
This course will focus on contemporary issues of American foreign policy including the Obama Doctrine of International Humanitarian Intervention (Libya), the war on International Terror, American conflicts in Iraq and Afghanistan, the use of force in low intensity conflicts and other evolving issues as they arise. Prerequisite PLSC 203G, or consent of the instructor.
- PLSC 375 Practicum** **S** **3 SH**
As part of the culmination of the student's work in the traditional Political Science or the Law Concentration, the Political Science major (Traditional and Pre-Law Concentration) would experience the dimension of real world work in a political, legal, governmental, volunteer, or non-profit setting. [120 hours on site and travel, with the remaining hours for classroom consultation with faculty.] Required of all Political Science majors either traditional Political Science or Pre-Law Concentration.
- 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. May also examine the contemporary debate between their liberal and conservative heirs. May be taken for credit more than once provided that course content has changed. Prerequisite: PLSC 201S **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 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. Special attention is also given to national security cases. 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, the Fourth, Fifth, Sixth Amendments and the Due Process and Equal Protection Clauses of the Fourteenth Amendment. Prerequisite: PLSC 303 **or** PLSC 307.
- PLSC 490 The Challenge Seminar** **S** **3 SH**
This course will involve students working through a number of complex intellectual simulations (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 Political Science-Law Seniors as their capstone course.

132/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 301N	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 302M	Calculus with Analytical Geometry I
CHEM 404	Organic Chemistry II	MATH 303	Calculus with Analytical Geometry II
CHEM 405	Quantitative Analysis	PHYS 301N	General Physics I
CHEM 406	Instrumental Analysis	PHYS 302	General Physics II
CHEM 503	Biochemistry	COMP	An approved computer course
BIOL 211N	General Biology I		
BIOL 212N	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 the field of psychology. Courses are offered in the psychology of children, adolescents and adults; abnormal psychology and counseling; cognitive processes, sensation and perception and brain physiology. Other courses cover personality, social psychology and human behavior in groups. Students also have the opportunity to design and carry out their own research. Psychology is an exciting discipline for most students. Many non-majors take work in Psychology as part of their general education or elective studies.

Students graduating in Psychology often continue with graduate work and the undergraduate curriculum is designed to prepare graduates for such work.

Major

PSYCHOLOGY

40 Semester Hours Minimum

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

PSYC 202S	Introduction to Psychology	PSYC 321	Experimental Psychology
PSYC 222M	Statistics & Data Analysis		

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

PSYC 225	Social Psychology	PSYC 501	Learning or PSYC 524 Cognitive Processes
PSYC 226	Abnormal Psychology	PSYC 525	History and Systems of Psychology
PSYC 295	Psych. Dev. Across the Lifespan		(All Psychology majors must take this course in the Fall of their junior or senior year.)
PSYC 322	Physiological Psychology		
	or PSYC 426 Sensation Perception		
PSYC 421	Personality		

Minor

DEVELOPMENTAL PSYCHOLOGY

21 Semester Hours Minimum

PSYC 202S Introduction to Psychology
plus any other 18 SH of PSYC courses.

Courses Offered

PSYC 202S Introduction to Psychology **F, S** **3 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 222M Statistics and Data Analysis **F, S** **3 SH**

This course is an introduction to the analysis of data. Topics covered include measures of center and spread; z-scores; probability; chi-square; correlations; analysis of variance; bivariate regression; and multiple regression. Students gain an understanding of which test is appropriate for any given analysis problem. Students use the Statistical Package for the Social Sciences (SPSS) throughout the course. Satisfies the general education requirement in Mathematics.

PSYC 225 Social Psychology **F** **3 SH**

(WI) 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 202S.

PSYC 226 Abnormal Psychology **F** **3 SH**

(WI) Personality disorganization and deviant human behavior; biological, sociological, and psychological causation. Students will apply knowledge through the evaluation of case studies. Prerequisite: PSYC 202 or SOCY 201 and Junior Standing. This is a writing intensive course,

PSYC 295 Psychological Development across the Lifespan **F; S** **3 SH**

After taking this course students will understand the biological, social, emotional and cognitive changes that all people go through as they move inexorably across the lifespan - from birth to old age. Students will learn the implications of both theory and research for everyday interactions with people of all ages, and come to have an appreciation for changes that occur within their own lives as they age. Prerequisite: PSYC 202.

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 202S.

PSYC 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 202S or permission of instructor.

PSYC 420 Group Processes **S** **3 SH**

Exploration of communication and influence in groups, including persuasion, leadership styles, and group decision-making. Students will apply knowledge through an evaluation of an actual group and/or a group described in literary works. Prerequisite: PSYC 202S and PSYC 225.

PSYC 425 Counseling **S** **3 SH**

Approaches to counseling that can be used by psychologists, teachers, ministers, and others engaged in therapeutic work. Prerequisites: PSYC 202S and PSYC 226.

PSYC 426 Sensation and Perception **F odd** **3 SH**

Current experimental findings and theories related to sensory processes and perceptual phenomena. Laboratory experiences are included. Prerequisites: PSYC 202S.

PSYC 427 Field Instruction in Psychology **F; S** **2-3 SH**

Students are given an opportunity to develop beginning skills in providing direct services to clients in a

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variety of settings. It is intended to orient the student to the helping professions early in the college career. Prerequisites: PSYC 202S or SOCY 201 and permission of the instructor.

PSYC 435 Psychology of Women S odd 3 SH
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 202S.

PSYC 450 Personality S 3 SH
(WI) 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 202S or SOCY 201 and Junior Standing. This is a writing intensive course.

PSYC 490 Research Methods S 4 SH
(WI) 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. Prerequisite: PSYC 222M.

PSYC 501 Learning S even 3 SH
Major theories and principles of learning. Applications of learning principles in applied settings. Prerequisite: PSYC 202S.

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 202S.

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 202S and Junior or Senior Standing.

PSYC 530 Undergraduate Thesis F; S 2-4 SH
(WI) 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: PSYC 222M, PSYC 490, Junior standing and permission of the Psychology faculty sponsor and the Department Chair.

Religion and Practical Theology (RAPT)

The program in Religion and Practical Theology fulfills Pfeiffer University's mission to prepare students for servant leadership and lifelong learning by equipping students with the necessary skills, knowledge, and mental acuity to serve diverse communities in a global context, while providing the rigorous academic background for graduate study. Students pursuing this course of study will critically assess the intersections of religion in society, theologically reflect on the practice of servant leadership, and interpret scripture, history, and social contexts, while formulating well-reasoned theological and ethical positions. The foci on Religion, Intercultural studies, Christian Education, Youth, Children, Adult, and Family Ministries will pre-

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prepare students for service and leadership in a diversity of contexts such as churches, community agencies, human services and graduate school. The Religion and Practical Theology program is approved by the General Board of Higher Education and Ministry of The United Methodist Church. Students who complete this program at Pfeiffer University are eligible to be certified by The United Methodist Church in Christian Education, Music Ministry, Spiritual Formation, Children's Ministries, and Youth Ministries.

Major

RELIGION AND PRACTICAL THEOLOGY

54 Semester Hours Minimum

Core Requirements (36 SH):

PHIL 205	Philosophical & Christian Ethics	RAPT 230R	Vocation & Servant Leadership
RAPT 201R	Spiritual Formation & Faith Dev.	RAPT 321	Intro. to Christian Theology
RAPT 205	Old Testament	RAPT 450	Internship
RAPT 206	New Testament	RAPT 550	Research in Practical Theology I
RAPT 215	World Religions	RAPT 552	Research in Practical Theology II
RAPT 218R	History of Christianity		
6 Hrs. Foreign Language in Sequence			

AREAS OF CONCENTRATION:

In addition to the above required courses for all majors, each student majoring in RAPT will complete one (1) of the following two (2) concentrations.

Concentration in Religion and Intercultural Studies (18 SH):

RAPT 310	Christianity & Culture	RAPT 334R	Jesus the Servant Leader
RAPT 315	Cultural Anthropology	RAPT 473	Letters of Paul
An additional two (2) electives from among the following courses:			
RAPT 330	United Methodist History, Doctrine & Polity	RAPT 470	Interpreting Bible and World
		RAPT 512	Topics in Relg. & Inter-Cult. Studies
RAPT 410	Mission in the 21st Century	RAPT 514	Topics in Practical Theology

Concentration in Christian Education/Age Related Ministries (18 SH):

RAPT 301	Nature & Work of Ed. Ministries	RAPT 405	Critical Issues in Practical Theology
RAPT 305	Teaching & Learning Theories	RAPT 514	Topics in Practical Theology

An (1) additional elective from the following three (3) courses:

RAPT 460	Ministries with Children & Families	RAPT 464	Ministries with Adults
RAPT 462	Ministries with Youth:		

An additional elective from any RAPT courses at 300 level or above

Minor

RELIGION AND INTERCULTURAL STUDIES (18 SH + 3 SH foreign language)

RAPT 205R	Old Testament	RAPT 315	Cultural Anthropology
	OR RAPT 206R New Testament		OR RAPT 310 Christianity & Culture
RAPT 215G	World Religions		OR RAPT 512 Topics in Religion & Intercultural Studies
RAPT 334R	Jesus the Servant Leader		
	OR RAPT 470 Interpreting Bible and World	RAPT 410	Mission in the 21st Century
			3 SH of a foreign language or approved travel seminar

Courses Offered

RAPT 201R Spiritual Formation and 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.

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RAPT 205R Old Testament F 3 SH

An introduction to the Old Testament (Hebrew Bible) and the scholarly issues most relevant to its academic study. Emphasis will be placed on both historical and theological approaches to the text.

RAPT 206R 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

RAPT 210R Religion and Modern American Culture F 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.

RAPT 215G World Religions F 3 SH

This course introduces students to the study of the beliefs and practices of the major religions in the world. Attention will be paid to those major world religions being practiced in America.

RAPT 218R History of Christianity F even 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.

RAPT 220 Introduction to the Study of Religion and Practical Theology F 3 SH

This course introduces students to the various and unique fields of Religion and Practical Theology, with focus on history of the disciplines, and contemporary methods and approaches used in Biblical Studies, Christian Education, Intercultural Studies, Religious Studies, and Youth Ministry.

RAPT 230R Vocation and Servant Leadership S even 3 SH

How do you discern your life's path? Regardless of academic major or profession, students gain insight into leadership while exploring these and other questions from biblical, historical, spiritual, and practical perspectives. As students reflect on the lives of significant leaders in various vocations as well as interviews, and self-discovery, they will ascertain their own vocations.

RAPT 250R 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.

RAPT 301 Nature and Work of Educational Ministry F odd 3 SH

A comprehensive introduction to educational ministry that apprises students of the varied services required to work with people of all ages in ministry contexts across the globe. Students ascertain the history of the profession of Christian Education as well as the many skills required to work in the field. They will know the critical role that education plays in the formation and transformation of persons in their relationships with the divine and the world. Students will understand the leadership, management, organizational, and relationship skills needed to work with volunteers, staff members, agencies, and community leaders.

RAPT 305 Teaching/Learning: Theories and Practices in Educational Ministries S 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 Scripture and other relevant content in various educational ministry settings. They demonstrate their comprehension of appropriate teaching strategies for various learning styles.

RAPT 307 Leadership and Administration in Educational 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.

RAPT 310 Christianity and Culture F odd 3 SH

(WI) This course will explore how the Christian message interacts with culture. Utilizing historical,

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biblical, and theological models of Christianity, the course will examine appropriate involvement of the Christian message with culture. This is a writing intensive course.

RAPT 312 Theology and Contemporary Literature S odd 3 SH
(WI) Theological motifs, biblical themes, and images of the person used in contemporary fiction. This is a writing intensive course.

RAPT 315 Cultural Anthropology S odd 3 SH
(WI) 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.

RAPT 321 Introduction to Christian Theology F even 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 RAPT course and sophomore status or higher.

RAPT 330 United Methodist History, Doctrine and Polity F odd 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.

RAPT 334R Jesus, the Servant Leader F even 3 SH
(WI) 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: RAPT 206R or permission of the instructor.

RAPT 343L C.S. Lewis and J.R.R. Tolkien S Even 3 SH
(WI) 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 343L.)

RAPT 345 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 the history of sports ministry, how to lead a sports ministry, relational outreach, a theology of competition, and the various venues for service.

RAPT 401 Foundations of Christian Worship S 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.

RAPT 405 Critical Issues in Practical Theology F odd (start. 2013) 3 SH
In this course students continue to explore the field and methodology of Practical Theology by exploring critical issues which emerge in contemporary ministry contexts. In particular, students will explore methods for ministering effectively in diverse contexts and for addressing social justice concerns. This course will also explore an array of responses and approaches.

RAPT 410 Mission in the 21st Century F even 3 SH
Building on the modern missionary movement, this course reflects critically on the past while building for the future through the exploration of new opportunities, trends and challenges in local, national and inter-

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national mission contexts. Attention will be paid to missiological themes of the 21st century.

RAPT 424 Contemporary Theology S odd 3 SH

This course explores theological methods, scholarship and issues which have emerged since the mid-twentieth century. This course pays particular attention to the contextual nature of theology and the implications of theological doctrines for contemporary communities. The course includes an introduction to Feminist, Womanist, Mujerista, Asian, Liberation, and Black Theologies, among others. Prerequisite: RAPT 321.

RAPT 450 Internship 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 Religion, Christian Missions, Christian Education, or Youth Ministries. Students will focus on the specific area of ministry related to their degree. Prerequisites: Junior or Senior status or permission of instructor.

RAPT 460 Ministries with Children and Families S odd 3 SH

This course prepares students for ministries with children and families. Students learn prevalent theories and philosophies about accompanying children, parents, siblings, and other significant mentors in their spiritual journeys. They examine resources, programs, weekday education, policies, supervision, and methodologies for effective ways that they church can meet the needs of contemporary families.

RAPT 462 Ministries with Youth S even 3 SH

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 while considering current practices in youth ministry and the relationship between congregational youth ministry and other youth serving agencies.

RAPT 464 Ministries with Adults S even 3 SH

This course acquaints students with theories, methods and resources for working with adults. It explores the pedagogical and theological bases for ministries with younger, middle, and older adults, and for equipping them to serve throughout their lives.

RAPT 470 Interpreting Bible & World S odd 3 SH

(WI) 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: RAPT 205R or RAPT 206R or permission of the instructor.

RAPT 473 The Letters of Paul F odd 3 SH

(WI) 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: RAPT 206R.

RAPT 500 United Methodist General Conference S even (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.

RAPT 510 Special Topics in Religion and Practical Theology UD 1-3 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.

RAPT 512 Topics in Religion and Intercultural Studies UD 3 SH

Each time this course is offered it will feature a special aspect either of Biblical Study or Intercultural studies such as: an in-depth look at a particular biblical book; a review of work by selected scholars; consid-

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eration of new understandings of Scripture, historical studies related to missiology, cultural anthropology, or other topics. Prerequisite: RAPT 205R or 206R.

RAPT 514 Topics in Practical Theology **UD** **3 SH**
Courses are offered to respond to special interests or needs identified by students or faculty. Topics change accordingly. Academic credits vary according to the work required by the particular topics. Prerequisite: permission from instructor.

RAPT 550 Research in Practical Theology and Religion I **F (start. 2012)** **2 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 1) to write a prospectus for an article-length paper worthy of publication or presentation at an undergraduate conference; or 2) prepare a context specific field study in practical theology that could be used towards the development of a program, or published as a curriculum. Prerequisite: Senior standing or permission from instructor.

RAPT 552 Research in Practical Theology or Religion II **S (start. 2013)** **1 SH**
Students complete and present an article-length paper, or field study write-up or curriculum/program plan based on original research conducted in RAPT 550. Prerequisite: Completion of RAPT 550.

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 201	Introduction to Sociology	SOCY 504	Research Methods
SOCY 204	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 204	Juvenile Justice	PSYC 226	Abnormal Psychology
CRIM 205	Introduction to Criminology	PSYC 420	Group Processes
CRIM 220	Ethics in Criminal Justice		
PSYC 225	Social Psychology		

Courses Offered

SOCY 201 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 201 is a prerequisite for ALL Sociology (SOCY) courses.

SOCY 204 Social Problems **F; S** **3 SH**
An analysis of social problems from various sociological perspectives including social inequality, poverty,

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race and ethnic relations, gender issues, crime, health and health care, issues in education, and environmental problems.

SOCY 206 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 201 or junior status and the permission of the instructor.

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 201.

SOCY 406 Gerontology F 3 SH

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.

SOCY 408 Social Theory S 3 SH

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 201 and Junior status.

SOCY 420 Medical Sociology F 3 SH

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.

SOCY 425 Sociology of Death and Dying S 3 SH

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.

SOCY 450 Race and Ethnic Relations F 3 SH

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.

SOCY 504 Research Methods F 3 SH

(WI) 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 222M or its equivalent.

SOCY 550 Internship in Community Service**UD****3 SH**

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.

Special Education (SPED)

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

Sport Management (SMGT)

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

The Sport 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

SPORT MANAGEMENT**62 Semester Hours Minimum**

ACCT 201	Introduction to Financial Accounting	SMGT 101	Principles of Sport Management
BMAL 201	Principles of Business	SMGT 112	History of Sport & Physical Activity
BMAL 241	Marketing	SMGT 207	Sport Facilities Management
BMAL 251	Business Law I	SMGT 208	Sport Marketing
BMAL 261	Principles of Management	SMGT 241	Event and Tournament Management
BMAL 311	Business Statistics	SMGT 300	Sociology of Sport
BMAL 445	International Business	SMGT 310	Sport Finance
COMP 110	Introduction to Computers	SMGT 402	Athletics Administration
ECON 222	Principles of Microeconomics	SMGT 404	Sport Law - Senior Seminar
MATH 220M	College Algebra	SMGT 505	Internship in Sports Management

Courses Offered

SMGT 101 Principles of Sport Management**F****3 SH**

An introduction to the basic principles of management and how they apply to the sports industry.

SMGT 112 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 207 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 208 Sport Marketing**S****3 SH**

Application of marketing methods and principles in the sports management and athletics administration

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fields, including public relations, licensing, consumer behavior, sponsorships and promotions.

SMGT 241	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 management, from advertising and marketing to facility preparation and booking of officials will be covered.			
SMGT 300	Sociology of Sport	F	3 SH
(WI) 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. This is a writing intensive course,			
SMGT 310	Sport Finance	S	3 SH
Sports Finance will deal with the application of financial principles to the business of sport. There will be emphasis on financial concepts and the development of financial skills, with the examination of current and past economic and financial trends and the measuring of their impact on the sport industry.			
SMGT 402	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 404	Sport Law - Senior Seminar	S	3 SH
This course has two major purposes: 1) to provide a background of legal information pertinent to professionals in sport management or sport 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 405	Internship in Sport Management	F; S	6 SH
Experience in a sport management setting. Prerequisites: Be at least a second semester junior; have at least a 2.3 GPA in the Sport Management Major. Sport Management majors only.			
SMGT 408	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.			

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.

Minor

SPORTS MINISTRY MINOR			
Course Requirements (18 sh):			
RAPT 201R	Spiritual Formation & Faith Development	RAPT 307	Leadership and Administration in Educational Ministry

RAPT 205R	Old Testament		
	OR SMGT 504 Sports Law-Senior		
	OR RAPT 206R New Testament	Seminar	
RAPT 210	Religion and Modern American Culture	RAPT 345	Introduction to Sports Ministry
RAPT 220	Introduction to the study of Religion and Practical Theology		
	OR RAPT 321 Introduction to Christian Theology		

Activity credits in physical education 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 Theatre 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 F odd 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 theatre. This course will focus on theatre 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.

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

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

UNIV 125 Pfeiffer Journey I 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. The course is offered in two parts: 2 SH are taken in the fall and 1SH in the spring semester.

UNIV 126 Pfeiffer Journey II F; S 3 SH

A continuation of UNIV 125.

UNIV 128 Pfeiffer Journey (Honors) F 2 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. The course is offered in two parts: 2 SH are taken in the fall (UNIV 128) and 1SH (UNIV 129) in the spring semester.

UNIV 129 Pfeiffer Journey (Honors) S 1 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. The course is offered in two parts: 2 SH are taken in the fall (UNIV 128) and 1SH (UNIV 129) in the spring semester.

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 *twice* 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 *twice* 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 275 Second Year Seminar F;S 3 SH
Introduces students to interdisciplinary explorations directed toward using the insights of multiple disciplines to explore a problem or study a topic. Teaching faculty collaborate in course development to explore and design innovative approaches in the use of disciplinary knowledge and methods to dig deeply into a specific area of inquiry. These courses will connect students to Critical Thinking and Information Fluency. Prerequisites: Completion of UNIV 201A/201B or UNIV 201H with a C- or better, or the accepted transfer equivalent, and sophomore standing. Students will register for this course when they have completed within the range of 27-60 SH.

UNIV 300 Encounter Pfeiffer F;S 1 SH
Orientation to the Pfeiffer resources and culture for students transferring in close to or as junior status. The course will provide an opportunity for the student to solidify their plans both academically and with co-curricular opportunities while completing their degree.

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.

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 375 Third Year Seminar F;S 3 SH
Explores topics and problems on a more advanced level that requires increasing independent student research and a deeper understanding of interdisciplinary study and problem solving. The course involves problem-based learning and could have actionable results either in the form of a project or a presentation of research results. The course will provide assessment of student communication, collaboration, critical thinking, and information literacy and should be considered the "capstone experience" of the General Education program. Prerequisites: Completion of UNIV 275 - Second Year Seminar with a C- or better, or the accepted transfer equivalent, and junior standing. Students will register for this course when they have completed within the range of 61-90 SH.

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.

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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)
(Suspended)

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 353	Diversity Issues in a Global Context	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
		WSTY 450	Internship in Women’s Studies or approved internships in psychology, sociology, or communications (PSYC 427, SOCY 550, or COMM 510)
HSRV 500	Special Topics in Human Services		
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.

Business Management and Leadership/MBA 3-2 Program

Dr. Christopher Howard, Business Administration Department Chair

Jimmy Atkins, Assistant MBA/MSL Director

Pfeiffer University offers the opportunity for highly motivated students to complete a Bachelor of Science in Business Management and Leadership (BMAL) degree and an MBA within 5 years. For more information about Pfeiffer University's MBA program, consult the Graduate Studies catalog and or the Pfeiffer University Business Department.

3-2 Program Overview

143 Semester Hours Minimum: 109 Undergraduate SH, plus 4 activity hours and 30 Graduate SH. Students must complete all the B.S. graduation requirements by the end of their first semester as a senior (4th year). During the senior year, students will enroll in four (4) MBA courses (one during their first semester and three during their second semester). They will complete the rest of their MBA requirements in the fifth year. Students must complete all undergraduate graduation requirements and the requirements of the BMAL major before they are allowed to walk at the Undergraduate Commencement Ceremony.

Admission to the 3-2 Programs in Business Management and Leadership

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

1. Have a GPA of 3.0 or better.
2. Apply and be accepted to the MBA (graduate) program before taking any graduate courses.
3. Earn a satisfactory score on the Graduate Management Admissions Test (GMAT), Graduate Record Examination (GRE), or Miller's Analogy Test (MAT). Pfeiffer will accept the entrance assessment scores from the GMAT, GRE, MAT, or LSAT.

Final approval of the application is subject to the discretion of the Graduate Admission Board. Students who are formally admitted to the BMAL 3-2 Program will be allowed to pre-register for graduate courses and may carry no more than 18 SH per term. Other students interested in taking MBA (graduate) courses, but not in officially belonging to the 3-2 program, must follow the policies stated on p. 20.

General Education Requirements (37 hours)

Undergraduate B.S. in Business Management and Leadership Requirements (72 hours)

Core (45 hours)

ACCT 201	Introduction to Financial Accounting	BMAL 311	Business Statistics
ACCT 202	Introduction to Managerial Account.	BMAL 371	Organizational Behavior
BMAL 211	Calculus for Business	BMAL 381	International Business
BMAL 241	Marketing (WI)	BMAL 432	Financial Management
BMAL 251	Business Law I	BMAL 491	Business Strategy (WI)
BMAL 261	Principles of Management	ECON 221	Principles of Macroeconomics
BMAL 271	Survey of Leadership	ECON 222	Principles of Microeconomics
BMAL 301	Business Ethics		

3-2 Concentration (15 hours)

BMAL 231	Personal Finance	COMM 311	Intercultural Communications
BMAL 441	Marketing Management	COMM 360	Organizational Communications
BMAL 471	Organizational Change		

Electives (12 Hours)

COMP 110	Introduction to Computers (recommended)
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As is evident, these courses give students a liberal arts education even when it comes to the various disciplines within the Division of Business, thereby preparing them for the constantly changing business environment of today. Also, the curriculum gives a clear building block approach to the nine core courses

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within the MBA program. Thus, students who enter the 3-2 program will be prepared in the undergraduate portion of their studies to be successful in the graduate portion

MBA Requirements (30 hours)

MBA	701	Organizational Communications	MBA	707	Marketing Management
MBA	703	Quantitative Decision-Making	MBA	740	Legal and Ethical Environment of Business
MBA	704	Managerial Accounting	MBA	799	Strategic Management
MBA	705	Economics for Leadership	MSL	702	Organizational Behavior
MBA	706	Managerial Finance			
Plus 1 Elective Course					

Awarding of the Undergraduate and MBA Degrees

Students who complete all requirements of the 3-2 Program will be awarded the Baccalaureate of Science degree in May of their fourth year if all requirements of the program to that point have been met, and the MBA degree at the completion of the program.

Suggested Track

Course #	Course Title	Credits
Freshman First Semester		
	General Education Requirements	6
UNIV 125	Pfeiffer Journey	2
COMP 110	Introduction to Computers	3
MATH 220	College Algebra	3
ECON 221	Principles of Macroeconomics	3
	Total	18
Freshman Second Semester		
	General Education Requirements	7
UNIV 126	Pfeiffer Journey	1
BMAL 231	Personal Finance	3
BMAL 211	Calculus for Business	3
ECON 222	Principles of Microeconomics	3
	Activity course	1
	Total	18
Sophomore First Semester		
	General Education Requirements	6
UNIV 275	Sophomore Seminar	3
ACCT 201	Introduction to Financial Accounting	3
BMAL 271	Survey of Leadership	3
BMAL 241	Marketing	3
	Total	18
Sophomore Second Semester		
	General Education Requirements	6
ACCT 202	Introduction to Managerial Accounting	3
BMAL 261	Principles of Management	3
BMAL 301	Ethics in Business	3
	Activities	2
	Total	17
Junior First Semester		
	General Education Requirements	3
UNIV 375	Junior Seminar	3
COMM 311	Intercultural Communications	3
BMAL 251	Business Law I	3
BMAL 371	Organizational Behavior	3
BMAL 381	International Business	3
	Total	18

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Junior Second Semester

	Electives (2)	6
BMAL 471	Organizational Change	3
BMAL 441	Marketing Management	3
COMM 360	Organizational Communications	3
BMAL 432	Financial Management	3
	Total	18

Senior First Semester

BMAL 311	Business Statistics	3
BMAL 491	Business Strategy	3
MBA 701	Organizational Communications	3
	Activity	1
	Total	10

Senior Second Semester

MBA 702	Organizational Behavior	3
MBA 703	Quantitative Decision Making	3
MBA 704	Managerial Accounting	3
	Total	9

Fifth Year, First Semester

MBA 705	Economics of Leadership	3
MBA 706	Managerial Finance	3
MBA 707	Marketing Management	3
	Total	9

Fifth Year, Second Semester

MBA 740	Legal & Ethical Environment of Business	3
MBA 799	Strategic Management and Leadership	3
MBA XXX	Elective	3
	Total	9

150/Undergraduate Academic Honors

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.

SENIOR SCHOLASTIC AWARD

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 128 - 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 HNRS 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

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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 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 undergraduates.

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, the United Methodist Church, and North Carolina politics. 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.

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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.

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.

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.

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.

CAMPUS RECREATION - KNAPP HEALTH AND FITNESS CENTER

Campus Recreation includes a full line-up of sport, recreation, and fitness opportunities for both Fall and Spring semester. The Campus Recreation program encourages participation regardless of past experience, but as with all fitness and recreation programs, participants must determine their own ability to participate based upon general health. Campus Recreation is housed in the Knapp Health & Fitness Center.

- Campus Recreation - Offers both play days and intramural tournaments for the Pfeiffer Community to participate in. Play days are fun, just show up events and include such activities as Dodge ball,

Kickball, Ultimate Frisbee, and flag football. Intramural Tournaments are more competitive recreational events, which occur over a 3 week period. Co-ed teams of 5 to 7 compete in round robin or double elimination tournaments of sand volleyball, indoor soccer & volleyball, and basketball. The Campus Recreation schedule changes each semester. To find out the schedule, see the campus calendar on the University Outlook email system. To register a team, go to the Knapp Front Office to sign-up. Rules of play will be posted in both the sign-up binder and on the website.

- Fitness Classes such as hip-hop (i.e. Zumba like), Power Core, kickboxing, and Boot Camp are offered each semester in the Knapp Center. The classes are free to the Pfeiffer community members and are drop-in classes (i.e. you don't need to register and you can participate when convenient)

- Open gym" times allow for informal recreation and physical activity. To find out the schedule for the Knapp Center gym, see gym schedule on the website. (<http://misenheimer.pfeiffer.edu/misenheimer/student-life/campus-recreation>)

- The Knapp Center Fitness room is open to all members of the University community and includes both aerobic and weight training equipment.

- Club Sports are opportunities for students to organize & compete in organized leagues. Currently there are 2 recognized Club Sports: Cheerleading and Flag Football.

CENTER FOR OUTDOOR LEADERSHIP (COL)

Provides opportunities for students, staff, and community members to participate in Outdoor Adventure Experiences (aka trips) and Experiential Team and Leadership Development Programs. Outdoor Adventure experiences range from top rope rock climbing to class IV whitewater rafting to backpacking experiences, which occur within the southeast. COL provides all the equipment and instruction required for each outdoor adventure experience. To register for a Outdoor Adventure Experience, stop by the Knapp Health & Fitness Center front desk. For more information and to see a Outdoor Adventure schedule for the semester, visit www.pfeiffer.edu/outdoors. Experiential Team and Leadership Development programs are offered to both Pfeiffer University groups (academic classes, student organizations, and athletic teams) and community groups. For more information about what programs are offered and how to book, please visit our website: www.pfeiffer.edu/outdoors.

ORIENTATION

Orientation at Pfeiffer begins just before the start of each semester and allows new students the opportunity to get acquainted to campus, meet new friends, finalize registration, prepare for classes, and find out about all that Pfeiffer has to offer. In addition to the faculty and staff here to help you settle in to life at Pfeiffer, we have Peer Mentors who are upperclassmen students who dedicate their time to helping our new students find their way. Peer Mentors facilitate New Student Orientation activities, and then stick with new students in Pfeiffer Journey classrooms, a first year experience course to further familiarize students with the campus community.

THE FIRST YEAR EXPERIENCE PROGRAM

The mission of the First Year Program is to transform students' first year at Pfeiffer University into an inspiring beginning for a successful degree program that will result in a positive life-long learning perspective.

The "Freshman Year Experience" encompasses significant opportunities and coursework designed to insure successful completion of a first year in college and incorporation into the Pfeiffer Community. Each incoming student is matched with a Mentor and a Peer Mentor to advise them and personalize their connection to the larger University. Students are linked to essential services provided at Pfeiffer including academic, personal and social support. The program is intended to create a connection to all functions in the University that impact new students.

The core component and first phase of this "Freshman Year Experience" involves "Pfeiffer Journey" which cultivates the academic and community values of the University. During the course, the freshman class shares a common foundation intended to insure preparedness and to educate the whole person. The course is offered in two parts: 2 SH are taken in the fall and 1SH in the spring semester.

The First Year Program also provides opportunities that introduce freshmen to established Pfeiffer traditions including Convocation, which officially opens the academic year, and "Passages", a ceremony that celebrates students successfully completing their first year.

HEALTH SERVICE

The Health Services clinic is staffed 5 days a week by a nurse practitioner. There is no charge to students for clinic visits, but insurance will be billed. When warranted, students may be referred to specialists in the area. Urgent care and emergency treatment facilities are available in Albemarle-Stanly Regional Medical Center, Salisbury - Rowan Regional Medical Center and Concord - CMC-Northeast.

RESIDENCE 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 within 35 miles of campus, 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 Dean of Students. The University maintains 1 men's, 2 women's, and 6 coed residence halls staffed by student Quad 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 or student center snack bar. Meal plans are also available for commuting students and can be purchased through the Dining Services office. Students with dietary constrictions or food allergies should contact the Director of Dining Services and notify Student Development office to inquire about available accommodations. Details about the meal plan options are available from the Dining Services office or the Student Development office.

AUXILIARY SERVICES

Students may purchase a variety of books, class supplies, and personal items at the University Bookstore, located in the Student Center. Laundry service is a free amenity. Each residence hall is equipped with laundry rooms, and New Hall is equipped with washer and dryer units in each apartment.

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

With so much to choose from, there is something for everyone here at Pfeiffer. In addition to regular meetings, our student groups create and implement many of the programs held on campus each semester - events like music concerts, video game tournaments, lecture series, pep rallies, dances and much more. The more you get involved in campus life the more you will benefit from your educational experiences - both in and outside of the classroom. Most importantly, you'll have fun while you meet friends, develop new skills, work as part of a team, set and achieve goals, and so much more - all qualities that will help you succeed in your post-college career.

ATHLETIC MINISTRIES AT PFEIFFER (AMP)

To bring ministry to the athletic populations of Pfeiffer.

BASS-ICALLY IN TREBLE (Glee Club)

To provide an enjoyable atmosphere where students can be part of a musical group, and bringing more popular and up-to-date music to campus.

CAMPUS ACTIVITIES BOARD (CAB)

To fulfill student needs culturally, intellectually, socially, and through free activities for students and build campus unity through partnerships with student organizations.

CAMPUS CRUSADE FOR CHRIST (CRU)

To show and share the love of Christ by growing as biblical ministers of the gospel in a caring Christian Community.

Student Organizations/155

CHEERLEADING

To promote school spirit and student involvement, good sportsmanship among students, athletes, friends and family, and enthusiasm of spectators at athletic events.

CENTER FOR OUTDOOR LEADERSHIP

To provide opportunities to experience and learn from participating in natural adventures for Pfeiffer students, faculty, and staff.

COMMUTER COMMUNITY

To provide opportunities for commuters to become involved with Pfeiffer life and to create a bond between residential students and commuter students.

FLAG FOOTBALL

To grow as dedicated individuals through competing and serving as a team to reach higher maturities in life.

FLASH MOB

To inspire others to experience the art of dance through fun and ways to learn routines.

LEO CLUB

To provide the youth of the world with an opportunity for development and contribution, individually and collectively, as responsible members of the local, national, and international community.

MULTICULTURAL CLUB

To encourage frequent interactions between members of the Pfeiffer community from all cultures and to strengthen any bonds that may be developed.

PEER MINISTRIES

To provide a spiritual presence on Pfeiffer's campus by fostering relationships, while resourcing and coordinating multifaceted peer-organized ministries.

PFEIFFER DISC SPORTS CLUB

To promote the awareness of all disc sports around the community of Pfeiffer, while also maintaining a great level of sportsmanship while playing.

PFEIFFER PFERALS

To bring awareness to animal rights and provide food and shelter for the cats on campus.

PFEIFFER PFURY

To promote events on campus and gets people excited about Pfeiffer.

PFEIFFER PROGRADS

To serve Pfeiffer students interested in professional schools and graduate schools in the sciences through learning workshops, invited speakers, and application assistance with community partners.

PFILM SOCIETY

To advance the education of the student body in knowledge, understanding, and appreciation of the art of film and allied visual techniques.

SPECTRUM

Spectrum is a safe place for GBLT students and their allies, promoting education and awareness of gay, lesbian, bisexual and transgender issues to the Pfeiffer community.

STUDENT-ATHLETE ADVISORY COMMITTEE (SAAC)

To encourage student athletes to take leadership roles on campus and maintain a good reputation on campus.

STUDENT GOVERNMENT ASSOCIATION (SGA)

To improve the quality of the student experience by advocating for students interests while guiding and supporting student clubs and organizations.

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WRESTLING CLUB

To teach the fundamentals and techniques of folk style wrestling.

HIS SISTERS

To reach out, inspire, and strengthen women through faith and service.

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.

ACCOUNTING SOCIETY

To bring together businesses and accounting students and create networks for the future.

ART CLUB

To provide students who are interested in the arts resources to expand their interests and abilities.

CHRISTIAN EDUCATOR'S FELLOWSHIP

A fellowship of believers, believing that called, committed, and equipped leaders are important to the creation of faithful educational ministry within the church.

COMPUTER SOCIETY

To foster academic growth in the computer information systems and information technology field.

HISTORY CLUB

To promote critical thinking and instill an interest in history by trying to approach history in a more entertaining and interactive way.

INTERNATIONAL BUSINESS CLUB

Provides students with interactive ways of enhancing their understanding of issues related to international business while serving as a resource for students to explore and pursue international internships and full-time jobs.

MATH CLUB

To do math and service learning projects.

NURSING CLUB

To provide social interaction between pre-nursing and upper division nursing students enrolled at Pfeiffer.

PHI BETA LAMBDA (PBL)

To bring business and education together in a positive working relationship through innovative leadership and career development programs.

DIVISION OF EDUCATION CLUB

To promote professionalism among pre-service educators and to enhance servant leadership.

MEDIA ORGANIZATIONS

Subject to stated requirements, students participating in the following two (2) campus media may receive academic credit for their participation. For more information, see page 59.

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. Selections for the Pfeiffer Phoenix are made by a student editorial board.

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.

PEER MINISTRIES

The purpose of Peer 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 including groups like Athletics Ministries at Pfeiffer (AMP), Campus Crusade for Christ (Cru), Silent Voices Signing Dancers (SVSD), and seasonal men's and women's Bible studies.

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 various forms of music ensembles as well as student-initiated expressive arts. Speakers include the Minister to the University, faculty, staff, students, and guest preachers and artists. Additional worship experiences are planned by the various peer ministry groups. On Sunday nights, students lead various informal worship services. Every third Sunday of the month is Sunday Night Alive which is a time for Youth Groups to gather with the college students and worship.

PEER CHAPLAINS

Pfeiffer's ministries include a chaplaincy program, placing peer chaplains in the residence halls and on athletic teams to foster and support positive community life. Chaplains help connect students to various aspects of campus ministries and are available for informal conversation and support as friends in faith.

SPORTS CHAPLAINS

To provide a spiritual presence among the athletes on Pfeiffer's campus.

THE MINISTER TO THE UNIVERSITY

The Minister to the University is available for pastoral conversation around personal and religious issues. The minister also serves as pastor of The Village Church and is a liaison with the United Methodist Church and other denominations and faith traditions. For more information about The Village Church, see page 7.

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
- Basketball (also JV)
- Cross Country
- Golf
- Lacrosse
- Swimming
- Soccer (also JV)
- Tennis
- Volleyball
- Track and Field

Women's Sports

- Softball
- Basketball
- Cross Country
- Golf
- Lacrosse
- Swimming
- Soccer
- Tennis
- Volleyball
- Track and Field

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.



1. **Administration Building**
Office of the president, provost, registrar, admission and financial aid, advancement, and alumni affairs, IT services, human resources and the business office
2. **Rever Hall**
Residence hall for men and women
3. **Manner Hall**
Residence hall for men and women
4. **Goodie Hall**
Guest and Convention West Art Gallery and classrooms
5. **Village of Mischaineer Municipal Building**
Village public government and administrative offices
6. **Cline Hall**
Residence hall for men and women
7. **Washington Hall**
Residence hall for women
8. **Post Office**
Serves the Village of Mischaineer
9. **G.A. Pfeiffer Library**
Study and research area, education dept. classrooms and university archives
10. **Student Student Center**
Dining hall and Student's snack bar, bookstore, Sharp Learning Center, student services and activities, and chapel's office
11. **Maris Science Building**
Presents to the Grand Vision Center for Nursing and the largest lecture hall on campus
- 11A. **Maris Atrium**
State of the art facility with laboratory classrooms and student study halls
12. **Kilb Hall**
Residence hall for men and women
13. **Reeds Hall**
Residence hall for men and women
14. **Pillar Hall**
Residence hall for men and women
15. **Wagner Hall**
Residence hall for women
16. **Evans Hall**
Residence hall for men
17. **Reed Hall**
24 free dormitory suites, with kitchenettes and living rooms
18. **Rose Garden Apartments**
12 one- and two-bedroom apartments for staff/faculty residences
19. **James Center**
Room additional to all residence hall for students 21 years of age and older
20. **Henry Pfeiffer Chapel**
200 sanctuary and for religious services and special events
21. **President's House**
Faculty offices, computer lab, classrooms and fitness center for student leadership
22. **John Freeman Hall**
Bright and Garfield Manner Center Classroom
23. **Delight and Garfield Manner Center**
Classroom
24. **Knappe Health and Fitness Center**
Student workout area and informal gym
25. **Interdisciplinary Music Center**
Rehearsal hall, piano and podium rooms
26. **Greg Stone Day School**
Charter public high school
27. **Knappe Tennis Center**
50 light tennis courts and clubhouse
28. **Manner Center for Health, Physical Education and Recreation**
Department of athletics, gym, classrooms, training room, weight room and indoor pool
29. **N.E. LaRue Field**
Soccer and lacrosse
30. **Josh Ingram Softball Field**
Soccer and lacrosse
31. **Joe Fawcett Baseball Field**
Baseball
32. **Glenn Lake**
Seven acre lake enclosed by wooded paths

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 159 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 including the President, Provost, Financial Services, Information Technology, Admissions, and Financial Aid. 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. 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, Computer Information Systems; and History and Political Science. It was remodeled in 1977 and again in 2002.

President's Home (University House) (1935)

The President's Home is near the center of the campus. It is a home for the President's family and 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 converted into the library, and later housed 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 Science, Math and Nursing offices and math and science classroom spaces. Harris Science Annex, housing all the laboratory sciences, opened in Fall 2002.

Instrumental Music Center (1958)

Originally the college laundry, the area was renovated in 1979 to serve as an instrumental music 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 Minister; and Student Government. The Student Center also houses the dining hall, snack bar, college bookstore, and TV lounge. Pfeiffer Health Service, the Learning Center, 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, and the University archives. Division of Education offices and classrooms are located on the third floor.

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 pavilion of native fieldstone which has been used for picnics, coffeehouses, and other student functions. This area is also home to the Center for Outdoor Leadership challenge course, which is used for Experiential Team and Leadership Development programs.

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 9 residence halls, 1 currently used for men, 2 for women, and 6 coed. Together they provide housing for 600 men and women. All residence halls include lounges for student use, laundry facilities, and apartments for the Quad Directors.

MEN'S RESIDENCE HALLS

Ervin Hall (1964)

A three-story air-conditioned residence hall that provides 47 units housing up to 94 students.

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WOMEN'S RESIDENCE HALLS

Vaughn Hall (1962)

A three-story air-conditioned residence hall with 47 living units housing up to 94 students.

Washington Hall (1942)

A two-story air-conditioned residence hall with 30 living units housing up to 61 students.

COED RESIDENCE HALLS

Cline Hall (1935)

A two-story air-conditioned coed residence hall with 28 living units housing up to 55 students. Home to the Honors Residential College and Pathways Living-Learning Communities.

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. Home to the Quest and Faith-in-Action Living-Learning Communities.

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 upperclassmen meeting specific GPA requirements.

Plyler Hall (1956)

A three-story coed air-conditioned residence hall with 42 living units housing students in private units.

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.

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 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

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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.

ENDOWED 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.

ENDOWED 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.

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

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president. Income is used to provide salary support for faculty in education.

FRANCIS CENTER FOR SERVANT LEADERSHIP ENDOWMENT

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.

AMBROSE FAMILY ENDOWMENT FOR SERVANT LEADERSHIP

Established in 2010 to honor the Ambrose family's commitment to service, this endowment provides support to the Francis Center for Servant Leadership. Dr. and Mrs. Charles M. Ambrose served as president and first lady at Pfeiffer University from 1998 to 2010.

GRIGG SCHOLARS PROGRAM

Established in 2010, in memory of Margie and Claud Grigg, this endowment provides scholarships and program support for the Division of Education.

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

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

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Cashion Family Endowed Scholarship
Valda H. and T.H. Caudle Memorial Endowed Scholarship
Dr. J. Lem and Alda Stokes Endowed Scholarship Presented by the Class of 1957
Class of 1958 Endowed Scholarship
Class of 1966 Endowed Scholarship
Class of 1967 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
Mabel Edgerton 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
Ray Harrington 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

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Elizabeth Holmes Hurley and James Hurley, Jr. Memorial Endowed Scholarship
Ben, Betsy and Robinette M. Husketh Endowed Scholarship
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
Jacquelyn Burrage Lafferty Endowed Scholarship
Jewell H. and Robert D. Lee Endowed Scholarship
Nick and Reba 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
Dr. J. Horace Maness Memorial Endowed Scholarship
Mauney Endowed Scholarship
James and Doris Mauney Endowed Scholarship
Mayhew Endowed Scholarship
Ralph and Caldwell McAlister Endowed Scholarship
Bishop Lawrence and Mrs. Margaret F. McCleskey Endowed Scholarship*
Anne McLean Memorial Endowed Scholarship
Ebenezer Mitchell School and Home Alumni Endowed Scholarship
Jean and Wade Mobley Mathematics 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
Gene and Janet Pickler International 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

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Julius F. Campbell Endowed Scholarship
Carastar Industries Business Endowed Scholarship
Carolinas Endowed Scholarship
Clay Tom and Julia H. Carpenter Endowed Scholarship
Joe and Rebecca Carter 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
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
Robert Earl Wagoner, Jr. Memorial 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.

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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 flecible 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. 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. Waggonerer.....	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 Saser.....	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. McIlquham (Interim President).....	2010
Michael C. Miller.....	2010-present

FACULTY

- Duane Aagaard (2012) *Assistant Professor of Sports Management*. B.S., Liberty University, 2000; M.S., Virginia Commonwealth University, 2003; Ph.D., Northwestern University, 2014.
- Wendy W. Achilles (2014) *Assistant Professor of Accounting*. B.S. & M.S., East Carolina University, 1994; Ph.D. Virginia Commonwealth University, 2006.
- Jimmy Atkins (2013) *Assistant Dean of Business Division and Director of Graduate Programs*. B.A., North Carolina A&T State University, 1998; M.A., University of Delaware, 2000; Ph.D., Regent University, 2012.
- Miranda Beam (2012). *Assistant Professor of Chemistry*. B.A., Berea College, 2003; Ph.D., University of Kentucky, 2008.
- Matthew Belles (2013). *Assistant Professor of Education*. B.S., University of NC at Charlotte, 1999; M.S., University of NC at Charlotte, 2003; North Carolina Physical Education License, Pfeiffer University, 2006.
- Amiee Ryan Bellmore (2013). *Assistant Professor of Human Services*. B.S., Leslie University, 1996, M.A., Naropa University, 2000; Ph.D., Portland State University, 2011.
- George W. Bitar (2009). *Associate 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). *Professor of Elementary Education and Director, Charlotte Teacher Education Program*. B.A., University of North Carolina at Asheville, 1992; M.Ed., University of NC at Charlotte, 1996; Ed.D, Gardner-Webb University, 2013.
- Martha Bramlett (2012). *Assistant Professor of Nursing*. B.S.N., University of NC at Chapel Hill, 1975; B.S., University of NC at Charlotte, 1977; M.S.N., University of NC at Greensboro, 1981; Ph.D., Medical College of Georgia, 1990.
- Ross A. Braymer (2006). *Assistant Professor of Mathematics*. B.S., Pennsylvania State University, 2004; M.O.R., North Carolina State University, 2006.
- Laura Bryan (2011). *Assistant Professor of Marriage and Family Therapy and Clinic Director of the MFT Clinic, Raleigh Location*. B.A., Furman University, 1993; M.S., Texas Tech University, 1998; Ph.D., Texas Tech University, 2003.
- Heather C. Burkard (2014) *Assistant Professor of Sociology/CJ*. B.A., St. Leo University, 2000. MFS, National University, 2006. Ph.D. Capella University, 2013.
- Deborah Burris (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.
- Shaun L. Cashman (2010). *Assistant Professor of Communications*. B.A., University of North Carolina at Asheville, 1999; M.A., University of NC at Greensboro, 2006, Ph.D., North Carolina State University, 2010.
- Jennifer L. Cease (1999). *Cataloging Librarian and Assistant Professor of Library Science*. B.A., Indiana University, 1994; M.L.S., Indiana University, 1997.
- Rachel Cozort (2012). *Assistant Professor of Nursing*. A.N.D., Western Piedmont Community College, 1982; B.S.N., University of North Carolina at Greensboro, 1994; M.S.N., University of NC at Greensboro, 1996; Ph.D., University of NC at Greensboro, 2008.
- 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 Crutchfield (2000). *Professor of Education*. A.B., Pfeiffer College, 1977; M.Ed., North Carolina State University, 1984; Ed.D., Teachers College, Columbia University, 1995.
- Dianne Yow Daniels (2008). *Associate Professor of Nursing and Chair of Nursing Program*. A.D.N. Stanly Community College, 1986; B.S.N. University of NC at Charlotte 1991; M.S.N. University of NC at Charlotte, 1996; Ph.D. University of NC at Charlotte 2007.
- Anamaria Calincan Dickson (2014) *Assistant Professor of Finance* MBA, Texas A&M University; Ph.D., (anticipated), University of Missouri
- Luke Dollar (2006). *Associate Professor of Biology*. B.S., Duke University, 1995; Ph.D., Duke University, 2006.

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.

Jason Matthew Emory (2014). *Assistant Professor of Chemistry*. B.S., University of NC-Charlotte 2004; Ph.D. Louisiana State University 2010.

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.

Kelli Fellows (2011). *Associate Professor of Business Communications*. B.S., University of Southern Mississippi, 1993; M.S., University of Southern Mississippi, 2002; Ph.D., University of Georgia, 2006.

Dane Fisher (2002). *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.

Susan Furr (2011). *Assistant Professor of Nursing*. M.S.W., Tulane University, 1979; B.S., Lenoir Rhyne, 1984; M.S.N., Gardner-Webb University, 2009

Bradford R. Frazier (2007). *Associate Professor of Leadership*. A.B., Pfeiffer College, 1992; M.B.A., Pfeiffer University, 2004; Ph.D., Lynn University, 2009.

Lane Graham (2011). *Assistant Professor of Special Education*. B.A., Catawba College, 1975; M.A., Appalachian State University, 1977; Ph.D., University of NC at Greensboro, 2007.

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.

Jenny M. Haines (2013). *Assistant Professor of Marriage & Family Therapy and Clinic Director of the MFT Clinic, Charlotte Location*. B.A., Colorado Christian University, 1983; Ed.S., University of Tennessee-Knoxville, 1986; Ph.D., Saint Louis University, 2011.

Stanley D. Hall (2013). *Assistant Professor of Marriage and Family Therapy in RTP*. M.S., University of Southern Mississippi, 2004; Ph.D., Brigham Young 2010.

Steve Harrill (2000). *Assistant Professor of Music*. A.B., Pfeiffer College, 1978; M.Mus., Converse College, 1982.

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.

Caroline Hohensee (2013). *Assistant Professor of Health Administration*. B.S., Loyola Marymount University, 1997; M.H.A. & M.S.G., University of Southern California, 2000; Ph.D., University of NC at Charlotte, 2012.

David Wasson Hollar, Jr. (2013). *Assistant Professor of Health Administration-IT*. B.S., University of NC at Chapel Hill; M.S., Vanderbilt University, 1984; Ph.D., University of NC at Greensboro, 1997.

Christopher S. Howard (2010). *Associate Professor of Business Administration and Chair 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.

Laura Hudson (2014). *Visiting Assistant Professor of Biology*. B.S., University of NC at Greensboro, 2001; M.S., University of Tennessee, 2003; Ph.D., North Carolina State University 2009.

Douglas Hume (2007). *Associate Professor of Religion*. B.A., University of Louisville, 1990; M.Div., Princeton Theological Seminary, 2000; Ph.D., Princeton Theological Seminary, 2009.

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 NC 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 NC at Greensboro, 1993; M.L.I.S., University of NC 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.,

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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 NC at Chapel Hill, 1980.

Joseph D. Judge (2008). *Assistant Professor and Director of Choral Activities*. B.A., Pfeiffer College, 1987; M.M., University of Colorado, Boulder, 1997.

Angela Kern (2011). *Assistant Professor of Elementary Education and Coordinator of Undergraduate EE Cohort*. B.A., North Carolina State University, 1994; M.Ed., University of NC at Greensboro, 1995; Ed.D., University of NC at Chapel Hill, 2009.

Rosalie Kern (2012). *Assistant Professor of Psychology*. B.S., Central Michigan University, 1996; M.S., Central Michigan University, 1998; Ph.D., Central Michigan University, 2001.

Rebecca T. Klase (2013). *Dean of Engaged Learning/Director of QEP*. B.M. Wesleyan College, 1978; M.A. West Virginia University, 1998; Ph.D. West Virginia University, 2005.

Jeffrey M. Krepps (2011). *Assistant Professor & Site Director of Marriage & Family Therapy, Raleigh Location*. B.S., Virginia Commonwealth University, 1994; M.A., Appalachian State University, 1997; Ph.D., Nova Southeastern University, 2004.

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.

Blake Lafond (2012). *Assistant Professor of Criminal Justice*. A.A.S., Rowan-Cabarrus Community College, 2003; B.A., University of NC at Charlotte, 2004; M.S., University of NC at Charlotte, 2006; Ph.D., Capella University, 2012.

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.

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

Laura Lowder (2012). *Assistant Professor of Education*. B.A., Pfeiffer University 2002; M.S., Jones International University, 2006.

Ying Lu (2011). *Associate Professor of Computer Information Systems*. B.S., Sichuan University, 1991; M.S., Pennsylvania State University; Ph.D., University of Wisconsin at Milwaukee, 2006.

Dawn W. Jacoby Lucas (1998). *Dean, Division of Education*. B.S., State University of New York, 1995; M.S., University of NC at Charlotte, 1998. Ed.D., Liberty University, 2012.

Susan Luck (1996). *Professor of Business Administration*. B.A., Queens College, Charlotte, 1979; M.A., University of NC at Charlotte, 1983; Ph.D., University of South Carolina, 1990.

Patrick Malloy (2009). *Associate Professor of Accounting*. B.A., Adelphi University, 1997; M.S., Adelphi University, 1998; D.B.A., Argosy University, 2011.

Dana Martin (2011). *Assistant Professor of Nursing*. B.S.N., University of NC at Charlotte, 1997; M.S.N., University of NC at Charlotte, 2011.

Jon M. Martin (2013). *Assistant Professor of Health Administration - Marketing*. B.S., University of NC at Chapel Hill, 1979; M.M., J.L. Kellogg Graduate School of Management, 1983; Ph.D., Capella University, 2012.

Mark E. McCallum (1994). *Professor of Biology, Chair of the Biology Department, and Associate Provost and Vice President of Academic Affairs*. B.A., Wake Forest University, 1985; Ph.D., Georgia Institute of Technology, 1995.

Jack R. McCaffery (2012). *Assistant Professor of Legal Studies*. B.A. National-Louis University, 1990; LL.M., St. Thomas University Miami 2002; J.D., Barry University, 2004; D.B.A., Argosy University, 2008; M.S.H.A., Strayer University, 2010.

Charles W. Meadows, III (2014). *Assistant Professor of Communications*. B.M., Appalachian State University 2005; M.S., Appalachian State University 2007; Ph.D., University of Alabama, 2012.

F. Elisa Melvin (2013). *Assistant Professor of Health Administration*. B.A., University of South Carolina, 1989; M.Ed., Augusta State University, 2006; Ph.D., Norman J. Arnold School of Public Health, University of South Carolina, 2012.

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). *Director of Healthcare Programs and 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). *Associate 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., University of NC at Greensboro, 1982; Ph.D., University of NC at Greensboro, 1986.
- Jamal Nahavandi (2003). *Associate Professor of Economics*. B.A., University of NC at Charlotte, 1978; M.A., Tufts University, 1980; Ph.D., University of New Hampshire, 1991.
- San Gon Nam (2012). *Assistant Professor of Healthcare Administration-Epidemiology*. B.A., Handong Global University, 2002; M.S., Clemson University, 2007; Ph.D., University of Texas, 2012.
- Gerald Wayne Neal (2007). *Associate Professor of Education*. B.A., Western Carolina University, 1987; M.Ed., University of NC at Charlotte, 2005; Ed.S. & Ed.D., University of NC at Greensboro, 2006.
- Ashley Yarbrough Oliphant (2007). *Associate Professor of English and Faculty Fellow for the Francis Center for Servant Leadership*. B.A., University of NC at Charlotte, 1999; M.A., University of NC at Charlotte, 2002; Ph.D., University of NC at Greensboro, 2007.
- Nur M. Onvural (2002). *Associate Professor of Economics & Finance*. B.S., Middle East Technical University, 1981; MBA, North Carolina State University, 1986; Ph.D., North Carolina State University, 1990.
- Barnett R. Parker (1998). *Professor of Business and Health Administration, Chair, Department of Health Administration*. B.S., University of Massachusetts, 1966; M.S., University of Rochester, 1972; Ph.D., University of Rochester, 1976.
- Don Poe (2003). *Professor and Dean of the School of Social and Behavioral Sciences and Chair of Psychology Department*. B.A., Duke University, 1968; M.A., Virginia Polytechnic Institute and State University, 1975; Ph.D., Cornell University, 1980.
- 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.
- Marissa R. Schwalm (2014). *Assistant Professor of English*. B.A., Le Moyne College, 2005; MFA, Chatham University, 2008; Ph. D. ABD, Binghamton University, 2014.
- Mike Seda (2012). *Associate Professor of Accounting*. B.S., St. Johns University, 1971; M.B.A., St. Johns University, 1979; Ph.D., New York University, 1996; D.B.A., Argos University, 2008.
- 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.
- Anna Smith (2013). *Visiting Assistant Professor of Economics*. B.A.S., St. Petersburg College, 2006; M.A., University of South Florida, 2010.
- Dennis Souther (2012). *Visiting Assistant Professor of Criminal Justice*. A.A.S., Stanly Community College, 1987; B.S., University of NC at Charlotte, 1990; M.P.A., University of NC at Charlotte, 1996.
- Vinson H. Sutlive, 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.
- Marilyn Sutton-Haywood (2014). *Dean of the Division of Arts and Sciences*. B.S., North Carolina Central University, 1975; M.S., Atlanta University, 1977; Ph.D., Atlanta University, 1980.
- Gwyndolan L. Swain (2011). *Assistant Professor of Health Administration*. B.S.N., Dillard University, 1976; M.B.A./M.H.A., Pfeiffer University, 2004; D.H.A. Candidate, Medical University of South Carolina, 2012.

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Thomas Kevin Taylor (2012). *Assistant Professor of Religion*. B.A., Wake Forest University, 1994; M.Div., Princeton Theological Seminary, 1998; Ph.D., University of Cambridge, 2009.

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). *Professor of Health Administration*. A.B., University of NC at Chapel Hill, 1960; M.P.H., University of NC at Chapel Hill, 1973; Dr.P.H., University of North Carolina at Chapel Hill, 1980.

Carol A. Vogt (2007). *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). *Professor of Business*. B.A., Duke University, 1976; M.H.A., Duke University, 1978; D.H.A., Medical University of South Carolina, 2002.

Sherra' McMillan White (2014). *Substance Abuse-Assistant Professor of Human Relations/Coordinator* B.S., East Carolina University, 2004; M.A.East Carolina University, 2007; M.S., East Carolina University, 2010; Ph.D., East Carolina University, 2013.

Susan B. Wilkie (2006). *Program Director and Professor of Marriage and Family Therapy, AAMFT Approved Supervisor and LPC 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.

Pearl Wong (2009). *Associate 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.

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.
- Anne Justice Byrd (1970). *Professor Emerita of Sociology*. B.A., Wake Forest University, 1966; M.S.W., University of NC at Chapel Hill, 1969; Ph.D., University of NC 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.
- Robert H. Crowl (1964). *Professor Emeritus of Biology*. S.B., Harvard College, 1949; M.S., Miami University, 1950; Ph.D., Ohio State University, 1964.
- 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 NC at Chapel Hill, 1983.
- Eugene I. Earnhardt (1966). *Professor Emeritus of History*. A.B., Northwestern University, 1956; Doctoral Studies, University of NC 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 NC at Chapel Hill, 1954; M.A., University of NC at Chapel Hill, 1964; Ph.D., University of NC 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.
- Margaret Sides Harman (1988). *Professor Emerita of English*. A.A., Central Piedmont Community College, 1976. B.A., University of NC at Charlotte, 1978. M.A., University of NC at Charlotte, 1979; Ph.D., Northern Illinois University, 1988.
- James M. Haymaker (1965). *Professor Emeritus of Art*. A.B., University of NC at Chapel Hill, 1957; M. Ed., University of NC 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 NC at Chapel Hill, 1963; Ph.D., Walden University, 1976.
- 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 NC at Chapel Hill, 1947; Ph.D., University of South Carolina, 1958.
- 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.
- J. Michael Riemann (1966). *Professor Emeritus of Chemistry*. B.A., Berea College, 1962; Ph.D., Ohio University, 1968.
- Elizabeth Ann Shaffer (1952). *Professor Emerita of French*. B.A., Juniata College, 1946; M.A., University of Pennsylvania, 1949.
- 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

Michael C. Miller (2010). *President*. B.A., University of NC at Chapel Hill, 1973; M.B.A., Wake Forest University, 1975; J.D., Wake Forest School of Law, 1978.

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

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

Office of Advancement

Thad Henry (2012). *Special Assistant to the President for Leadership and Advancement*. B.A., Gordon College, 1982; M.A., West Virginia University, 1989.

Sherri Barnes (2012). *Associate Director for University and Church Relations*. B.S.B.A., Youngstown State University, 1981; M.Div., Duke University, 2000.

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

Amy Bunting (2014). *Alumni Director and Events Coordinator*. B.S., Troy University, 1996; M.S., Troy University, 1999.

Erica N. Burroughs (2011). *Director of Development*. B.A., Pfeiffer University, 2004.

Vivian Connor (2013). *Office Manager/Advancement Services*.

Holly Drummond (2013). *Campaign Manager*. B.A., Indiana University, 1992; M.A. Nova Southeastern, 2004.

Jenna K. Gullede (2012). *Associate Director of Annual Fund*. B.S., Pfeiffer University, 2012.

Brian Joura (2014). *Website Content Manager*. B.S. Guilford College, 2005.

Carol C. May (2012). *Director of Institutional Advancement*. B.A., Michigan State University, 1982; M.B.A., Queens University, 2008.

Susan Messina (2011). *Director of Institutional Communication*. B.A., Millikin University, 1981.

Gary Veazey (2014). *Graphic Design & Communication Associate*. B.A., University of NC at Charlotte, 1997.

Human Resources

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

Twyla Kidd (2008). *Assistant Director of Human Resources*. B.S., Pfeiffer University, 2014.

Diane Klop (2010). *Human Resource Assistant*. A.S., Davenport University, 1989.

Office of Financial Affairs

Jeffrey Plyler (2013). *Vice President for Financial Affairs/Cheif Financial Officer*. A.A.S., Stanly Community College, 1991; B.S. Pfeiffer University, 2002.

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

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

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

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

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

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 NC 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

William Seward (2012). *Director of Information Technology*. B.S., University of North Carolina at Greensboro, 1989.

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

Andrew Hurley (2012). *Server Manager*. B.S., Pfeiffer University, 2013.

Heath Luquire (2013). *Help Desk Manager*. A.A., Stanly Community College, 2011.

Scott Perry (2013). *Help Desk Technician*. A.A.S., Stanly Community College, 2013.

Alex Freeman (2014). *Help Desk Technician*. B.S., Pfeiffer University, 2014.

Jerry Zunino (2014). *Help Desk Technician*

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.

Robin Almond (2013). *Administrative Assistant for Deans of Arts & Sciences and Business*. B.S., Pfeiffer University, 2007.

Larry Call (2009). *Assistant Registrar*. B.S., Pfeiffer University, 2009.

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

Todd E. Dennis (2012). *Coordinator of Learning Assistance*. B.S., Pfeiffer University, 2009; M.S., University of North Carolina at Charlotte, 2011.

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.

Charles W. Hall (2013). *Assistant Director of*

Institutional Research. B.A., Virginia Tech, 1998; M.S., Virginia Commonwealth, 2000; Ed.D., North Carolina State University, 2011.

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

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). *Manager, Office of Academic Affairs*. B.S. North Carolina State University, 2004; M.B.A., Pfeiffer University, 2009.

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.

Damion D. Miller (2013). *Acquisitions and Collection Development Librarian*. B.A., Pfeiffer University, 2009; M.L.I.S., University of North Carolina at Greensboro, 2011.

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

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

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

Suzu Shue (2013). *Administrative Assistant for the Office of Academic Affairs*. A.A.S. Stanly Community College, 1992.

Kim Smith (2011). *Assistant Registrar/VA Officer*. Junior Degree, Salisbury Business College, 1988.

Deborah M. Wood (2004). *Administrative Assistant, Assessment*. B.S., Pfeiffer University, 2004. M.B.A., Pfeiffer University, 2009.

Francis Center for Servant Leadership

Ashley Yarbrough Oliphant (2007). *Associate Professor of English and Faculty Fellow for the*

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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.

Office of the Undergraduate College

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

Leslie Tucker (2011). *Administrative Assistant for the Nursing Program.* A.A.S., Stanly Community College, 2000.

Office of Student Development

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

Jay Laurens (2013). *Director of Internships & Career Development.* B.A. Pfeiffer University, 1985, M.A. Lenoir Rhyne University, 1992.

Paula Morris (2006). *Director of Student Involvement* B.S., Berry College, 1993.

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

Matt Lattis (2013). *Director of the Center for Outdoor Leadership.* B.A., Indiana University, 2009.

Regina Simmons (2014). *Director of Residence Life.* M.A., Campbell University, 2001; M.B.A., Campbell University, 2003

Jill Rogers (2013). *Assistant Director of Residence Life.* B.A., Meredith College, 2006; University of North Carolina-Greensboro, 2011.

Contract Services

Tony Beaver (2012). *Police Officer. Village of Misenheimer Police.*

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

John Brady (2010). *Police Captain. Village of Misenheimer Police.*

Nathan Brown (2012). *Police Officer. Village of Misenheimer Police.*

Luke Hatley (2008). *Police Sergeant. Village of Misenheimer Police.*

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

Erik S. McGinnis (2007). *Chief of Police Village of Misenheimer Police.* B.S., Pfeiffer University, 2010.

Mirsad Selimbegovic (2007). *Food Services Manager, Sodexo.*

Office of Enrollment Management Admissions

Lydia Allen (2013). *Admissions Counselor.* B.A., East Carolina University, 2009.

Emily L. Carella (2012). *Associate Director of Admissions.* A.S., Becker College, 1996; B.S., Becker College, 1998.

Katie Guessford (2013). *Campus Guest Coordinator.* B.S., Averett University, 2007.

Adrianna Holbert (2013). *Database Module Manager.* B.A., University of New Mexico, 2001.

Cheyenne Little (2014). *Admissions Counselor.* B.A. University of North Carolina-Chapel Hill.

Angela Nash (2013). *Admissions Counselor.* B.A., Bennett College, 2013.

Stephanie Wood (2014). *Admissions Assistant.* B.A., Pacific Lutheran University, 2011

Financial Aid

Amy Frye Brown (2001). *Director of Financial Aid.* A.B., Pfeiffer College, 1989.

Diane T. Martin (1998). *Financial Aid Counselor/Work Study Coordinator.*

Stephanie Stroupe (2014). *Financial Aid Counselor,* B.A. Pfeiffer University, 2008.

Athletics

Robert G. Reasso (2013). *Vice President for Athletics, Director of Athletics, Men's Soccer Coach.* B.A., Pfeiffer University, 1973, M.Ed. Springfield College, 1975.

Edgar J. Ingram, Jr. (1977). *Deputy Athletic Director, Assistant Professor of Sports Management, Chair of Sports Management Department.* B.A., Pfeiffer University 1974; M.S., University of North Carolina at Chapel Hill, 1980.

Allen Snook (2003). *Senior Associate Athletic Director, Director of Sports Medicine.* B.S. Bloomsburg University, 2001; M.S.,

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- Shippensburg University, 2002, D.H.Sc., A.T. Still University, 2012.
- Robin Jones (2013). *Assistant Athletic Director/Senior Woman Administrator, Assistant Women's Soccer Coach*. B.A., Franklin & Marshall College, 2008
- Eric Anderson (2008). *Head Men and Women's Swim Coach*. B.A., Indiana University at Bloomington, 1998.
- Krista Bentolila (2014). *Head Women's Lacrosse Coach*. B.S., Pfeiffer University, 2009
- Dusty Blake (2012). *Head Baseball Coach*. B.S., Appalachian State University, 2003; M.S., Pfeiffer University, 2006.
- 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.
- Gregory Justin Fainter (2013). *Head Tennis Coach*. B.A., James Madison University, 2010; M.A., James Madison University, 2011.
- Jordan Franey (2013). *Assistant Women's Basketball Coach*. B.A., University of California Santa Barbara, 2010; M.A., Whittier College, 2012.
- Mark Franz (2014). *Assistant Men's and Women's Swim Coach*. B.S., Pfeiffer University, 2014
- Elliott Gealy (2012). *Head Men's and Women's Golf Coach*. B.S. Clemson University, 1999.
- David Matthew Gianferante (2014) *Associate Head Golf Coach/Assistant to the Athletic Director*. B.A., Pfeiffer University, 1972
- Jasmine Honey (2012) *Director of Compliance & Assistant Athletic Trainer*. B.S. Bridgewater College, 2009; M.S., Northwestern State University, 2011
- Michael Horowitz (2013). *Assistant Men's Lacrosse Coach*. M.A., Fairleigh Dickinson University, 2013.
- Brandon S. Johnson (2010). *Assistant Athletic Trainer*, B.S. Western Carolina University, 2010; MHA, Pfeiffer University, 2013.
- Jacob S. Krolick (2014) *Assistant Cross Country/Track & Field Coach*, B.A. Edinboro University, 2012
- Jason Lange (2013). *Men's Lacrosse Coach*. B.S., Mars Hill, 2009.
- Paul Lawson (2013). *Head Volleyball Coach*. B.S., George Williams College, 1982.
- Lee "Tooey" Loy (2014). *Head Women's Basketball Coach*, M.A. High Point University, 1994.
- Matt Reed (2014). *Assistant Baseball Coach*. B.A., University of South Florida, 2012.
- Robert Robinson (2013). *Assistant Baseball Coach*. A.A., Irvine Valley, 2009, B.A., Valparaiso University, 2011.
- Robert "Bobby" B. Sager, II (2014). *Assistant Athletic Trainer*. B.S., Montana State University, 2012; M.S., Montana State University, 2014.
- Darryl Slack (2013). *Assistant Men's Basketball Coach*. B.S., West Virginia University at WVU Tech., 2010; M.S., West Virginia University, 2011.
- Hayley Thomas (2013). *Assistant Softball Coach*. B.S., Youngstown State University, 2013.
- Brent Underwood (2012). *Assistant Baseball Coach*. B.A., Catawba College, 2012.
- Christopher Vullo (2012). *Head Softball Coach*. B.S., Auburn University, 1994. M.S., Southern New Hampshire University, 2007.
- Chris Wood (2014). *Head Track and Field Coach*. B.S. University of Puget Sound, 2003; M.Ed., Temple university, 2005.

PFEIFFER UNIVERSITY AT CHARLOTTE

Administration

Daniel M. Owens (2003). *Evening and Weekend Campus Facilitator*. B.S., University of Maryland, 1962.

Michael Utsman (1996). *Director of Operations*. B.A., Wofford College, 1994; M.B.A., Pfeiffer University, 1996.

Center for Professional Advancement

Paulita Brooker (2011). *Dean of Continuing Education and Adult Studies*. B.S.W., Eastern Kentucky University, 1980; Ed.S., University of Arkansas, 1999; Ed.D., University of Arkansas, 2004.

Dana J. Hanson (1997). *Associate Director of Enrollment Services*. 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). *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.

Kathleen Kilbourne (1997). *Director of the MAPT Program*. A.B., Pfeiffer College, 1978; M.A., Appalachian State University, 1986.

Vernease H. Miller (1998). *Director of Healthcare Programs and Professor of Health Law*. B.A., Chatham College, 1973; J.D., Washington College of Law, 1976; M.H.A., St. Joseph's University, 1983.

Susan B. Wilkie (2006). *Program Director and Professor of Marriage and Family Therapy, AAMFT Approved Supervisor and LPC 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). *Director of Information Support Services*. B.A., University of Tennessee, 1991; M.L.I.S., University of South Carolina, Columbia, 1994.

Linda Dailey (2007). *Admissions Assistant and Receptionist*. A.A.S., Erie Community College, 1993.

Linda Fidelle (2010). *Evening Librarian*. B.S. Winthrop University, 1971; M.L.I.S., Indiana University, 1997.

Michelle Inman (2012). *Graduate Admissions Counselor* A.A., Stanly Community College, 2010; B.A., Pfeiffer University, 2012.

Deborah Johnson (2011). *Receptionist/Testing Coordinator*. B.S.I.S., Strayer University, 2011.

Rick Kivior (2006). *Associate Registrar*. B.A., University of North Carolina at Chapel Hill, 1996; M.S., Clemson University, 1999.

Deborah Lung (2009). *Graduate Student Development & Academic Success*. B.S., James Madison University, 1984; M.A., James Madison University, 1995; Psy.D., James Madison University, 2007.

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

Christie Collier Rowe (2007). *Financial Aid Counselor*. B.A., University of Tennessee at Knoxville, 2000.

PFEIFFER UNIVERSITY RALEIGH-DURHAM

Lee Drum (2014) *Marketing & Enrollment Specialist*. B.S., Campbell University, 2007.

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President, Pfeiffer Student Government Association	
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The Western NC Conference of the UMC	
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Treasurer, United Methodist Women	
The Western NC Conference of the UMC	

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2014-2015 ACADEMIC CALENDAR

MISENHEIMER CAMPUS

FALL SEMESTER

Thursday	August	14	New Students Report
Sunday	August	17	Residence halls open for returning students
Monday	August	18	Classes Begin
Monday	August	25	Students deadline to submit Immunization Records
Monday	August	25	Last day to add or drop a class
Monday	September	1	Labor Day Holiday (no classes)
Friday	September	5	Opening Convocation
Thursday	September	25	Deadline to appeal grades from Spring and Summer 2014
Thursday	September	25	Registrar's Office - Late Graduation Applications for Dec 2014 or May 2015 due
Tuesday	October	7	Semester Mid-Point
Tuesday	October	7	Changes to incomplete grades from Spring and Summer 2014 due
Friday	October	10	Mid-term grades are due at 8:00 a.m.
Sat.-Sun.	October	11-19	Fall Break
Monday	October	20	Classes Resume at 8:00 a.m.
Thursday	October	30	Last day to withdraw from a course ("W", "WP", "WF" grade)
Mon.-Fri.	November	10-14	Pre-Registration for Spring Semester
Wed.-Sun.	November	26-30	Thanksgiving Holidays
Monday	December	1	Classes Resume at 8:00 a.m.
Monday	December	8	Last day of classes
Tuesday	December	9	Reading Day
Wed.-Thur.	December	10-16	Final Exams
Friday	December	19	Last Day to submit grades - midnight
			Christmas Break

SPRING SEMESTER

Monday	January	5	Residence halls open for new students
Tuesday	January	6	Residence halls open for all students
Wednesday	January	7	Classes Begin
Wednesday	January	14	Last day to add or drop a class
Monday	January	19	Martin Luther King Jr. Holiday (no classes)
Thursday	January	22	Registrar's Office-Graduation Applications for May, Aug or Dec 2015 Due
Wednesday	February	18	Deadline to appeal grades from the Fall
Thursday	March	5	Changes to Incomplete grades from the Fall
Thursday	March	5	Semester Mid-point
Thursday	March	5	Mid-term grades due
Sat.-Sun.	March	7-15	Spring Break
Monday	March	16	Classes resume at 8:00 a.m.
Tuesday	March	17	Last day to withdraw from a course ("W", "WP", "WF" grade)
Tuesday	March	24	Seniors Day for Dec. 2014 and May 2015 Graduation Candidates
Friday	April	3	Good Friday Easter Holiday (no classes)
Mon.-Fri.	April	13-17	Pre-Registration for Summer and Fall Semester
Monday	April	27	Last Day of classes
Tuesday	April	28	Reading Day
Wed.-Wed.	April-May	29-6	Final Exams
Tuesday	May	6	May Graduates Grades are due
Saturday	May	9	Commencement

SUMMER 2015 ACADEMIC CALENDAR

MISENHEIMER CAMPUS

FIRST SESSION

Monday	May	18	Registration
Tuesday	May	19	Classes Begin
Tuesday	May	19	Last day a course may be added/dropped
Monday	May	25	Memorial Day Holiday
Tuesday	June	9	Last day a course may be dropped with a "W", "WP" or "WF"
Wednesday	June	17	Last day of classes
Thursday	June	18	Final Exams
Monday	June	22	Grades Due by 9 a.m.

SECOND SESSION

Monday	June	22	Registration
Tuesday	June	23	Classes Begin
Tuesday	June	23	Last day a course may be added/dropped
Friday	July	4	July 4th Holiday
Tuesday	July	14	Last day a course may be dropped with a "W", "WP" or "WF"
Wednesday	July	22	Last day of classes
Thursday	July	23	Final Exams
Monday	July	27	Grades Due by 9 a.m.

Notes

Notes

