



CATALOG

2018-2019

GRADUATE PROGRAMS

ADULT DEGREE COMPLETION

PROGRAMS

Pfeiffer University/Charlotte 1515 Mockingbird Lane, Suite 100
Charlotte, NC 28209
704-945-7340

Pfeiffer University/Raleigh-Durham 2880 Slater Road, Suite 100
Morrisville, NC 27560
919-238-2400
Fax 919-238-2401

Accredited by National Association of Schools of Music; North Carolina State Board of Education; National Council for Accreditation of Teacher Education; Council for the Accreditation of Educator Preparation; Accreditation Council for Business Schools & Programs; American Association of Colleges of Nursing and Commission on Accreditation for Marriage and Family Therapy 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.

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, 704-463-3067.

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.

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 2018-2019 and is accurate and current, to the best of Pfeiffer's knowledge, as of July 2018. 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.

Mission Statement



Established in 1885, Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and leadership in professional and graduate programs that fill demonstrated needs at its campuses in Misenheimer, Charlotte and Raleigh-Durham, and online.

Vested in its history as a United Methodist-related university and propelled 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.

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.

Charlotte Campus Location

The Pfeiffer University Charlotte campus is located at 1515 Mockingbird Lane Montford Park, Charlotte, NC, 28209. From Northbound or Southbound I-77, take exit 6A Woodlawn Road. Take a right on Park Road. Pfeiffer is at the corner of Park Road and Mockingbird Lane in the Montford Park Building.

Raleigh-Durham Location

Traveling East on I-40 take exit 284 A for Airport Blvd., turn right onto Airport Blvd, travel .3 miles, turn right onto Slater Road, travel .4 miles and the Enterprise building on your right and Pfeiffer is in the building directly beside the Enterprise building.

Traveling West on I-40 take exit 284 for Airport Blvd., at the end of the exit turn left onto Airport Blvd. and travel .5 miles, turn right onto Slater Road, travel .4 miles and the Enterprise building on your right and Pfeiffer is in the building directly beside of the Enterprise building.

ADDITIONAL LOCATIONS GRADUATE STUDIES:

Wake Med

3000 New Bern Ave. Raleigh-Durham, NC 27610

Novant Healthcare

200 Hawthorne Lane
Charlotte, NC 28204

Forsyth Medical

Center 3333 Silas
Creek Parkway
Winston-Salem, NC
27103

Randolph Community College

629 Industrial Park
Asheboro, NC 27205

Carolinas Medical Center-North-East

920 Church Street,
North Concord, NC 28025

Moses Cone Hospital

1200 North Elm St.
Greensboro, NC 27401

Durham Regional Hospital

3643 North Roxboro Road
Durham, NC 27704

Stanly Community College

102 Stanly Parkway
Locust, NC 28097

Table of Contents

The Pfeiffer University catalog for Graduate and Adult Degree Completion Programs is a reference manual for current students, faculty, staff, and others. It describes the University programs for the 2018-2019 academic year and provides other information about Pfeiffer's graduate and Adult Degree Completion programs. The largest section of the catalog contains, in alphabetical order, the areas of study available. It defines some terms commonly used at Pfeiffer and describes the programs that are offered, the requirements for each, and special services available; a listing of the faculty, staff, and trustees of Pfeiffer University; the history of the university; the academic calendar for 2018-2019; and other information.

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Graduate and Adult Degree Completion Programs

Pfeiffer is a comprehensive United Methodist-related University, with multiple campuses that are committed to educational excellence, service and scholarship. We value diversity and promote the attainment of full academic and personal potential through accessible traditional undergraduate, adult, and graduate and degree-completion programs. The church-related vision of the University encourages our students to embrace the Christian values of human dignity, integrity and service as they become servant leaders and lifelong learners.

Pfeiffer University at Charlotte is located at 1515 Mockingbird Lane in the South Park area. The modern urban campus includes, library, classrooms, meeting space, and the Institute for Marriage and Family Therapy. Pfeiffer University in Raleigh-Durham is located at 2880 Slater Road, Suite 100, Morrisville, NC and has classrooms and the Pfeiffer Institute Reach.

GRADUATE

The academic departments at Pfeiffer offer an excellent graduate experience on both the Charlotte and Raleigh-Durham campuses. These include Master's degrees in Business Administration, Business Administration/Leadership, Financial Fraud Investigation, Health Administration, Health Administration/Business Administration, Elementary Education, Special Education, Curriculum and Instruction, Marriage and Family Therapy, Practical Theology, and Leadership, all offered on the Charlotte campus.

Graduate students generally take two courses during the fall and spring terms (three courses maximum in the MMFT Program) and two courses (one course minimum in the MMFT Program) during the summer. Each course meets one night per week in most disciplines. Graduate certificates in Health Service Administration and Leadership are also offered.

ADULT ADULT DEGREE COMPLETION

Located on the Charlotte campus, the university supports the mission of the University by administering the delivery of quality undergraduate programs for adult learners. In conjunction with the University's academic departments, degree programs are offered in Business Management and Leadership, Health Administration, Human Relations, Elementary Education, and Criminal Justice are offered in a format to accommodate the working adult. The nationally accredited RN-BSN program for registered nurses is also offered.

Courses are offered in two eight-week sessions each fall and spring semester with courses also offered each summer. Typically, students take four courses in the fall and spring, and two courses in the summer. Classes are offered Monday through Thursday evenings, usually meeting one night per week and online.

For more information contact:

Pfeiffer University at Charlotte
1515 Mockingbird Lane, Suite 100
Charlotte, NC 28209
Phone (704) 945-7340
gradadmissions@pfeiffer.edu

Pfeiffer University Raleigh-Durham
2880 Slater Road, Suite 100
Morrisville, NC 27560
Phone (919) 941-2400
Fax (919) 941-2401
gradadmissions@pfeiffer.edu

Graduate and Adult Degree Completion Admissions

GRADUATE ADMISSIONS

Admissions Requirements for Graduate Degree-Seeking Candidates:

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

- Completed a baccalaureate program at an accredited college or university with a satisfactory grade point average.
- A completed application
- Official transcripts from each undergraduate and graduate program attended
- Complete other requirements as listed under specific programs
- Once admitted to a graduate program, students may not transfer to a different graduate program without first applying to the new program.

For additional requirements, refer to the specific graduate degree program within this catalog.

TRANSFER CREDITS

MBA, MHA, and MSL students may transfer up to nine (9) semester hours of comparable business-related graduate level work into the Pfeiffer program. master of Arts in Practical Theology students may transfer up to fifteen (15) semester hours of graduate level work, students in the missions/evangelism track may transfer in up to (18); credits only three (3) courses (9 SH) of the MAPT core curriculum will be accepted from transfer credits. MHA/MBA students may transfer up to nine (9) semester hours of comparable business-related graduate level studies and nine (9) semester hours of comparable health administration-related graduate level studies into the Pfeiffer program. MBA/MSL students may transfer up to nine (9) semester hours of comparable business-related graduate level studies and nine (9) semester hours of comparable organizational management-related graduate level studies into the Pfeiffer program. Students in the MMFT Program may transfer up to nine (9) semester hours of comparable COAMFTE accredited marriage and family program-related graduate level course work with case by case approval as evidenced by an official transcript, catalog course description, and course syllabus concurrent with the semester the course was taken. These courses must be taken within two years of Pfeiffer MMFT application.

Admission on Conditional Acceptance

Applicants who hold a baccalaureate degree, but do not meet the formal requirements may be granted provisional admission. Full graduate standing is granted when these students satisfactorily complete prescribed courses or otherwise remove deficiencies. When admitted on conditional acceptance, graduate students must complete any outstanding prerequisite course requirements within their first twelve semester hours taken at Pfeiffer University. All graduate students are expected to maintain a minimum GPA of 3.00 during their academic career at Pfeiffer.

All inquiries and correspondence for programs should be sent to:

Director of Graduate Admissions Pfeiffer University at Charlotte
1515 Mockingbird Lane, Suite 100
Charlotte, NC 28209
Phone: (704) 945-7320 Fax: (704) 945-7330

ADULT DEGREE COMPLETION ADMISSIONS

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

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

Admission on Conditional Acceptance

Students who do not meet the admissions criteria for becoming a successful Pfeiffer University student may request admission on a conditional acceptance. In those instances, the student application along with a letter of explanation, will be reviewed by the Conditional Admissions Review Committee. When admitted on a conditional acceptance, students must attain a cumulative GPA of at least a 2.0 for their first 12 semester hours taken at Pfeiffer University, or they will be subject to academic probation.

Individuals considering applying to Pfeiffer University at Charlotte can apply online at www.pfeiffer.edu or by contacting:

Office of Admissions
Pfeiffer University at Charlotte 1515 Montford Park
Charlotte, NC 28209
by calling: (704) 945-7340

Admission Requirements for Adult Degree-Seeking Candidates:

- 45 transferable credit hours
- Transcripts from all colleges attended
- 2.0 cumulative GPA in previous college work (2.75 for Elementary Education)
- A passing score on the TOEFL examination or equivalent taken within the last five years for applicants for whom English is a second language (US citizens exempt)
- Students enrolling in any of our adult undergraduate Adult Degree Completion programs are required to have access to a computer

Instructions for Adult Degree-Seeking Candidates

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

- A completed application
- An official transcript from each college or university attended.

Instructions for Non-Degree Applicants:

Submit a completed application.

Instructions for International Applicants (degree seeking and non-degree seeking):

- Submit a completed application.
- Have TOEFL scores (minimum of 500 PBT/173CBT/61IBT undergraduate and 550PBT/213CBT/79-80IBT graduate) sent directly to the Admissions Office.
- Have one official transcript (in English) from each school (high school and college) sent directly to the Office of Admissions.
- Provide a statement of financial support.

Re-Admission to Pfeiffer University

- Students returning to Pfeiffer University after an absence of two or more semesters must reapply to the university. Readmitted students follow the graduation requirements of the catalog that is in effect at the time of their return, or a subsequent catalog.
- A student who was admitted to a graduate program, and would like to be re-admitted to a different graduate program must apply to the new program.
- Students who left while on academic probation or suspension should have a mathematical chance that the GPA will raise to meet the Academic Good 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.
- If a student was placed on Academic Suspension at the time he completed his last registration, the student must submit a letter to the Assistant Dean of Academic Affairs explaining the reasons for his academic difficulties in the past, and any steps the student is planning to take to improve his academic standing. The student must also meet with an academic advisor to prepare a study plan that will ensure his success upon readmission to the University.
- If a student has attended another college or university since their last enrollment date at Pfeiffer University, official transcripts from each college attended must be sent to the Office of Admissions. If the student has not attended Pfeiffer University for 3 or more years, he/she must re-submit all college transcripts to the Office of Admissions.
- Re-admission is at the discretion of the University.
- Previously suspended students returning or readmitted must appeal the reinstatement of their financial aid.

ROLLING ADMISSION

Pfeiffer has a rolling admission policy. The Office of Admissions reviews each application as soon as all required credentials arrive and informs the student of the admission decision as soon as possible.

CAMPUS VISITS

Prospective students are welcomed and encouraged to visit campus. Applicants should contact the office as early as possible to arrange a visit.

TRANSFER CREDIT

Pfeiffer University accepts courses earned at other institutions provided that:

- The courses represent collegiate coursework relevant to the degree program being pursued at Pfeiffer University, and was completed at an accredited institution.
- The grade earned for the course was a C- or higher.
- The course content, level of instruction, and resulting competencies are equivalent to those offered by the University.
- Official University Transcripts from each institution previously attended are received before transfer credits may be awarded. Students may not transfer in more than 50 percent of the credits required in the major.
- 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.
- 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.

- 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.
- Two year college graduates who have earned 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.
- Students admitted to 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.
- Students who have not completed a degree and students with a 2 year degree from a state other than North Carolina 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.

1. 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:
 - 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.
 - 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.
 - 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:

- 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. These two programs are offered at the Misenheimer Campus only.

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 diploma). Students must obtain course equivalency recommendations from the relevant departments. Course work from the classes taken in preparation for the exams may be helpful in demonstrating what was covered.

CREDIT BY EXAMINATION/ADVANCED PLACEMENT

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

The College Board's Advanced Placement Program (AP): Pfeiffer University awards credit to students who have passed certain AP Examinations at an acceptable level. These tests may be taken prior to enrollment. The dean of continuing education and adult studies reserve the right to verify test results. The following table outlines the credit acceptance; contact the registrar's office for specific course equivalence.

ADVANCED PLACEMENT TEST	Score	SH(s) Awarded
ECONOMICS		
Microeconomics	3, 4, 5	3
Macroeconomics	3, 4, 5	3
ENGLISH		
Literature and Composition	5	3
Language and Composition	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 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	3
Statistics	3, 4, 5	3
Computer Science A	3, 4, 5	3
Computer Science AB	3, 4, 5	6

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

CLEP EXAMINATION **Required Score** **SH(s) 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	60	12
College German Level 2	60	12
College Spanish Level 2	60	12

HISTORY AND SOCIAL SCIENCES

American Government	50	6
Human Growth and Development	50	3
Intro. To Educational Psychology	50	3
Introductory Psychology	50	3
Introductory Sociology	50	3
Principles of Macroeconomics	50	3
Principles of Microeconomics	50	3
Social Sciences and History	50	6
U.S. History I	50	3
U.S. History II	50	3
Western Civilization I	50	3
Western Civilization II	50	3

SCIENCE AND MATHEMATICS

Biology	50	6
Calculus	50	3
Chemistry	50	6
College Algebra	50	3
College Mathematics	50	6
Natural Sciences	50	6
Pre-calculus	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

Military Credit: Pfeiffer University is a Service Members 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 and the dean of continuing education and adult studies 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 is to be paid prior to the test. Credit and grades will be a part of the Pfeiffer academic record and will apply towards residency.

PRIOR LEARNING ASSESSMENT COURSE (CPL 2000)

If prospective students entering the Adult Degree Completion Program have other learning experiences not served by departmental examination or by national standardized examination, they may be advised to consider prior learning assessment by portfolio. Portfolio is a method by which students may earn academic credit for college-level learning completed outside of the traditional classroom setting. The portfolio is designed to assist adult learners in attaining their academic and career goals by validating their professional competencies. Credit is granted for college level learning and not for the experience alone. Credit is not awarded for duplicating previous or future coursework. Pfeiffer adheres to CAEL's Ten Standards of Assessment for PLA. Students who wish to petition for credit through the portfolio process will enroll in the Prior Learning Assessment course (CPL 2000). This course is the method by which students will develop documentation for the courses for which they hope to earn PLA credit. The Prior Learning Assessment course is a two credit hours course offered online. In this course, students will learn how to develop the appropriate documentation sets for classes for which they wish to seek credit. The finished portfolio is then submitted to an Evaluation Review Committee for assessment. Students may earn a maximum of 30 hours of elective credit through this process.

Upon completion of this course students will be able to:

- Define prior learning assessment
- Identify, organize, and gather documents that can be used to build a portfolio
- Differentiate between experiential learning, life experience, and traditional classroom learning
- Explain Kolb's learning theory as it applies to personal learning experiences
- Use critical thinking skills to reflect on the value of learning gained from their own experiences
- Produce college-level writing to develop a narrative which addresses the learning outcomes gained from their experiences
- Prepare a portfolio in accordance with Pfeiffer standards for submission

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

Pfeiffer University limits academic residency to no more than twenty-five percent of the degree requirements for all undergraduate degrees for active-duty service-members. Academic residency can be completed at any time while active-duty service-members are enrolled. Reservists and National Guardsmen on active-duty are covered in the same manner.

At least 45 SH must be earned in residence at Pfeiffer University. Work in residence must include at least 1/2 of the number of semester hours required in the major. An exception to this rule is the RN to BSN program which only requires 30 semester hours in residence.

Costs and Financial Policies

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

ADULT DEGREE COMPLETION TUITION AND FEES: 2018-2019

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

Tuition Charges and Fees	Per Semester Hour
Tuition	\$460.00
Part-Time Tuition	\$460.00
Challenge Exam Fee	\$339.50
Audit Fee	\$460.00
Comprehensive Fee Adult Degree Completion -Fall	\$215.00
Comprehensive Fee Adult Degree Completion -Spring	\$215.00
Comprehensive Fee Adult Degree Completion -Summer	\$155.00
Other Adult Degree Completion	
Directed Study Fee	\$460.00
Readmission Fee	\$60.00
Late Payment Fee	\$150.00
Late Registration Fee	\$75.00
Returned Check Fee – per check	\$25.00
Transcripts	\$8.00
Graduation Fee	\$95.00

GRADUATE SCHOOL TUITION AND FEES: 2018-2019

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

Tuition Charges and Fees	Per Semester Hour
Tuition	\$668.00
Audit Fee	\$668.00
Other Graduate Charges and Fees	
Advanced Tuition Deposit	\$150.00
Readmission Fee	\$75.00

Late Payment Fee	\$150.00
Late Registration Fee	\$75.00
Entrance Assessment	\$85.00
International Trip	TBD
Graduation Fee	\$95.00
MMFT 690 Lab Fee – per semester	\$125.00
Returned Check Fee – per check	\$25.00
Teaching Internship Fee (EDUC 621A, SPED 621A, B, C)	\$150.00
Transcripts	\$8.00

Fees are non-refundable.

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

PAYMENT OF TUITION AND FEES

Tuition and fees and all other costs are due and payable on or before the beginning of each semester or summer session. For the convenience of students and their families, Pfeiffer offers several methods of payment for charges not covered by financial aid. Cash, personal check, VISA, American Express, Discover, and MasterCard credit/debit cards are accepted.

Credit/Debit card payments and electronic check payments can be made online by logging on through My.Pfeiffer.

PAYMENT PLAN

An interest-free monthly installment plan is available for the payment of tuition 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 POLICY FOR FULL WITHDRAWAL - FULL TIME AND PART TIME STUDENTS

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

Effects of Withdrawal to Financial Aid Package

When a student enrolls, he/she receives an aid package for the entire semester. On the date when the semester is 60% complete, the student has earned 100% of this package. If a student withdraws before this date, known as the 60% point, Pfeiffer University is required to determine the amount of federal financial aid the student has earned from the time of enrollment to the point of

withdrawing. The Office of Financial Aid performs a calculation known as Return of Title IV, which was developed by the US Department of Education and is defined below. Federal aid administered under Title IV of the Higher Education Act of 1965 includes PELL Grants, SEOG, Perkins Loans, Stafford Loans and PLUS loans.

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

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

Effects of Withdrawal to Charges

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

Return to Title IV Calculations

- Number of Days Completed=Last Date Attended – Date Semester Began
- Percentage of Aid Earned=Last Date Attended-Date Semester Began
- 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
- 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.

Suspension/Dismissal

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

Military Activation

In the event a student is called to active duty, he or she must complete the formal withdrawal process and provide a copy of his or her deployment orders at the time of withdrawal. Until the student has done both, special consideration will not be granted under this policy. Pfeiffer University limits academic residency to no more than twenty-five percent of the degree requirements for all undergraduate degrees for active-duty service members. Academic residency can be completed at any time while active-duty service members are enrolled. Reservists and National Guardsmen on active-duty are covered in the same manner.

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

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

REFUND POLICY FOR PARTIAL WITHDRAWAL - FULL TIME STUDENTS ONLY

If a student does not withdraw from all classes and has a full-time status, this policy applies. It is always the student's responsibility to withdraw from unwanted courses. Withdrawal forms are available at My.Pfeiffer and by emailing the Registrar's Office at: registrar@pfeiffer.edu

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

Classes withdrawn after the drop period are assigned a grade in accordance with the Academic Policies. Once a grade is assigned, there will be no reduction to the tuition charges. Withdrawal grades will be used in the computation of the student's Satisfactory Academic Progress.

REFUND POLICY FOR PARTIAL WITHDRAWAL - PART TIME STUDENTS ONLY

If a student does not withdraw from all classes and has a part-time status, this policy applies. It is always the student's responsibility to withdraw from unwanted courses. Withdrawal forms are available at My.Pfeiffer.edu and at the Registrar's Office: registrar@pfeiffer.edu.

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

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

UNPAID ACCOUNTS

Students with an unpaid balance will not be permitted to pre-register for the next semester. Transcripts and final grade reports will not be issued unless all charges are paid in full. Degree candidates will not be permitted to participate in graduation ceremonies and will not receive a diploma until all tuition, fees and fines are paid in full. Unpaid accounts are subject to be given to a collection agency. If collection proceedings are established, the student will be responsible for any collection and litigation costs.

If a student disputes the unpaid balance, written documentation supporting the claim must be provided to the Business Office for investigation. Any communication with a University official should be documented with names, dates, and details of the conversation. Copies of forms from professors, advisors, counselors, etc. that substantiate your claims should be provided.

RETURNED CHECKS

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

Financial Aid

GENERAL INFORMATION

Each year Pfeiffer awards approximately \$25 million in assistance to over 90% of the student body. Financial assistance at Pfeiffer University is available to students from three different sources: federal, state, and institutional. Assistance is based upon two criteria, need and merit. Need-based assistance is determined by information from the Free Application for Federal Student Aid (FAFSA). Merit-based assistance is determined by academic and artistic achievement.

APPLICATION PROCEDURE

1. Apply for admission to Pfeiffer University.
2. Complete the required FAFSA as soon as possible after October 1st. When completing the FAFSA 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. The school code is 002955.
3. Financial aid eligibility is determined after a student has been offered admission and after the FAFSA has been received and processed. Financial aid information is sent electronically to students and may be accessed via the my.pfeiffer.edu student portal.
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.

STUDENTS MUST REAPPLY EACH ACADEMIC YEAR FOR FINANCIAL AID.

TYPES OF FINANCIAL AID

Financial aid is awarded in a “package” or combination of different types of assistance from various sources. Scholarships, grants, loans, and campus employment are integral parts of the financial aid program.

Scholarships and grants are non-repayable gifts that can be based upon need and/or merit.

Need-based eligibility is determined by FAFSA data and/or academic achievement.

Possible sources include:

- Federal Pell Grant (need based)
- Federal SEOG (need based)
- Community and external scholarships

Loans available to Pfeiffer University students (based upon eligibility) include:

- Federal Perkins Loans
- Federal Stafford Loans (subsidized and unsubsidized)
- Federal Parent Plus Loans for Undergraduate Students
- United Methodist Student Loans
- Private and alternative 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 Federal Work Study Program is a need-based program. Eligibility is determined by FAFSA data. The program is administered by the Office of Financial Aid and Human Resources.

ACADEMIC SCHOLARSHIPS

Annual institutional financial aid awards and scholarships are allocated equally over the fall and spring semesters. An academic year award cannot be applied to a single semester. There are limits on the amount of institutional aid students can receive. Institutional awards apply to tuition only.

Pfeiffer University awards various academic scholarships and awards. **ELIGIBILITY: STUDENTS MUST MAINTAIN A “FULL TIME” COURSE LOAD.**

Honor Scholarships: 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/ACT scores, and have excellent grades in a competitive college preparatory program of study. Honor Scholars must maintain a 3.0 cumulative average and are required to live on campus.

Presidential, University, and Legacy Scholarships: Prospective students with exemplary high school records and test scores are eligible. Awards are based upon a combination of SAT/ACT 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.

Endowed Scholarships: Named scholarships are awarded in accordance with the Office of Advancement and the stated preferences of the donor. A complete listing of endowed scholarships is available through the Office of Advancement.

UNITED METHODIST SCHOLARSHIPS

NC Pastor's Scholarship Program: Students who are members of NC United Methodist Churches and who are recommended by their pastor can receive a \$1000 Methodist scholarship. These scholarships are renewable.

Charles Wesley Award: United Methodist students with an un-weighted GPA of 3.50 or higher are eligible to apply for a \$10,000 scholarship awarded at \$2500 per year, \$1250 per semester, for up to

four years (eight consecutive semesters). Two (2) awards will be made per academic year and given to students who demonstrate leadership in their local UM congregation. There is an application and review process.

Susanna Wesley Award: Dependents and spouses of United Methodist clergy are eligible for an \$8,000 clergy dependent scholarship awarded at \$1000 per semester for up to four years (eight consecutive semesters).

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 or at the point the student is registered for only graduate courses, he/she will be considered a graduate student and will receive only that level of aid which consists of unsubsidized loans.

Time payment programs are available. More information is available from the Business Office by calling 704-463-3019.

SATISFACTORY ACADEMIC PROGRESS

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

VETERANS' EDUCATIONAL ASSISTANCE BENEFITS

Pfeiffer University is pleased to welcome all Veterans, active and retired, as well as their eligible spouse and/or children. Generally, Veterans have 10 years from the date they were last released from active duty to use their educational benefits. The exception to the rule will be the Post 9/11 GI Bill which may be used up to 15 years following separation from active duty. Children of Vets are generally eligible from age 18 up to age 26.

In order to determine educational benefits, Veterans and their families should complete a request for their COE (Certificate of Eligibility). A copy of the COE should be sent to the VA Certifying Official at Pfeiffer University who is located in the Registrar's Office, suite 226.

For more information on transfer of Entitlement, the current Chapters for educational benefits, and information for the Yellow Ribbon Program please visit the VA GI Bill website: www.gibill.va.gov.

The Yellow Ribbon Program was established by the Post-9/11 Veterans Educational Assistance Act of 2008. Eligibility and qualification for this program will be listed on the COE. Students must adhere to the Academic Standards Policy of Pfeiffer University.

Students will be terminated for VA purposes if academically suspended. Pfeiffer University notifies the VA within thirty (30) days of any change in status or failure to meet satisfactory academic progress. All courses and programs of study must be approved each year. VA regulations limit payment for only those courses that are required for the student's declared major. Any change in enrollment status or program of study must be reported to the VA Certifying Official (Registrar's Office, suite 226)

OTHER INFORMATION

The Financial Aid Office is open 8:00 a.m. to 5:00 p.m., Monday through Friday.

For more information about financial aid contact:

The Office of Financial Aid
Pfeiffer University
P.O. Box 960
Misenheimer, NC 28109
financial.aid@pfeiffer.edu
704 463-3060

Technology

Pfeiffer University classes require significant amounts of electronic coursework, and all Pfeiffer students must fulfill technical competencies as part of graduation requirements. Much of the 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 quality 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 8 or later
- Intel Core i5 or i7 processor
- 6 GB RAM
- 250 GB hard drive
- Webcam
- USB headset with microphone

Macintosh Systems

- Current generation MacBook/MacBook Pro/MacBook Air
- OS 10.10 (Yosemite) or later
- USB 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 the responsibility of the student. A number of good commercial products, including those from Trend Micro, McAfee and Symantec, will meet the need for security software. 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 wired 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 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. Please visit www.lenovo.com/pfeiffer for information on currently available models and prices.

Pfeiffer University Active Directory, Email and Blackboard Accounts

Access to the My.Pfeiffer portal and to campus computer labs requires an Active Directory account. Login information for this account is sent to student's home email address shortly after they deposit and declare their intention of attending the university.

All Pfeiffer University students are required to use their assigned Pfeiffer University email for University communications. Email account access information is sent to student's home email addresses shortly after they deposit and declare their intention of attending the university.

Blackboard is the university's online learning platform. Login information for this system is sent to student's university email addresses shortly before the start of classes.

Technology Assistance

Pfeiffer University offers technology assistance to its students via its Service Desk service. This service is staffed by Pfeiffer IT staff Monday – Friday 8 AM – 5 PM. The Service Desk can be reached at 704-

463-3002 or by emailing techsupport@pfeiffer.edu. Support for student-owned computers is normally limited to needs relating to network connectivity on the university campuses, My.Pfeiffer, Blackboard and other university-provided systems. Any other services are provided on a time and effort available basis.

Advising and Registration

Upon acceptance to Pfeiffer University, students are assigned an academic advisor as noted in their acceptance letter and also provided access to an online New Student Orientation. Assigned advisors assist students with course selection consistent with their interests, work schedules, and program requirements.

Students are expected to register online for classes according to the dates designated on the academic calendar. Refer to the Academic Calendar. Early registration is encouraged to ensure available space in desired classes. Assigned academic advisors approve student class schedules and work with students to ensure schedules are complete each term.

Academic Assessment

Pfeiffer University is committed to continuous improvement in all areas. To that end, assessments are administered to students, faculty, staff, administration, and external constituencies on a regular basis. 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.

Adult Undergraduate Adult Degree Completion Programs

Standardized Testing/Assessments:

- ETS Proficiency Profile
- Major Field Test
- Additional tests as required

The ETS Proficiency Profile is a nationally standardized assessment of student academic achievement. The ETS Proficiency Profile will be administered to students as an entrance test and again during their senior year. 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 in the nation at large. In addition to these standardized tests, major field exams are administered for most majors during the senior year of the academic program. Additional tests could be required for students to complete, when deemed necessary and appropriate by the University administrations. Such tests could be standardized or created for a specific purpose.

Graduate Programs

- **MMFT Comprehensive Exit Exams**
Students who are seeking an MMFT degree require a minimum passing grade of 70% on the MMFT Comprehensive Exit Exam.
- **MHA Exit Exams**
Students who are seeking a graduate degree from any MHA program are required to take an Exit Exam, administered during the last semester of enrollment.

Advisory Boards

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

Surveys for Adult Degree Completion and Graduate Programs:

- *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.

- *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.

- *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.

- *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.

- *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.

- *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.

- *Advising Survey*

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

Pfeiffer Library at Charlotte

In order to facilitate access to a wide array of library services, Pfeiffer University provides a library on the Charlotte campus with a 12,000 volume book collection, print periodicals, graduate testing and developmental materials, and computer workstations which provide access to vast online research databases of journals and other materials. All of the library's research databases are available to all students regardless of learning site, including online students. An ask-a-librarian service is available to all students 24 hours per day. The librarians can arrange for intra-library loans with the 125,000 volume collection on the Misenheimer campus and for inter-library loans with state, regional, and national libraries. Pfeiffer has a policy of reimbursing Charlotte-based, Raleigh-Durham-based and distance education students for Friends of the Library membership fees at cooperating libraries that require memberships for book circulations. In order to be reimbursed for Friends of the Library fees, students must be currently enrolled and in good standing with accounts paid to a current basis. For students who are in their last semester of enrollment, reimbursement can be made upon presentation of a receipt. For students in continuing enrollment, a tuition credit can be applied for the following term upon presentation of a receipt. For more complete information regarding library hours and services, refer to the web site at <http://library.pfeiffer.edu>.

Academic Support

WriteSmart Success Center

Assistance with writing is available to students online and in person. Students can submit their written assignments for feedback, obtain guidance on grammar usage, referencing citations, and following specified formats such as APA and MLA by working with a Writing Coach. Students can request this help by emailing WriteSmart@pfeiffer.edu

StudySmart-Online Tutoring

Online face-to-face tutoring is available to Pfeiffer students in any courses within their program 24/7. Students can select their certified tutors and evaluate their help sessions. To get started students should send an email to StudySmart@pfeiffer.edu for detailed access information.

Student Services

OPEN DOOR TRADITION

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

STUDENT CONDUCT STATEMENT

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

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

Honor Code

VIOLATIONS OF THE HONOR CODE

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

- a. Cheating in any form in academic matters, defined as willful participation in the unauthorized exchange and/or use of information while working on any examination or project designed to evaluate individual performance.
- b. Plagiarism, the appropriation and passing off as one's own the writings or ideas of another.
- c. Attempting to cheat or plagiarize.
- d. Failure to report observed violations.

- e. Lying, stealing, or other conduct violations in relation to academic issues and situations.

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

Adult Degree Completion and Graduate School Honor System Procedures

First Offense — in Violation Plea — Student / Faculty Option

1. The instructor has ascertained from the Office of Academic Affairs that this is a first offense for the student involved. The instructor also obtains an academic dishonesty form from office of VPAA to document the incident.
2. The instructor informs the student of the charge and of his/her rights under the Honor Code procedures. A copy of these procedures will suffice to document this requirement.
3. Included within these procedures is the explicit obligation of truthfulness. If a student lies about his/her Honor Code violation, such action is consider a second, and more serious, offense. The initial charge and the second charge of lying must be adjudicated under the guidelines outlined under Section C located in the online graduate student handbook.
4. Within 14 academic calendar days, the student must plead in writing, to the charge. If a student does not submit a written plea, guilt is assumed. (Note: If any of the above circumstances do not pertain, the alleged violation must be adjudicated under the guidelines outlined under Sections B and C located in the on- line graduate student handbook).
5. If the student pleads in Violation in writing, and the instructor desires to adjudicate the case, he/she may do so under the following guidelines:
 - The student will receive a zero (0) for the work involved as a minimum penalty. A higher penalty of “F” for the course may be entered at the discretion of the instructor.
 - A copy of all material involved in the violation, the written plea of In Violation, and a brief statement by the instructor concerning the facts of case MUST be sent immediately to the Vice President for Academic Affairs Office for inclusion in the student’s academic records.

Repeat offenses, or First offense - Not In Violation Plea, or In Violation Plea - Not Adjudicated by the instructor:

1. When the instructor has determined that a case is not a first offense, or the student pleads Not in Violation, the instructor should consult with his/her Program director and the VPAA.
2. If the instructor, the Program Director, and the VPAA agree that the evidence is sufficient to warrant a charge, the Program Director will bring the charge and the Honor Board will hear the case within 21 academic calendar days.

Honor Board - This Board typically consists of one faculty member from each graduate school of study (elected by the faculty members of that school) and at least one student from each graduate school course of study. For adjudication of a particular honor code violation, members of the Honor Board will be comprised of the following:

- Two students would be selected, one of which should be from the charged student’s program of study;
- Two faculty members (excluding the faculty member involved with the Honor Code violation),
- A Program Director not associated with the charged student’s Program of study as selected by the VPAA. The Program Director shall serve as chair of the Board. The Vice President for Academic
- Affairs shall serve as advisor-facilitator, without vote, and shall not remain for the deliberations of the Board.

The charged student may present written statements from witnesses who are able to give testimony directly relevant to the specific, alleged violation such statements must be submitted to the Honor Board Chair at least 24 hours prior to the hearing. At the Chair's discretion, witnesses may be contacted for further information.

A student may bring an advisor of his/her choice to the hearing, provided the advisor is a member of the University community. Advisors are not permitted to address any participants in the hearing other than the person whom they are advising in the presentation of his/her case. The Chair must be notified at least 24 hours prior to the hearing that the student plans to have an advisor present, and that the advisor's presence is subject to the Chair's approval.

In the event that the student does not appear for the hearing at the appointed time, the hearing may still be conducted, at the discretion of the Chair and the Board, and the student will be considered to have waived his/her right to be heard.

Notification of Honor Board decisions will be mailed to the student within two business days of the hearing. The VPAA will be notified regarding the outcome of an Honor Board Hearing.

Dispensations and Appeal

Dispensations for Honor Code violations may include any of the following:

- Counseling
- Fines
- Service hours
- Loss of privileges
- Reduction of grade (zero on assignment, "F" in course, etc.)
- Probation
- Deferred or immediate suspension
- Dismissal
- Any other penalties deemed advisable

Appeal of Honor Code dispensations:

- Honor Board decisions are subject to written appeal to the Appeals Committee via the Vice President for Academic Affairs within 4 business days after hearings.
- Decisions rendered by the Appeals Committee or through Student Options are not subject to appeal.
- No voting member of the Honor Board may participate in the Appeals Committee review.

STUDENT RESPONSIBILITIES

- To demonstrate adherence to the Honor Code by signing the Honor Pledge. The statement "I have neither given nor received unauthorized help" may be required on all work submitted for academic credit. If a faculty member requires the statement in writing, he/she may refuse to extend credit for work on which it does not appear. On work where the written statement is not required, faculty members still assume the student's compliance with the Honor Code.
- To report violations of the Honor Code (any student who witnesses a violation of the Academic Honor Code as defined, and does not report the violation, will be subject to action under the Honor Code).
- To appear at hearings when charged with a violation or asked to appear as a witness.
- To respond fully and truthfully to legitimate questions or requests for information concerning Honor Code matters.

FACULTY/STAFF RESPONSIBILITIES

- To serve as appropriate role models for ethical behavior.
- To inform students in their classes of faculty expectations of student behavior as it relates to the Honor Code.

- To report all violations of the Honor Code.
- To inform students in violation that they have been reported.
- To abide by agreements made under Student/Faculty Options or by decisions of the Honor Board of the Academic Leadership Team.

STUDENT DISABILITY ACCOMMODATIONS

All students requesting reasonable accommodations for special academic needs must:

- Obtain and complete a Disabilities Disclosure and Request Accommodation form
- Provide professional documentation to support request
- Sign written release statements for the transfer of information to designated parties
- Contact Joanne Zukowski, Assistant Dean of Academic Affairs at (704) 945-7309.

In the event of a student's desire to file a disability-related grievance, a written description of the complaint should be sent to the Assistant Dean of Academic Affairs at the Charlotte campus. A panel will review the grievance.

- Please schedule an appointment with the Assistant Dean of Academic Affairs at to discuss these issues.

CareerSmart Services & Internships

Pfeiffer University provides a variety of services aimed at helping students and alumni fulfill their career goals. Additionally, students have access to the Charlotte Business Journal portal for industry insights, professional jobs, and networking. A CareerSmart Coach is available to personally assist with resume, cover letter and branding documents development. Additionally, students can supplement their academics with internship or shadow experiences. For more information, email careersmart@pfeiffer.edu.

LiveSmart

Students experiencing issues such as work life balance, stress, family pressures, time management, etc. often struggle with keeping up with their academics. Students may benefit from counseling services provided by the Institute for Marriage and Family located on the Charlotte campus to help with these struggles. No problem is too small and fees are minimal.

GRADUATE AND UNDERGRADUATE-DEGREE COMPLETION WITHDRAWAL POLICIES

DROPPING OR WITHDRAWING FROM A COURSE

Students 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 and Graduate students will be assigned a "W" if they withdraw from a course, up to the withdraw deadline published in the University's Academic Calendar. All other under-graduate 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 and from the Registrar's Office: registrar@pfeiffer.edu. Withdrawals without notifying the Registrar will result in a failing grade (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 12 SH (or less than 6 crs if a Graduate student). 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 in a 16 week course. Students may not withdraw from a course during the last 7 calendar days prior to the end of an eight week class.

WITHDRAWAL FROM THE UNIVERSITY

After a conversation with their academic advisor, 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 and from the Registrar’s Office: registrar@pfeiffer.edu. Students must submit withdrawals forms to the Registrar’s Office in person, or email *Withdrawal from the University* forms to: registrar@pfeiffer.edu or fax to: (704) 945-7330 (Attn: Registrar)

Students leaving the university without requesting an official withdrawal from the Registrar’s office, will receive failing grades (“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 need of a medical withdrawal must contact the Assistant Dean of Academic Affairs at (704) 945-7309.

WITHDRAWAL FROM THE UNIVERSITY DUE TO MILITARY CALL-UP - 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 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 student’s record 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.

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 in the computer. Backup is provided by electronic media maintained at off-campus sites.

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

1. Students have the right to inspect and review their personal educational records maintained by the university. The university is not required to provide copies of record materials unless, for reasons such as great distance, it is impossible for students to inspect records personally.
2. Students have the right to request a hearing to review University records believed to be inaccurate or misleading. If after the hearing, the university refuses to effect the correction, the student has the right to place a statement in the records commenting on the contested information.
3. Generally, the University must have written permission from the student before releasing any information from a student's record. However, the law allows the University to disclose records without consent to the following parties: university employees who have a need-to-know; other colleges or universities to which a student is transferring; parents when a student over 18 is still dependent for purposes of financial aid determination; certain government officials in order to carry out lawful functions; organizations doing certain studies for the University; accrediting organizations; persons who have obtained court orders or subpoenas; persons who need to know in cases of health and safety emergencies; state and local authorities to whom disclosure is required by state laws adopted before 1974.
4. Certain information may be routinely released by the University to those who inquire. If the student requests in writing to the Vice President and Dean of Student Development before September 1 that this information not be released, it will remain confidential. Forms are available in the Student Development Office. If a request is not filed, Pfeiffer University assumes that neither eligible students nor parents object to release of the directory information. Directory information includes:
 - a. Student's name
 - b. Address
 - c. Telephone Number/Email address
 - d. Date and place of birth
 - e. Participation in officially recognized activities and sports
 - f. Major field of study/Enrollment status and level
 - g. Weight and height of athletic team members
 - h. Dates of attendance
 - i. Degrees and awards
 - j. Most recent previous educational agency or institution attended by the student
5. Students do not have access to records where a conflict exists regarding privacy rights of others. Examples of such records include financial information submitted in support of financial aid application and confidential letters and statements of recommendation placed in their records in cases where students have signed a waiver of their right of access. Waivers normally are related to confidential recommendations concerning admission to college, job placement, etc.

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

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



Adult Degree Completion Programs

Undergraduate Programs in:

Business Management and Leadership

Criminal Justice

Elementary Education

Health Administration

Human Relations

Registered Nurse to Bachelor of Science

Certificate Program in:

Spanish Language for Law Enforcement

The Adult Degree Completion serves working adults by providing undergraduate instruction at convenient times in classroom settings and online. Classes are offered at Pfeiffer's Charlotte campus at 1515 Mockingbird Lane. Telephone (704) 945-7320; Fax (704)945-7330.

ADULT DEGREE COMPLETION ACADEMIC POLICIES

Adult Degree Completion students are admitted into a degree program. These programs are:

- B.S. in Business Management and Leadership (BMALD)
- B.S. in Criminal Justice (CRIMA)
- B.S. in Health Administration (HA)
- B.A. in Human Relations (HMRL)
- Registered Nurse to Nursing (RN-BSN)
- B.A. in Elementary Education

Students wishing to change their degree program must complete an Adult Degree Completion Change of Major form with their academic advisor.

DEFINITION OF SEMESTER HOUR (SH)

A Semester Hour is defined as:

1. Not less than one hour of classroom or direct faculty instruction 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 Adult 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.

For a semester length course, 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. The final exam period during week 16 is at the discretion of the faculty member and encompasses an additional 3 contact hours for a total academic semester of contact hours ranging from 45-48.

ADULT UNDERGRADUATE ENROLLMENT STATUS

Full-time Students:

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

Part-time Students:

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

Non-Degree Students:

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

ONLINE COURSES

Students who have met the conditions for admission to the Adult Degree Completion programs are eligible to take online undergraduate courses. Students who take online courses are required to have the computer hardware and software required to access the course information. The grading standards and all other academic policies, including the attendance policy, apply to online courses.

CROSS-REGISTRATION

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

DUAL UNDERGRADUATE/GRADUATE REGISTRATION

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

- The student has achieved a satisfactory score on the appropriate graduate admissions test.
- The student meets the grade point average requirement for admission to the graduate degree program in which the courses are taught and has satisfied the prerequisites of the graduate courses in which enrollment is sought.
- The student submits to the Dean of the Division housing the program, an Add/Drop Registration form approved by the academic advisor and the Dean of the Division in which the student is enrolled. The Dean's decision is final.
- The courses in which the undergraduate is requesting permission to enroll are not closed. Because of this restriction, undergraduates may not preregister for graduate courses.

Undergraduates who enroll in graduate courses may receive either undergraduate or graduate credit for the course. They may not receive undergraduate and graduate credit for the same course. Undergraduates may not take more than 9 hours of graduate courses unless formally admitted into an existing dual registration program. **The maximum class load for undergraduates enrolled in one or more graduate courses is 15 semester hours.** Permission to take graduate courses under dual undergraduate/graduate enrollment does not imply that the undergraduate is or will be admitted to the graduate program.

CHANGE OF CATALOG

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

GRADE POINT AVERAGE COMPUTATION

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

Letter Grade and Quality Points per SH:

<i>A</i>	<i>A-</i>	<i>B+</i>	<i>B</i>	<i>B-</i>	<i>C+</i>	<i>C</i>	<i>C-</i>	<i>D</i>	<i>F</i>	<i>WF</i>	<i>I</i>	<i>AW</i>
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.

All credits from Withdrawn courses are included in the attempted hours and used in the SAP calculation.

ATTENDANCE

To ensure academic success students are expected to attend and participate in all class sessions. Attendance policies are set for each course by faculty members and should be printed in the syllabus and announced at the beginning of each term. It is the student's responsibility to know the attendance policy in a particular course.

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)
X	=In Progress (mid-term reports only)
I	=Incomplete
R	=Repeat
AU	=Audit

D GRADES

D grades may **not** be used to satisfy requirements of a **major or minor** (concentrations are part of the major). D grades may also not be used to satisfy the following:

- ENGL 102W
- General Education Courses which are also designated as Writing Intensive (WI) as

long as they will be used to satisfy the WI requirement.

- The computer competency requirement (requires a C- or better)

However, a D grade may be used to satisfy all other General Education requirements and requirements electives for graduation.

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 form which contains among other things 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 do not need to 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, the new grade is computed in the GPA and it will count towards graduation. Previous grades will not be calculated into hours or averages or count towards the hours required for graduation. However, the original grade will be counted in the attempted credits for SAP calculation purposes.

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).

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

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

*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 end grade is recorded to correct any administrative errors. Administrative errors must be reported to the Registrar’s Office. The Charlotte Registrar’s Office is located in the student services suite.

APPEALS FOR GRADE CHANGES

All appeals for grade changes must be presented to the student's Program Director no later than 30 days from the final exam. Students wishing to register complaints concerning a final grade should follow these steps:

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

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

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

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

REGISTRATION AND/OR ADDING A COURSE

Students are expected to register on or before the date designated in the academic calendar. Advisors assist students in arranging a class schedule consistent with their interests and needs. After the semester has started, registration for credit is limited to the first 6 days of classes.

Students must be in attendance in order to be considered registered. Students must clear Business Office or have a payment plan in place to be considered registered.

COURSE LOAD

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

AUDIT

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

2. The substitution of an internal course requirement by another may be approved under the following circumstances:
3. The student completed another course which resulted in similar learning outcomes as required from the course to be substituted or,
4. 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,
5. 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.

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 My.Pfeiffer. 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:

- 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.

- Meet with your Academic Advisor to review degree audit and proposed graduation date.
- 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.
- 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 if email is not received ONE semester prior to the anticipated graduation.

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.

1. Qualitative progress is based on-grade point average or GPA
2. Quantitative progress refers to the rate of hours attempted vs. hours earned per the **Undergraduate Academic Standing Scale** below (students must earned at least 67% of the hours that they attempt towards the degree).
3. 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.

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

Student's 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 University 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 (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. 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.

GREATER CHARLOTTE CONSORTIUM

Pfeiffer University is a member of the Greater Charlotte Consortium. Full-time undergraduate students at Pfeiffer are able to take courses in person or on-line at other consortium member institutions at no additional charge when part of a fulltime load at the home university. Summer school courses and graduate classes are not included in this arrangement.

Students interested in this arrangement, must first consult with their advisor and if approved, complete a Transient Credits Form from Pfeiffer and a Consortium Agreement Form. Both forms must be approved by the Registrar's Office, before the student enrolls at the other school.

Courses taken through the consortium must be only those necessary for Adult Degree Completion and Pfeiffer, and that are not offered at the University in time for a student's graduation. Cross-registration is on a space-available basis with the students' at the host institution having priority. Students are responsible for their own transportation. Records for such courses are maintained by the home institution and grades in these courses are part of the grade point average at Pfeiffer. For further information and cross-registration forms, go to the Registrar's Office.

The following institutions in the Greater Charlotte area are members of the consortium. View this page for member contact information:

<https://greatercharlotteconsortium.org/members/>

Belmont Abbey College

Central Piedmont Community College

Johnson & Wales University (Charlotte campus)

Pfeiffer University

Queens University of Charlotte

UNC Charlotte

Wingate University

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 credit based on prior approval. Study Abroad programs are available during the regular academic year, semester breaks, and during the summer.

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

UNDERGRADUATE ACADEMIC PROGRAM **ADULT DEGREE COMPLETION**

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

Major: A major is a sequence of courses in an academic 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 credit hours. All major courses must be passed with a grade of C- or higher or as specified by the major.

The following is a list of the majors available through the Adult Degree Completion programs:

Major

- Business Management and Leadership
- Criminal Justice
- Elementary Education
- Health Administration
- Human Relations
- RN to BSN

Course Numbering: All courses are identified by 3 or 4 letters and 3 digits. The letters represent the academic area (for example, BMAL for Business). 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

Gen Ed courses with no prerequisites, activity courses, UNIV courses

200-299 FRESHMAN AND SOPHOMORE LEVEL

Gen Ed 2nd part course sequences, lower level elective courses with no prerequisites, foundation, survey courses, UNIV courses

300-399 SOPHOMORE AND JUNIOR LEVEL

Required courses across disciplines, upper level GenEd, major courses

400-499 JUNIOR AND SENIOR LEVEL

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.

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

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.

DEGREES OFFERED

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

- Business Management and Leadership
- Health Administration
- Criminal Justice
- RN to BSN

The Bachelor of Arts (B.A.) degree is awarded to students completing majors in Elementary Education and Human Relations.

REQUIREMENTS FOR THE DEGREE (GRADUATION REQUIREMENTS)

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

- I. Earn a total of 120 semester hours
- II. Students entering the Undergraduate College in Fall 2013 or later 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 Requirements for Degree-Completion (30-31 SH):

1. Writing	3SH
2. Arts and Humanities	6SH
3. Literary Studies	3SH
4. Historical Perspectives	3SH
5. Mathematics	3SH
6. Science	3-4SH
7. Social Studies	3SH
8. Religion/ Philosophy	3SH
9. Communications	3SH

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.

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 visions 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.

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.

1. Complete a major. A list of the majors offered by Pfeiffer University may be found on page 50, and the requirements for the majors and courses offered begin on page 51. 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.

2. File an Application for Degree with the Registrar's Office at least one year in advance of the expected graduation date.
3. Have a cumulative academic average of at least 2.000 on work attempted at Pfeiffer University. Complete all requirements of the current assessment plan.
4. Complete the senior project as designated by each major.
5. A minimum of SIX (6) non-activity hours must be earned as unrestricted electives. These must be from courses which are not used to satisfy the general education requirements OR any major/minor requirements. (The purpose of this requirement is to ensure that students complete 120 academic hours.)

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.

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 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.

WHO'S WHO

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

ALPHA SIGMA LAMBDA

Alpha Sigma Lambda's aim is to recognize the special achievements of adults who accomplish academic excellence while facing competing interests of home and work. Criteria for membership includes 76 hours or greater of earned career semester hours, a minimum of twenty-four (24) graded semester hours in residence with at least twelve credits earned in Liberal Arts/Sciences; standing in the highest twenty percent of the class of students with twenty-four graded credits and a minimum grade point average of 3.2 on a 4.0 scale or its equivalent. Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career. Through leadership born effort, both scholastically and fraternally, Alpha Sigma Lambda inspires its candidates to give of their strengths to their fellow students and communities through their academic achievements.

PROGRAM REQUIREMENTS AND COURSE DESCRIPTIONS

Business Management and Leadership (BMALD)

Pfeiffer University's Business Management and Leadership Program is approved by the Accreditation Council for Business Schools & Programs.

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

The following courses are required for BMALD majors – 51 SH in core, + elective hours to complete degree requirements (number depends on how many semester hours are transferred in):

ACCT 201	Introduction: Financial Accounting	BMAL	311	Business Statistics
ACCT 202	Introduction: Managerial Accounting	BMAL	371	Organizational Behavior
ACCT 330	Financial Information Analysis	BMAL	381	Global Dimensions of Leadership
BMAL 212	Principles of Finance	BMAL	411	Business Statistics II
BMAL 241	Principles of Marketing	BMAL	432	Financial Management
BMAL 251	Business Law I	BMAL	471	Organizational Change
BMAL 261	Principles of Management	BMAL	491	Business Strategy
BMAL 271	Survey of Leadership	COMM	345	Business and Prof Comm
BMAL 301	Ethics Issues in Leadership	ECON	200	Survey of Economics

AREAS OF CONCENTRATION:

In addition to the above required courses for all majors, each student majoring in BMAL has an option to complete at least one of the following concentrations.

Entrepreneurship and Supervision Concentration (15 SH) from:

BMAL 471	Organizational Change
BMAL 201	Principles of Business
BMAL 331	Risk Management and Insurance
BMAL 461	Management of Human Resources
COMM 345	Business and Prof Communications

Finance and Banking Concentration (15 SH) from:

BMAL 331 Risk Management and Insurance
 ECON 421 Money and Banking
 ACCT 310 Cost Accounting
 BMAL 332 Investments
 ECON 325 Public Finance

Courses Offered**BMAL 201 Principles of Business
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 212 Principles of Finance
F (3 SH)**

This course discusses general finance concepts and theories, and financial decision-making, integrating principles of financial management with institutional finance. Topics include the financial markets and intermediaries, financial statement analysis, time value of money, cost of capital, capital budgeting, working capital management, and the valuation of stocks and bonds.

**BMAL 241 Marketing
3 SH**

Marketing organization and methods with emphasis on the social and economic aspects of distribution; consumer problems; marketing functions and institutions; marketing methods and policies. This is a writing intensive course.

**BMAL 251 Business Law I
3 SH**

Legal concepts evolved through government regulation, administrative agencies, environmental law and community planning, consumer protection, and contracts.

**BMAL 261 Principles of Management
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
3 SH**

This course is built on the premise that leadership is a dynamic process. Students will: 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
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
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
3 SH**

Principles of risk; methods of handling self-insurance; principles of insurance and application to life, property, & casualty insurance. Prerequisite: BMAL 261.

BMAL 332 Investments**3 SH**

Fundamental principles of investment; analysis of financial data; types of securities; security market operations and portfolio planning. Prerequisite: BMAL 231.

BMAL 371 Organizational Behavior**3 SH**

The study of the managerial consequences of behavioral concepts and the environmental variables. Prerequisite: BMAL 271.

BMAL 381 International Business**3 SH (WI)**

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 432 Financial Management**3 SH**

Principles and practices of business and corporate financing; sources of capital; administration of working capital items; budgeting; and control, expansion, and treatment of earnings. Prerequisites: ACCT 221, ACCT 223, BMAL 211, and BMAL 311.

BMAL461 Management of Human Resources**3 SH**

The study of the objectives, functions, and organization of human resource programs. Emphasizes job 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**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. Prerequisite: BMAL 361 and BMAL 371.

BMAL491 Business Strategy**3 SH (WI)**

The capstone course in business management and leadership 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.

Criminal Justice (CRIMA)

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

The internship program allows students who wish to apply academic skills an opportunity to participate as student interns with a variety of local, state, and federal criminal justice agencies.

Today's graduate with a major in criminal justice may pursue career opportunities in law enforcement, corrections, the courts, forensic science, social services, or private business. For those already employed in the criminal justice field, obtaining the bachelor's degree allows for expanded career opportunities and advancement. The criminal justice major and courses provide graduates a solid foundation for the continuation of lifelong learning as well as graduate or professional schools.

Major

CRIMINAL JUSTICE

Required Courses (30 Semester Hours)

CRIM 202	Introduction to Criminal Justice	CRIM 240	Law Enforcement Operations
CRIM 205	Introduction to Criminology	CRIM 305	Criminal Law II: Procedural
CRIM 206	Corrections	CRIM 520	Senior Seminar in Criminal Justice
CRIM 215	Criminal Law I: Substantive	BMAL 311	Business Statistics
CRIM 220	Ethics in Criminal Justice	SOCY 390	Research Methods

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 **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 203 Criminal Investigation **3 SH**

An overview of the criminal investigative process and its various components including the area of substantive crime. Emphasis is placed on the study of rules and evidence, criminal procedures, crime scene search, the role of the crime laboratory, interviewing, and professionalism. Prerequisite: CRIM 202

CRIM 204 Juvenile Justice **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 201S.

CRIM 205 Introduction to Criminology **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 **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 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 **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
3 SH

The evolution and current status of substantive criminal law in the United States, including the role of common law, case law, and statutory law are examined. The application of criminal law on both a federal and state level will be studied. Emphasis will be upon legal research and the study of important legal decisions and their effect on society. Prerequisite: CRIM 202 or PLSC 201S.

CRIM 220 Ethics in Criminal Justice
3 SH

Potential ethical controversies confronting the criminal justice process and law enforcement agencies. special attention given to contemporary ethical issues in the administration of justice. Prerequisite: CRIM 202

CRIM 222 Criminal Justice Administration
3 SH

An examination of the principals, elements, practices, and procedures of management and administration that are essential to the operation of criminal justice agencies. A specific focus of this course will be practical application of management and administrative techniques in areas of law enforcement, adjudication, institutional and residential corrections. Prerequisite: CRIM 202.

CRIM 240 Law Enforcement Operations
3 SH

The course will explore the policing subsystem from early stages of development through present day. The course will explore the history of policing and how the evolution of policing has impacted present day policing. The course will also examine police administrative structure, rule of law, police problems and practices, community policing issues, investigation aspects, and special problems and issue within the policing subsystem. Prerequisite: CRIM 202.

CRIM 305 Criminal Law II: Procedural
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 315 Drugs & Crime
3 SH

The course will examine the relationship between drugs and crime in society. This examination will include social dynamics, drug policy, statistical relationships between drug use and prevalence of crime, and other related aspects of drug use and crime. Prerequisite: CRIM 202

CRIM 340 Introduction to Emergency Management
3 SH

The course explores the fundamental aspects of emergency and disaster management, including threat assessment, risk analysis, plan formulation, staffing, coordination, liaison, incident management, and analysis of the response. The course will make use of various cases to illustrate concepts covered in the course. Prerequisite: CRIM 202.

CRIM 345 Homeland Security
3 SH

The course examines all levels of entities involved in homeland security, including local, state, and federal levels. The course will also explore the concept of homeland security historically through present time, focusing on the current homeland security function and organization. Prerequisite: CRIM 202.

CRIM 365 Forensic Evidence
3 SH

Forensic evidence has been described as one of the most important modern elements in the criminal justice system because it is used to seek convictions and to seek exonerations. This course will explore the application of science and technology used in crime scene processing and evidence detection, collection, and preservation. Laboratory analyses and forensic science's role in court will also be discussed. In addition

to lectures, case examples, demonstrations, and practical exercises will be used to present the subject matter. This course requires a materials fee. Prerequisite: CRIM 202 & CRIM 306

CRIM 425 White Collar Crime Investigations

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

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 495 Special Topics in Criminal Justice

3 SH

Provides opportunity for in-depth exploration of selected topics that are of interest to the criminal justice major. Courses will be offered to respond to special interests or needs, as noted by the faculty or requested by students. Prerequisite: CRIM 202 or Instructor Approval.

CRIM 520 Senior Seminar in Criminal Justice

3 SH (WI)

This course is designed to be the capstone course for majors in criminal justice. The course will focus on employment, research, and criminal justice policies, and is intended to assist students while transitioning into the world outside of academia and into the role of a criminal justice professional. The course integrates and applies material learned throughout the program of study and serves as a culminating experience. Prerequisite: CRIM 202, Senior status or by instructor approval.

Education (EDUC)

Pfeiffer University's Teacher Education Programs have received accreditation through year 2021 under the National Council for Accreditation of Teacher Education (NCATE) standards. NCATE's performance-based accreditation system for teacher preparation ensures that teacher candidates are prepared to make a difference in P-12 student learning. Providers accredited under NCATE standards as well as under the Teacher Education Accreditation Council (TEAC) Quality Principles are now served by a single specialized accreditation system for educator preparation in the United States, the Council for the Accreditation of Educator Preparation (CAEP). More than 900 educator preparation providers participate in the CAEP accreditation system.

Pfeiffer University's Teacher Education Programs are 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)
- Health & Physical Education (K-12)
- Comprehensive Social Studies (9-12)
- Mathematics (9-12)
- Elementary Education (K-6)
- English (9-12)
- Special Education (K-12)

Teacher candidates planning to teach in North Carolina must be licensed at the elementary, secondary, or K-12 level based upon these criteria:

- Successful completion of the Pfeiffer University program as approved by the NCDPI.
- Recommendation of the University.
- Pass the NC Department of Public Instruction required licensure exams.
- 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 teacher candidate 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 regulations, standards, and rules established by the NC General Assembly and the NC State Board of Education, and may not be the same as the requirements for graduation from Pfeiffer as listed in the catalog of entry. Teacher candidates should consult with their advisors to be sure that both sets of requirements are met.

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 120 SH for graduation.

Admissions Criteria (Licensure Track)

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

BREADTH OF KNOWLEDGE

Official report from ETS indicating a composite score of 468 on the Praxis Core Reading (156), Writing (162), and Mathematics (150) exams OR A COMBINED Math and Reading/Writing score of 1170 on the SAT or a cumulative score of 24 on the ACT. Please see your advisor for additional options.

2.75 GPA or higher in all course work at Pfeiffer University and a C or better in all required EDUC, SPED, MATH, ENGL, BIOL, CHEM, and HPED courses.

Score at least 80 on the Division of Education's Technology Portfolio – Part 1

WRITTEN COMMUNICATION

Teacher Education Program Writing Sample with a required score of 80 or better.

EDUCATOR DISPOSITIONS

Acceptable Character Fitness Application based on the NCDPI Standards for Professional Practice.

Cleared Background Check.

Acceptable references from professors of EDUC/SPED courses taken and two professors from the major field area.

Admission to the Teacher Education Program (Licensure Track)

Teacher candidates must formally apply for admission to the Teacher Education Program by the beginning of their 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 (\$140- for a 4-year subscription) during EDUC 306 Learner and Learning I or when enrolling in TaskStream.

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. Teacher candidates are notified in writing of the decision/recommendation(s) of the Teacher Education Board.

Formal admission into the licensure 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 (Licensure Track), teacher candidates may continue pursuing the coursework outlined in their major, as long as they maintain a minimum 2.75 GPA, enroll in upper level education courses as noted in the course description section, and present appropriate dispositions for educators.

Admission to the Teacher Education Program (Non-Licensure Track)

Teacher candidates must formally apply to the Teacher Education Program by the beginning of their 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 (\$140 for a 4-year subscription during EDUC 306 Learner and Learning I or when enrolling in TaskStream).

Candidates who are pursuing the non-licensure track in education do not have to meet all of the criteria for admissions listed under the breadth of knowledge section as specified in the admissions criteria for the licensure track. Candidates do, however, need to meet requirements under the written communication skills and educator dispositions sections.

Admission into the program is NOT automatic for candidates who meet the 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 educators and be mentally, physically, morally, and emotionally suitable for a professional career. Candidates are notified in writing of the decision/recommendation(s) of the Teacher Education Board.

Candidates who have elected the non-licensure track who wish to change to the licensure track MUST meet all of the criteria listed under the admissions criteria (licensure track) and be approved by the Teacher Education Board. Similarly, candidates who fail to maintain the academic and dispositional standards set by the Division of Education for candidates in the licensure track may apply for admission to the non-licensure track and be approved by the Teacher Education Board.

Admission to Student Teaching (Licensure Track)

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 Director of Field Placement, Teacher Education Faculty, 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 teacher candidate will be notified in writing of the decision of the Teacher Education Board. The Director of Field Placement will notify the teacher candidate of his/her placement for student teaching.

A special fee of \$250 is assessed during the student teaching semester.

Admissions to Internship (Non-Licensure Track)

Candidates pursuing the non-licensure track in education must complete a formal application for internship by submitting that application through TaskStream **by the last day to add a class in the semester prior to enrolling in the internship.** After submission, the Director of Field Placements, the Division of Education faculty, and the Teacher Education Board, who makes the final approval of all candidates wishing to enroll in internships, review the applications and render a final decision on candidacy for internship. The candidate will be notified in writing of the decision of the Teacher Education Board. The Director of Field Placements will notify the candidate of his/her placement for internship. **A special fee of \$250 is assessed during the internship 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 Division 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 (RALCs) 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 educator. There is a **\$140 enrollment fee** (for a 4 year subscription) 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/Internship and Program Exit) the candidates' portfolios are 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 candidate's overall performance.

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

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 \$250 fee to pay the extra costs associated with student teaching: EDUC 510 and EDUC 517. The following courses require a special \$200 fee to pay the extra costs associated with the internship: EDUC 515 and EDUC 521. 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 \$140 (for a four year subscription) when they enroll in EDUC 306 or when enrolled in TaskStream.

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:

Complete at least 120 SH as required by the University,

Successfully complete prescribed courses in Elementary Education (K-6),

Earn a grade of C or better in each education (EDUC) and special education (SPED) course,

Earn a grade of C or better in HPED 210,

Earn a grade of C or better in CHEM, BIOL, ENGL, HSTY and MATH courses.

Complete an e-portfolio demonstrating mastery of State of North Carolina standards for teacher candidates. **E-portfolio subscription carries a one-time cost of \$140.00** (for a 4 year subscription).

Pass licensing examinations required for North Carolina teacher licensure.

CURRICULUM REQUIREMENTS

Education Major - Elementary Education (Licensure Track): 57 SH Minimum

Professional Core Studies: (28 SH)

EDUC 205	Introduction to Teaching	*
EDUC 225	Educational Technology	3
EDUC 306	The Learner and Learning I	3
EDUC 322	Diversity in Education	3
EDUC 475/476	Licensure Preparation	1
EDUC 510	Student Teaching K-6	12
SPED 250	Behavior Management for Exceptional Children	3
SPED 301	Assessment of Students	3

Specialty Studies: (29 SH)

EDUC 215V*	Arts in the Elementary School	*
EDUC 307	Learner and Learning II - Elem.	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 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
EDUC 520	Cross Curricular Reading	3
HPED 210	Health & Physical Education in Elementary School	3
SPED 200	Introduction to Teaching Students with Exceptional Needs	3

Non-Licensure Track

For candidates pursuing the non-licensure track, the following coursework replaces EDUC 510 Student Teaching:

- EDUC 521: Internship in Education (Non-Licensure) **AND**
- 6 SH of Coursework selected in consultation with advisor
- Exit Examination

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

Content Studies-Elementary K-6 Licensure: (42 SH)

The following courses meet NCDPI criteria for Elementary K-6 Licensure. These are additional requirements teacher candidates 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

Arts and Humanities (9SH)

EDUC 215V Arts in the Elementary School

HSTY 203 NC History

1 history course in consultation with advisor

Literary Studies (3 SH general education)

ENGL 299L Children's Literature

Mathematics (3 SH general education; 3 SH licensure requirement)**Natural Science (4 SH general education; 8 SH licensure requirement)**

3 courses in consultation with advisor

Social and Behavioral Science (9 SH general education)

3 courses in consultation with advisor

Additional University Requirements:**Electives (32 SH)**

Thirty-two Semester hours of elective coursework

Courses Offered (EDUC)**EDUC 205 Introduction to Teaching****UD (3 SH)**

This seminar and field experience course will focus on helping prospective teachers to understand organization, context, and characteristics of the contemporary public school that serves a diverse student population. The candidate 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 candidate will initiate the development of a personal teaching philosophy that embraces a servant-leadership perspective. Must take Praxis Core Tests I (reading, writing, and mathematics) unless exempted or already taken to complete this course.

EDUC 215V Arts in the Elementary School**UD (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. This course includes 5 hours of field experience.

EDUC 225 Educational Technology**UD (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. Involves a field experience of at least 5 hours. **\$25 fee.**

EDUC 299L Children's Literature**UD (3 SH) (WI)**

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 299L.

EDUC 306 The Learner and Learning I**UD (3 SH)**

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. **\$140 Fee.**

EDUC 307 The Learner and Learning II - Elementary

UD (3 SH)

The focus of this course is the study of the elementary school curriculum including the terms of the intended, informal, and hidden curriculum, and its effects on the development of elementary school students. Prospective teachers will examine and use the components and organization of the formal curriculum and pedagogical implications of integration to plan for effective use of the written curriculum, developmentally appropriate curricular materials, media, and other resources for effective teaching in classrooms with diverse school populations. Instructional strategies for high levels of student achievement and assessment procedures will be incorporated through a focus on curriculum alignment. Candidates may be required to observe curricular processes in the elementary general education classroom. Co-requisite OR Prerequisite: EDUC 306

EDUC 322 Diversity in Education

UD (3 SH)

This course is designed to equip prospective teachers with a broad base of knowledge and skills for teaching diverse learners. Teacher candidates study the heritage and culture of high incidence ethnic groups and exceptionalities. They will learn principles of culturally responsive teaching, accommodations for exceptional learners, and strategies for effective inclusion of English language learners in general education classrooms. Candidates will develop and implement a school-based project that responds to identified needs in a local school. This course includes 15 hours of field experience. Prerequisites: EDUC 205, EDUC 225.

EDUC 407 Practicum in Elementary Education I

UD (1 SH)

This course will provide field experience in teaching prior to student teaching in the elementary school. Candidates will work in area public elementary schools. Structured observation, assisting, tutoring, and teaching will be included in this intensive field experience. Teacher candidates will participate in at least two practicums prior to student teaching.

EDUC 408 Practicum in Elementary Education II

UD (1 SH)

This course will provide field experience in teaching prior to student teaching in the elementary school. Candidates will work in area public elementary schools. Structured observation, assisting, tutoring, and teaching will be included in this intensive field experience. Teacher candidates will participate in at least two practicums prior to student teaching.

EDUC 412 Teaching Reading in the Primary Grades

UD (3 SH)

The purpose of this course is to provide the teacher candidates with the knowledge and understanding of the cognitive and linguistic foundations of literacy development, the processes of oral, written, and visual communication, and the content of a balanced reading program for grades K-3; This course includes a minimum of 15 hours of field experience. Prerequisites; EDUC 307, EDUC 299 Corequisite: EDUC 407.

EDUC 441 Science Methods in the Elementary School

UD (3 SH)

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. 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 course includes 15 hours of field experience. Prerequisite: EDUC 307 AND formal admission to the Teacher Education Program by the TEB.

EDUC 442 Math Methods in the Elementary School
UD (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. This course includes 15sh of field experience.

EDUC 443 Social Studies Methods in the Elementary School
UD (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 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, adapt- ability, 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. This course includes 15 hours of field experience. Prerequisite: EDUC 307 This is a writing intensive course.

EDUC 444 Language Arts in the Elementary School
UD (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 307

EDUC 475/476 Licensure Preparation
UD (1 SH)

This course is designed to assist senior level teacher candidates pursuing licensure in the application of academic knowledge and skills. Candidates 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. Students who show evidence of passing scores on all of the required licensure exams can exempt from this course.

EDUC 510 Student Teaching K-6
UD (12 SH) (WI)

Full Time supervised teaching in a nearby cooperating elementary school for a minimum of 16 weeks. 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. Pre- requisites: all core and professional education courses, AND approval of the Teacher Education Board. **\$250.00 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 307 or 308; Corequisite: EDUC 408.

EDUC 521 Internship in Education
UD (6 SH)

This course is designed for students who have elected not to seek endorsement for NC educator licensure through the Division of Education. Students will engage in an educational internship in a non-licensure educational setting. The students will demonstrate their content knowledge, pedagogical skills, and professional dispositions in support of the mission and vision of the cooperating placement site. **\$200 fee.**

Courses Offered (SPED)

SPED 200 Introduction to Teaching Students with Special Needs
UD (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. This course includes 10 hours of field experience.

SPED 250 Behavior Management for Exceptional Students
UD (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. This course includes 15 hours of field experience.

SPED 301 Assessment of Students
UD (3 SH)

This course will introduce students to assessment in its myriad forms. Students will examine diagnostic, formative, summative assessments and how they can be used to impact instruction and performance in children. Norm-referenced and criterion-referenced assessments will also be explored. Students will examine how assessment connects to teaching, learning, research, and reporting.

Health Administration (HA)

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

Students in the Health Administration Program complete courses such as healthcare management, healthcare economics, health policy and healthcare strategy. Students may select to have a program concentration in Long Term Care Management or Medical Practice Management by selecting specific electives in that area.

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

online and are eight weeks in length, unless otherwise noted.

The Health Administration program is a sequentially designed curriculum; students must closely follow the order of courses as listed under the Health Administration curriculum requirements.

Major

HEALTH ADMINISTRATION

Required Core Courses (39 semester hours)

ACCT	591	Fundamentals of Accounting	HA	405	Medical Communications
BMAL	311	Business Statistics	HA	406	Healthcare Insurance/Managed Care
BMAL	432	Financial Management	HA	414	Law and Ethics in the Health Sciences
ECON	591	Fundamentals of Economics	HA	416	Introduction to Healthcare Leadership
HA	300	Principles of Healthcare Management	HA	503	Operations Assessment and Quality Improvement
HA	302	Introduction to Community and Public Health	HA	505	Healthcare Planning and Strategy
HA	403	Economic Perspectives in Health Policy			

Electives:

50 SH of electives are required.

CONCENTRATION OPTIONS:

Long Term Care Management Concentration:

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

Students enrolled in the undergraduate Health Administration Program who elect to pursue the long term care management concentration must successfully complete the specified required Core Courses (39 semester hours) for the Health Administration degree. In addition, they must also successfully complete five (5) concentration requirement courses.

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

HA 407 Management of
Environments for Aging HA 506
Clinical Aspects of Aging
HA 508 Contemporary Issues in Long Term Care
Two courses related to long term care, healthcare disabilities or aging.

Medical Practice Management Concentration:

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

Students enrolled in the undergraduate Health Administration Program who elect to pursue the Medical Practice Management concentration must successfully complete the specified required Core Courses (39 semester hours) for the Health Administration degree. In addition, they must also successfully complete five (5) concentration requirement courses.

Concentration Electives in Medical Practice Management (15 SH):

HA 409 Healthcare Information Management
HA 412 Healthcare Human Resource Management
HA 413 Risk Management and Insurance
HA 507 Healthcare Quality Management
HA 509 Medical Practice Operations Management

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

Courses Offered

HA 300 Principles of Healthcare Management

3 SH

A general introduction to the process of management and the application of administrative techniques to the healthcare sector.

HA 302 Introduction to Community and Public Health

3 SH

An introduction to the mission, core functions, structure, policy role, program activities and collaborative endeavors of public health. Concepts in epidemiology and population health are explored as well as contemporary strategies for health promotion. Incorporates cross-disciplinary areas of community and public health including: communication, diversity, culture and systems thinking.

HA 403 Economic Perspectives in Health Policy

3 SH

Economic analysis of the factors that shape the U.S. healthcare system and the key challenges facing providers and consumers. Exploration of the behaviors of government, organizations, providers, consumers and political action groups. Application of the policymaking process to discover how policymakers, market participants and other stakeholders can remedy access, cost and quality deficiencies. PREREQUISITE: ECON 591.

HA 405 Medical Communications

3 SH

Business communications in healthcare settings. Emphasis on medical terminology. Focus on professionalism in communicating with multiple stakeholders.

HA 406 Healthcare Insurance and Managed Care

3 SH

Overview of the various private and public sources of reimbursement in the United States including Medicare, Medicaid, and managed care organizations. Selected contracting, financial incentives and the effect on quality and cost containment are emphasized.

HA 407 Management of Environments for Aging

3 SH

An overview of various provider settings and services in long term care. Emphasis upon management of long term care facilities and the issues specific to the clients seeking those services. Reimbursement and regulation of long term care providers are addressed as well as topics of human resources, marketing, environmental and operational management.

HA 409 Healthcare Information Management

3 SH

Overview of clinical and administrative information systems with a particular emphasis on systems integration. Processes necessary to comply with mandated reporting to regulatory agencies and financial organizations. Development of a technology security process.

HA 412 Healthcare Human Resource Management

3 SH

Development of systems, processes and structure for administrative and clinical operations. Development of compensation and benefit plans. Design of performance appraisal processes. Knowledge of pertinent employment laws and regulatory standards.

HA 413 Risk Management and Insurance

3 SH

Detailed understanding of third party reimbursement processes. Focus on governmental and private sector cost containment arrangements. Processes and procedures to manage individual and corporate risk. Development of risk management plans. Implementation of compliance programs for federal and state laws and regulations.

HA 414 Law and Ethics in the Health Sciences**3 SH (WI)**

Role of ethics and law in the management of healthcare services. Examines self-exploration in ethical based, principle based, values based, economic based and legal based decision making. Emphasis is placed on strategies to provide appropriate services while avoiding potential litigation.

HA 416 Introduction to Healthcare Leadership**3 SH**

An overview of leadership perspectives and strategies as they apply to healthcare organizations. Emphasizes essential healthcare leadership competencies by focusing on communication, collaboration, change management, and conflict resolution. Provides opportunity for discovery of one's own leadership abilities using a competency model.

HA 503 Operations Assessment and Quality Improvement**3 SH**

Examination of operations management in the framework of health care delivery systems. Exploration of determinants to achieve quality management in healthcare organizations. Focus on analytical methods of systematic monitoring and evaluation and the application of continuous quality improvement initiatives through accreditation and governmental regulations.

HA 505 Healthcare Planning and Strategy**3 SH (WI)**

This integrative course incorporates the knowledge and skills acquired in previous course- work in order to formulate and implement management policies and strategies. Focus upon competitive marketing strategies to gain competitive advantage. Special emphasis placed on the manager's capacity to manage cost management with quality management. Students will individually or collectively as a team, analyze a strategic case study as a final project. This course will be offered in a 12 week format. Prerequisite: Senior status.

HA 506 Clinical Aspects of Aging**3 SH**

An exploration of physical and mental health conditions prevalent in the elderly and their associated common treatments, including pharmacological applications. Emphasis is placed on the preventive aspect of health care and the role of the interdisciplinary health care team.

HA 507 Healthcare Quality Management**3 SH**

Development of quality management systems. Focus on programming for credentialing and licensure. Internal processes and systems for maintaining practice performance standards, patient satisfaction, and peer review processes.

HA 508 Contemporary Issues in Aging**3 SH**

Examination of current and future issues of aging in the United States. Long term care trends reflective of the Boomer generation with managerial implications for structuring and providing services.

HA 509 Medical Practice Operations Management**3 SH**

Design, implementation and monitoring of business operations plans. Arrangements for purchase of equipment and materials. Facilities planning and maintenance. Processes for identification and utilization of outsourced expertise.

HA 520 Special Topics**3 SH**

Formal Courses on topics or special interest subjects presented periodically as required. A specific title will be used in each instance and such will be entered on the student's transcript. Subject areas include, but are not limited to: chronic disease management, administrative ethics in healthcare and managerial epidemiology.

Human Relations (HMRL)

The Bachelor of Arts in Human Relations is an interdisciplinary major which integrates the principles of psychology, communication, sociology, education, health, and marriage and family systems education into a systemic model for the Charlotte Campus. The Human Relations program follows a cohort model which allows students to start as one cohort, build interpersonal relationships/support, and graduate together once completing degree requirements. The Human Relations major provides an excellent path to careers in healthcare, long term care facilities, wellness, prevention, non-profit agencies, child and family advocacy, mental health professions, social policy, and marriage and family therapy. Individuals who successfully complete the HMRL degree may apply for any graduate program based upon eligibility.

Students in the Human Relations program will take a variety of courses that focus on processes and dynamics of growth/change over the lifespan with the ability to demonstrate this knowledge in various senior internship opportunities. A wide range of topics are covered when majoring in Human Relations including human development, personality theory, human sexuality, ethics, research methods, and systemic impact of the family, neighborhood, workplace, and culture on human development.

The HMRL curriculum is designed to be a BA Adult Degree Completion option for students with an AA, AS, or AAS degree or those with at least 45 semester hours (SH) of transferrable credit. The HMRL track will grant up to 64 semester hours of transfer credit from Associate of Arts and Associate of science degrees. Additional general education coursework will be required for the Associate of Applied Science degree.

The HMRL major consists of 42 SH of major coursework plus required general education requirements and electives. All 14 core courses are seated and are completed over an 8-week compressed schedule that meets once a week from 6-9:45pm. HMRL has 2.5 GPA requirement for Adult Degree Completion into the program. Elective coursework and general education requirements may be offered in online or seated formats.

Major

Human Relations

Required Core Courses (42 semester hours):

First Semester:

MFT	300	Introduction to Human Relations
MFT	301	Dating, Marriage and Interpersonal Relationships
MFT	325	Introduction to Research Methods (WI)

Second Semester:

MFT	302	Systems Foundations of Relationships
MFT	303	Professional Development in Human Relations
MFT	403	Skills for Relationships

Third Semester:

PSYC	295	Psychological Development Across the Lifespan
MFT	450	Professional Ethics and Practice (WI)

Fourth Semester:

MFT	330	Personal Wellness in Modern Society
MFT	404	Group Processes
MFT	405	Crisis and Conflict Management

Fifth Semester:

MFT	406	Families and Individuals in Social Contexts
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MFT 520 Human Sexuality

MFT 530 Human Relations Internship (this course is cross listed with SAB 490)

**The remaining hours will be taken in a combination of general education and elective hours.
(WI) indicates that this is a writing intensive course.**

Courses Offered

MFT 300 Introduction to Human Relations

3 SH

This course is designed to introduce students to the breadth and depth of the field of human relations. Emphasis is on the processes of communication, problem solving, decision making, conflict and change as they occur in individuals, interpersonal, group and intergroup relations.

MFT 301 Dating, Marriage, and Interpersonal Relationships

3 SH

Key concepts relevant to the study and understanding of marriage and family life along with exploration and self-assessment of attitudes and values regarding intimate relationships. Topics include, but are not limited to: attachment, attachment styles, potential mate selection, marriage, family relationships, blended families, parenting, relationship violence, and balancing personal/professional life.

MFT 302 Systems Foundations of Relationships

3 SH

History and development of the MFT field with a basic understanding of the family as a system and structure, family rules, circularity and interconnection, the self of the therapist, theoretical philosophies, therapeutic models, and major theorists.

MFT 303 Professional Development in Human Relations

3 SH

This course focuses on the skills and knowledge which are vital to success as a human relations professional in both academic workplace settings. Topics include but are not limited to: professional writing and presentation, leadership development, and workplace communication (Prerequisite: MFT 300).

MFT 325 Introduction to Research Methods

3 SH (WI)

This course is designed to provide students with an understanding of various research methods in the behavioral sciences, so they can critically evaluate information about human behavior presented in professional journals and in popular media, understand the strengths and limitations of research methods, and develop proficiency in scholarly writing. Mastery of the material covered will help students evaluate the adequacy of research findings reported by others and develop appropriate APA Publication guidelines for writing formal research papers. This is a writing intensive course.

MFT 330 Personal Wellness in Modern Society

3 SH

A comprehensive view of health and wellness on multiple levels, including the physical, emotional, intellectual, relational, and spiritual influences and the exploration of the unique barriers and facilitators of wellness that exist in modern society. Specific strategies will be explored for maximizing personal wellness, including stress management techniques, addiction prevention strategies, and nutritional guidelines.

MFT 403 Skills for Relationships

3 SH

Recognize social, cultural, and familial influences on relationship and marital expectations and perceptions. Identify universal relationship issues and stressors including factors associated with relational adjustment, relational quality, marital satisfaction, and monetary budgeting. PREPARE/ENRICH relationship assessment will also be explored. Cultural awareness and ethical principles within daily interpersonal interactions will be key to effective interpersonal messages and communication skills.

MFT 404 Group Processes

3 SH

Exploration of communication and influence in groups, including persuasion, leadership styles, and group decision-making. Students will apply knowledge through an evaluation of actual group and/or a group described in literary works (Prerequisite: MFT 403).

MFT 405 Crisis and Conflict Management

3 SH

This course will examine the process of interpersonal communication and conflict management in human relationships within non-profit organizations, with attention given to communication models, self-concept, non-verbal messages, stress and other strategies that will assist the human relations professional in developing interpersonal communication skills

and the productive use of conflict (Prerequisite: MFT 403).

MFT 406 Families and Individuals in Societal Contexts

3 SH

This course is designed to provide students with an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, healthcare, and occupational institutions in society (Prerequisite: MFT 302).

MFT 450 Professional Ethics and Practice

3 SH (WI)

This course explores contemporary issues facing youth, family, and community professionals in the United States. Students will explore respective social, cultural, political, and/or organizational underpinnings of issues as focused in two major domains: (1) professional ethics and practice and (2) family law and public policy. Emphasis will be placed on understanding the legal issues, policies, and laws influencing the well-being of families, along with understanding the character and quality of human social conduct. This includes the ability to critically examine ethical questions and issues as they relate to professional practice. This is a writing intensive course.

MFT 520 Human Sexuality

3 SH

Sexual health with the philosophy that it is an important part of every individual's general health. The comprehensive view of sexual health includes both sexuality and the sexual self as influenced by psychological, environmental, hormonal, medical, and relational messages and contexts. Through educational initiatives, positive attitudes and meaningful perspectives about attachment, individual growth and development, intimate relationships, and personal decision-making will be explored.

MFT 530 Human Relations Internship

3 SH

The internship is required of all senior Human Relations majors. Students will be placed in internships at area agencies/organizations with the opportunity for first-hand experience in the field and demonstration of their ability to network with other professionals and directly serve their clients in the workplace. A minimum of 120 on-site hours is required within the 16-week session during the fall and spring semesters and 12-week session during the summer semesters. This course is cross listed with SAB 490.

PSYC 295 Human Growth and Development across the Lifespan

3 SH

This course provides an understanding of the biological, social, emotional, and cognitive changes that all people go through as they move inexorably across the lifespan - from birth to elderhood. 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).

Areas of Concentration:

In addition to the required coursework for any undergraduate major (also includes Misenheimer students), each student majoring in HMRL or other majors has the option to complete one of the areas of concentration in Child and Family Studies or Substance Abuse. However, prior to registration, each student must complete a Declaration of Concentration form with his/her advisor and submit approved form to the registrar.

CHILD and FAMILY STUDIES (12 SH) *

MFT 305	Parenting Education and Guidance
MFT 408	Family Resource Management
MFT 407	Family Life Education Methodology
MFT 530	*Internship in Human Relations (minimum 120 hours in family life education and prevention)

*Upon graduation from a National Council on Family Relations (NCFR) – Certified Family Life Educator (CFLE) - approved institution, students can apply for the Provisional level of the CFLE credential through the NCFR's Abbreviated Application Process.

MFT 305 Parenting Education and Guidance 3 SH

This course is designed to provide students an understanding of how parents teach, guide and influence children and adolescents as well as the changing nature, dynamics and needs of the parent child relationship across the lifespan (Prerequisite: MFT 300).

MFT 408 Family Resource Management 3 SH

This course is designed to provide students with an understanding of the decisions individuals and families make about developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals (Prerequisite: MFT 300).

MFT 407 Family Life Education Methodology 3 SH

This course is designed to provide students with an understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs

(Prerequisite: MFT 305 & MFT 408).

SUBSTANCE ABUSE COUNSELOR (19 SH)

SAB 401 - Introduction to Substance Abuse (3)

SAB 402 - Contemporary Issues in Substance Abuse (3)

SAB 403 - Substance Abuse Treatment Beyond Microskills (3) SAB 404

- Substance Abuse Issues with Special Populations (3) SAB 405 -

Substance Abuse Certification Prep Seminar (1) SAB 490 - 300 clinical hours * (6)

Substance Abuse: Criminal Justice (22 SH)

SAB 401 - Introduction to Substance Abuse (3)

SAB 403 - Substance Abuse Treatment Beyond Microskills (3) SAB 404

- Substance Abuse Issues with Special Populations (3) SAB 405 -

Substance Abuse Certification Prep Seminar (1) SAB 490 - 300 clinical hours * (6)

CRIM 202 - Introduction to Criminal Justice (3) CRIM

315 - Drugs & Crime (3)

Substance Abuse: Prevention Specialist (19 SH)

HA 302 - Introduction to Public Health (3) SAB 401 -

Introduction to Substance Abuse (3) SAB 407 -

Substance Abuse Prevention (3)*

SAB 409 - Community Organizing & Prevention Policy (3) SAB 405

- Substance Abuse Certification Prep Seminar (1) SAB 490 -

Substance Abuse Internship (6 SH)

**Note: Prior to registration for the SAB 490 internship, all students who wish to pursue Certification as a Substance Abuse Counselor (CSAC), Substance Abuse Criminal Justice Professional (CCJP), or Substance Abuse Prevention Specialist (CSAPC) must register as a Substance Abuse Intern with the NC Substance Abuse Professional Practice Board (NCSAPPB) to accrue documented practice hours under the supervision of a CSI or CSI-Intern.*

Courses Offered

SAB 401 Introduction to Substance Abuse 3 SH

This course provides an overview of substance use and abuse. It covers topics such as history of drugs, their impact on society, the pharmacological impact of drugs on the body, drug policy implications, the criminal justice system response, the drug business, law enforcement, theories of use, as well as the effects, treatment, prevention of abuse and individual/group/family counseling strategies with diverse populations. There will be a focus on diagnosis of substance use disorders and dual diagnosis in the DSM-5.

SAB 402 Contemporary Issues in Substance Abuse 3 SH

This course introduces contemporary issues in the substance abuse field. Students will learn about emerging and controversial issues in substance abuse and develop treatment plans to address these issues.

SAB 403 Substance Abuse Treatment beyond Microskills 3 SH

This course provides an overview of theories and strategies relevant to substance abuse treatment. It will provide in-depth study and simulated sessions of the most prevalent counseling theories and techniques

SAB 404 Substance Abuse Issues with Special Populations 3 SH

This course provides an overview of substance abuse issues and treatment of special populations. It will concentrate on these issues in Military, Homeless and other underserved populations. The course will investigate dual diagnosis with a concentration on Post Traumatic Stress Disorder and other trauma related issues.

SAB 405 Substance Abuse Certification Prep Seminar 1 SH

This class provides the specialized training required to be eligible for the North Carolina Certified Substance Abuse Counselor qualification.

SAB 407 Substance Abuse Prevention

3 SH

This course focuses on aspects of substance abuse prevention from a public health model. It examines the assessing, planning, evaluation and marketing of prevention services. Focuses on the incorporation of research and evaluation methods into advanced program designs and outcomes, research and ethics as applied to the community and volunteers.

SAB 409 Community Organizing & Prevention Policy**3 SH**

This course provides knowledge and practice of comprehensive community-based prevention planning and implementation, with special consideration given to the challenges of mobilizing community coalitions. This course will help students implement needs assessments, develop budgets, data collection, treatment and planning process, creating data driven program implementation, and writing comprehensive reports.

SAB 490 Substance Abuse Internship (300 hours)**6 SH**

This course provides a 300 hour supervised internship in a Substance Abuse treatment environment. At the end of internship, the student will have sufficient hours to apply for the credential of Certified or Licensed Substance Abuse Counselor Intern.

SAB 601 Introduction to Substance Abuse**3 SH**

This course provides an overview of substance use and abuse. It covers topics such as history of drugs, their impact on society, the pharmacological impact of drugs on the body, drug policy implications, the criminal justice system response, the drug business, law enforcement, theories of use, as well as the effects, treatment, prevention of abuse and individual/group/family counseling strategies with diverse populations. There will be a focus on diagnosis of substance use disorders and dual diagnosis in the DSM-5. A research paper or similar writing project that expresses familiarity with the addiction treatment literature is required of graduate students in this course.

SAB 602 Contemporary Issues in Substance Abuse**3 SH**

This course introduces contemporary issues in the substance abuse field. Students will learn about emerging and controversial issues in substance abuse and develop treatment plans to address these issues. A scholarly research project related to the theory and application of evidence-based interventions, or similar research project that expresses familiarity with the addiction treatment literature is required of graduate students in this course.

SAB 603 Substance Abuse Treatment Beyond Microskills**3 SH**

This course provides an overview of theories and strategies relevant to substance abuse treatment. It will provide in-depth study and simulated sessions of the most prevalent counseling theories and techniques. Supervised clinical demonstrations of the theory and techniques of addiction counseling or similar research project is required of graduate students in this course.

SAB 604 Substance Abuse Issues with Special Populations**3 SH**

This course provides an overview of substance abuse issues and treatment of special populations. It will concentrate on these issues in Military, Homeless and other underserved populations. The course will investigate dual diagnosis with a concentration on Post Traumatic Stress Disorder and other trauma related issues. A research project including demonstration of social justice and culturally congruent interventions, or similar project demonstrating familiarity with the addictions treatment literature, is required of graduate students in this course.

SAB 605 Substance Abuse Certification Preparation Seminar**1 SH**

This course provides the specialized training required to be eligible for the North Carolina Licensed Clinical Addictions Specialist qualification. Demonstrations and panel presentations that demonstrate familiarity with the theory and techniques of addictions treatment are required of graduate students in this course.

SAB 690 Substance Abuse Internship (300 hours)**6 SH**

This course provides a 300 hour supervised internship in a Substance Abuse treatment environment. At the end of internship, the student will have sufficient hours to apply for the credential of Licensed Clinical

Addictions Specialist Intern. A presentation or panel discussion reflecting familiarity with addictions treatment research literature is required of graduate students in this course.

CRIM 202 Introduction to Criminal Justice
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 315 Drugs & Crime
3 SH

This course examines the role that drugs play in the U.S. criminal justice system. The course will focus on the problems of drugs and drug control in contemporary society from the perspectives of: individual and group behavior, drug production and distribution as a socio-economic system, the impact of drug usage on the production of crime and of drug cartels on the criminal justice system itself.

HA 302 Introduction to Public Health
3 SH

Introduction to the broad concepts of public health including the mission, core functions, structure, policy role, program activities, and collaborative endeavors of public health. Theoretical and practical perspectives are studied to illustrate contemporary strategies for health promotion and disease prevention at local, state, and national levels. The course also presents the cross-cutting areas of public health including: communication, diversity and culture, and systems thinking.

Registered Nurse to Bachelor of Science **in Nursing (NURS)**

The RN-BSN program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.AACN.NCHE.edu/CCNE-accreditation>). This online RN-BSN program includes instructive and clinical experiences designed to expand the existing professional knowledge of North Carolina residents holding an associate in applied science degree in Nursing, associate degree in Nursing or diploma in Nursing from a hospital program, and hold an RN license to practice nursing in North Carolina, a compact state. Compact states allow a nurse, licensed in one compact state to legally practice in another compact state.

Designed with the working RN in mind, Pfeiffer's RN to BSN program operates within the framework, values and philosophy of its current BSN program, which prepares students for leadership roles in client care and management as well as to care for diverse populations within a community.

A Bachelor of Science degree in nursing requires a total of 120 semester hours, which is composed of the 11 SH of pre-requisites and a major that is 52 SH. The 52 hours of courses are comprised of 26 semester hours of core courses and an additional 26 semester hours of credit that are awarded for experience in nursing. The experiential learning credit is awarded upon successful completion of NURS 328 and the professional academic portfolio included in that course. The remaining required hours, if necessary, can be taken in combination of general education and elective hours. Pfeiffer University's residency requirement for the RN to BSN program is 30 semester hours.

The Bachelor of Science in Nursing prepares graduates to:

- 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.
- Incorporate critical thinking skills in autonomous decision-making and effective therapeutic communication in the application of the nursing process with individuals,

families, groups, and communities.

- 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.
- Facilitate therapeutic, caring, and inter professional collaborative relationships with clients and members of interdisciplinary health teams through effective interpersonal, oral, written and emerging technology and communication strategies.
- Integrate knowledge of leadership/management/administrative and information technology skills and health care policies in providing direct and indirect care to clients.
- 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.
- Assume accountability and responsibility for personal and professional growth through commitment to participation in servant leader activities, continuous self-evaluation, and lifelong learning.
- Incorporate professional values, professional standards, and ethical, moral, and legal aspects of health care into nursing practice to promote advocacy, collaboration, and social justice.
- Incorporate knowledge and transformational leadership skills related to system management into personal responsiveness to the health care needs of the Piedmont region, the state, the nation, and the global society.
- Integrate Caring principles and concepts into the holistic nursing care of clients and families, groups, and communities across the lifespan.

Admissions Requirements:

1. Completion of an associate degree in science with a major in nursing or as associate in applied science with a major in nursing, or a hospital diploma nursing program.
2. Current unrestricted RN licensure.
3. Cumulative GPA of 2.0.
4. Submission of drug screen prior to clinical course assignments.
5. Immunizations as required by the University and the Department of Nursing
6. Proof of satisfactory criminal background check.

PRE-REQUISITES (11 SH)

PSYC 222 Statistics & Data Analysis (3 SH)

BIOL 324 Principles of Microbiology (4 SH)

CHEM 210 Chemistry (4 SH)

CORE COURSES

NURS 328 Professional Nursing Practice & Communications (3SH)

NURS 420 Health Assessment (3 SH)

NURS 426 Health & Aging (3 SH)

NURS 428 Health Promotion (3 SH)

NURS 422 Nursing Leadership (3 SH)

NURS 503 Perspectives in Community Nursing (4 SH)

NURS 505 Research Concepts (3SH)

NURS 507 Professional Nursing Synthesis (4 SH)

NURS 328 Professional Nursing practice and Communication

S 3 SH

This course will assist the Registered Nurse adult learner in the successful transition to the role of the professional nurse. Students will explore contemporary trends in the health care delivery system and professional nursing practice. Students will articulate an understanding of professional communication, values and value-based nursing behaviors. Trends and issues related to healthcare informatics and patient care technology will be examined. This course introduces the nursing student to concepts related to professional nursing at the baccalaureate level. Students will review ANA Standards of Practice, professional standards, and the ethical, moral, and legal aspects of health care. Various nursing theorist and evolving theories of nursing science, which support the development of professional nursing practice, will be examined. The principal concept of caring and the six Christian Caring principles underpinning Pfeiffer

University's nursing curriculum framework will be explored. Course assignments provide experienced nurses an opportunity to strengthen critical thinking skills and develop a philosophy of professional nursing. This course also includes the development of a professional academic portfolio. This course meets the University's Computer Competency requirement. Prerequisite: Admission to the Nursing Major.

NURS 420 Health Assessment for the Nursing Professional

S (3 hours, 2 class, 1 lab)

This course addresses concepts and methods of comprehensive health assessment for evaluation of clients' health status from a holistic perspective. Emphasis is placed on review of body systems, physical examination techniques and communication skills necessary to perform a holistic nursing assessment of clients across the life span. Student application occurs through participating in classroom activities, practice in a lab setting, in small group case discussions, and in the clinical setting. Prerequisite: CHEM 210

NURS 422 Nursing Leadership, Values, Trends, and Perspectives

F 3SH (WI)

This course provides an opportunity to examine leadership and management principles in professional nursing. Contemporary issues relevant to nursing leadership are analyzed. Emphasis is on transition to the professional nursing role. The student will be introduced to the types of healthcare services, healthcare settings, and the economics of health care payment and cost containment to include private insurance, managed care, federal (government) insurance plans, and challenges within the health-care system. Students will use critical thinking exercises to investigate current policies, issues, and trends in nursing and health care. Emphasis is on exploration of issues related to accessibility, accountability, and affordability of health care.

NURS 426 Health and Aging: Current Perspectives and Issues

F 3SH

Students will examine issues of health status and health care delivery for the older population using a holistic perspective. Topics include perceptions of health, major health problems in later life, the promotion of health aging strategies, projected health needs and ethical issues related to health care for the elderly.

NURS 428 Health Promotion: Teaching and Counseling

S 3 SH

Theories and concepts related to health promotion nursing will be presented and discussed within the framework of the nursing process. The course provides opportunities for experienced nurses to enhance critical thinking and communication skills in examining issues related to wellness, health promotion and adaptation. Students identify, explore, plan, and implement wellness teaching through service learning projects that education diverse populations and promote healthy behaviors.

NURS 503 Perspectives in Community Nursing / Clinical Practicum

(4 hours: 2 class, 2 clinical) (Spring)

This course focuses on the complexity and diversity of groups within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political-economic issues in local and global communities, the student will be able to determine and apply effective interventions for community-centered care. Issues related to bioterrorism and emergency preparedness will be explored. (Student Clinical can be arranged in the students' communities) Prerequisite: BIOL 324.

NURS 505 Research concepts for the Nursing Professional

F 3 SH (WI)

The significance of research in nursing is considered with emphasis on the scientific approach and its application in evidenced based nursing practice. The major components of the research process are addressed with a focus on the professional nurse as a consumer of research. Throughout the semester, selected research studies are reviewed and analyzed. Prerequisite: PSYC 222.

NURS 507 Professional Nursing Synthesis for the Experienced Nurse

(4 hours: 2 class, 2 clinical) (Fall)

In this culminating capstone clinical experience, students reflect on the transition from associate degree to bachelor's degree preparation for professional nursing practice. The clinical experience will focus on complex decision making and facilitate the student's socialization to nursing as a profession. Emphasis is placed on self-directed learning and evaluation in selected clinical areas under the supervision of nursing faculty and clinical nurse preceptors. Issues related to professional practice, career planning, and personal goal setting are examined. Prerequisite: NURS 328, NURS 420, NURS 422, NURS 426, NURS 428, NURS 503. Prerequisite or Corerequisite: NURS 505

Spanish Institute at Pfeiffer University (INST)

Spanish Certification for Law Enforcement Agencies

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

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

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

INST 1001 Spanish I (15-16 weeks)

3 SH

This course-first in a series of three-provides students with a basic understanding of Spanish grammatical concepts, as well as vocabulary and phonetics. Vocabulary acquisition and its use in field-related task drills will be central to this course. Students will be encouraged to communicate in the target language as much as possible in order to develop skills in speaking, listening, reading, and writing.

INST 1002 Spanish II (15-16 weeks)

3 SH

This intermediate course will continue to strengthen knowledge of Spanish language with special attention to vocabulary and oral communication. The main objectives are to build on the students' knowledge and elementary skills acquired in previous course, to introduce them to more complex grammar concepts (subjunctive verb mode and commands), and to improve accuracy in pronunciation and gain more basic vocabulary not covered previously. This course will continue emphasizing a task based approach, increasing student's exposure to target language as well as to culturally relevant contexts for communication.

INST 1003 Spanish III (12 weeks)

3 SH

This last course in the language sequence will be devoted specifically to developing effective strategies for oral communication. Use of language ranges from informal to formal situations and concrete topics through the use of computer oral chats, debates, presentations, contemporary articles, role playing, short stories, television clips, web sites etc. The content of the course focuses on Latin American and us Latino cultural, political, economic and historical issues. At the end of this course, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish.

INST 1004 Cultural Understanding I:

Latin American Politics & its Socio Economic reality (8 weeks)

3 SH

This course aims at mapping Latin American political and socioeconomic history and how it affects the dynamic of the encounters between Latinos and the main population in the US. At the completion of this course, students would have a better understanding of Latin American culture and the challenges faced by immigrants in the U.S. (through readings, oral reflection, films, etc.).

INST 1005 Cultural Understanding II: Cultural Diversity: Latinos in the US (8 weeks) 3 SH Students would be able to explore awareness in the following areas: cultural and national identity of self and others; describe perceptions and impressions about cultural phenomena based on material presented in class; and, compare and contrast concepts of culture, ethnicity and diversity within American society-with emphasis on the Latino population-and its role in effective communication between different segments of our society.

Additional Courses Offered

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

ACCT 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, introduction to Financial Accounting.

ACCT 310 Cost Accounting
3 SH

Determination of costs in inventory valuation and performance evaluation; standard costs and variance analysis. Prerequisite: ACCT 223 and BMAL 211.

ACCT 421 Managerial Accounting
3 SH

An analysis of the use of accounting data in planning, controlling and decision-making processes of business enterprises. Prerequisite: ACCT 223 and BUAD 321. Not open to Accounting majors.

ACCT 591 Fundamentals of Accounting
3 SH

Focus will be to develop and use accounting information for management, planning, control, and decision making.

ART 111V Introduction to Art
3 SH

Introductory course in art history and art making. students will explore the various art movements and techniques that have shaped art as we know it. Traditional as well as contemporary methods of creation will be emphasized. Satisfies General Education degree requirements for all majors.

BMAL 201 Principles of Business
3 SH

A survey of the major functional areas of business - accounting, human resources and organization theory, marketing, finance and operations management - even as well as the legal, risk, social responsibilities related to the business environment. Emphasis will be placed on learning the language of business.

BMAL 231 Personal Finance
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 371 Organizational Behavior
3 SH

The study of the managerial consequences of behavioral concepts and the environmental variables. Prerequisite: BMAL 271

CHEM 201N Science, Technology and Modern Society I
4 SH

This course serves as an introduction to the philosophy and methodology of the physical sciences, the basic laws of physical sciences and how the earth as a physical entity falls under those laws. Inventions of man

and their impact on society and the planet are examined. Laboratory consists of experiments to illustrate physical principles, reenactment of important discoveries and exploration of facets of pollution.

COMM 200S Public Speaking

3SH

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

COMM 311S Intercultural Communication

(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 345 Business Communication

(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.

COMM 355S Diversity Issues in a Global Context

(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 481 Advanced Topics in Organizational Communication

3 SH

This course involves intensive study of a particular aspect of organization communication. Students may take this course twice providing different topics are offered each time. Pre- requisite: Junior standing.

COMP 300 Programming Essentials

3 SH

Covers basic topics such as variables, data types, functions, as well as relational and arithmetic operators. Additional topics include advanced function handling, arrays, files handling, pointers and structures. Prerequisites: COMP 271 and MATH 220 or above, or permission of the department Chair.

ECON 221 Principles of Macroeconomics

3 SH

Economic theory and public policy; national income; money and banking; economic growth; business fluctuations.

ECON 222 Principles of Microeconomics

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 326 Comparative Economic Systems

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 331 Public Finance

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

3 SH

Analysis of the financial system, financial instruments, interest rates, and the relationship between money,

credit, and economic activity. Prerequisites: ECON 221, ECON 222.

ECON 591 Fundamentals of Economics

3 SH

This course will provide methodology and analytical tools in economics that govern efficient allocation of resources on one hand and output of goods and services on the other in market economies. Two distinct but related sphere of economic thinking will be examined. First, it will be the demand-side or consumer-side of the economy. Second, we will examine the supply-side or production side of the economy. Both spheres will be discussed in the context of micro and macro-economics.

ENGL 101 Introduction to College Writing

3 SH

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

ENGL 102W College Writing

3 SH

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

ENGL 206 Approaches to Literature

3 SH

Theme and genre in literature, moving from simple myths to complex modern works. Critical composition and research writing are required. recommended as an introduction to all other literature courses.

ENGL 208 Introduction to Poetry

3 SH (WI)

Study of forms and practices related to the creation, criticism and interpretation of poetry.

ENGL 214L Introduction to Literary Studies

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 202 and sophomore standing. This is a writing intensive course.

ENGL 215 Creative Writing I

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 a reasonable combination of both. Students coordinate reading assignments with their creative writing projects.

ENGL 217L American Literature to 1865

3 SH

Survey of American poetry, drama, and fiction from the pre-Columbian period through 1865.

ENGL 218L American Literature from 1865 to the Present

3 SH

Survey of American poetry, drama, and fiction from 1865 to the present.

ENGL 299L Children's Literature

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 319 Topics in Literature

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.

ENGL 324 Shakespeare on Film

3 SH

Study of major plays through the medium of film and within the framework of adaption theory. Students will analyze and reflect upon the impact of realizing in film the written texts of the plays, especially compromises.

ENGL 360 Rhetoric

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.

ENGL 415 Creative Writing II

3 SH

Further study and practice in imaginative writing with emphasis in the student's special interest: Poetry, fiction, or play-writing. An extensive writing portfolio will constitute the final exam. Prerequisites: ENGL 315 and Junior standing or instructor's permission.

GEOG 202 World Regions

3 SH

Survey of eight world regions, including their world importance, geographical characteristics, and major problems.

HA 403 Economic Perspectives in Health Policy

3 SH

Economic analysis of the factors that shape the U.S. healthcare system and the key challenges facing providers and consumers. Exploration of the behaviors of government, organizations, providers, consumers and political action groups. Application of the policymaking process to discover how policymakers, market participants and other stakeholders can remedy access, cost and quality deficiencies. PREREQUISITE: ECON 591.

HA 416 Introduction to Healthcare Leadership

3 SH

An overview of leadership perspectives and strategies as they apply to healthcare organizations. Emphasizes essential healthcare leadership competencies by focusing on communication, collaboration, change management, and conflict resolution. Provides opportunity for discovery of one's own leadership abilities using a competency model.

HA 503 Operations Assessment and Quality Improvement

3 SH

Examination of operations management in the framework of health care delivery systems. Exploration of determinants to achieve quality management in healthcare organizations. Focus on analytical methods of systematic monitoring and evaluation and the application of continuous quality improvement initiatives through accreditation and governmental regulations.

HSTY 203 North Carolina History

3 SH

Social, political, and economic development from colonial times to the present. Prerequisite: Declared major or minor in History, Social Studies, or education.

HSTY 209G Current Events

3 SH

Significant current events, issues, or movements such as the Cold War, the Arab-Israeli conflict, the women's movement, etc. are studied in their contemporary historical context. A research/service project on a major current topic is required. Prerequisite: sophomore standing.

MATH 210M Basic Mathematical Concepts I**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 220M College Algebra**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.

MUSI 120V Introduction to Music**3 SH**

Introduction to music history and practice with a focus on basic notation and sight reading, audition, musical styles, and music vocabulary. No previous study of music expected. Passing this course qualifies students for admission to MUSC 203 Foundations of Music I.

PHYS 125 Physics Behind Music and the Arts**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.

PLSC 201S American Government**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 contemporary debate over various public policy issues will also be analyzed.

PLSC 289 Topics in Political Science**3 SH**

Explores contemporary issues in American Politics (Campaigns and Elections, Liberals and Conservatives) and in World Politics (national security studies and strategies of political development). In addition other topics are explored through the medium of the "Politics and Film" courses such as "American Politics (298A)," "Political issues (298i)," "science Fiction: Alternative Futures (298S)," "Law & Justice (298L)," and "World Issues (298W)." All topics courses are conducted in the seminar format. Topics courses may be taken for credit more than once provided that course content had changed. Prerequisite: PLSC 201s, sophomore standing, or consent of the instructor.

PLSC 225 Introduction to Law**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 201s.

PLSC 307 Law and Society**3 SH**

Analysis of the intersection of law and politics focusing on the uses of law as either a catalyst of societal change or as an obstacle to change. Complexities of litigation strategies are examined in specific case studies such as school desegregation and environmental litigation. Prerequisite: PLSC 201s.

PLSC 402 Modern Political Thought**3 SH**

Exploration of fundamental political alternatives through a critical examination of the teachings of the architects of modern political thought such as Machiavelli, Bacon, Locke, Madison, Rousseau, John Stuart Mill, Marx, Nietzsche and Lenin. Emphasizes the distinctive features of modern political consciousness and its evolution along diverse cultural lines. May be taken for credit more than once provided that course content has changed. Prerequisite: PLSC 201s or sophomore standing.

PLSC 411 Constitutional Law I - Powers**3 SH**

Examination of the establishment of the Supreme Court's power of judicial review, the scope and limits of the powers of the Legislative, Executive and Judicial branches of the national government and relationship of the national government to the states.

PLSC 412 Constitutional Law II - Rights

3 SH

Analysis of the judicial interpretation of the Bill of Rights including the First Amendment and the equal Protection Clause of the Fourteenth Amendment. Prerequisite: PLSC 303 or PLSC 307.

PSYC 202S Introduction to Psychology

3 SH

Psychology as a science of human behavior; the work of the psychologist; modes of thought and methods of study; motivation; sensing; learning; perceiving; thinking; emotion; personality; testing. The first course in Psychology for all students regardless of major.

PSYC 225 Social Psychology

3 SH (WI)

Individual human behavior in a social context; social perception; attitude development and change; group processes; socialization. students design and conduct a research project. Prerequisite: PSYC 202S.

PSYC 226 Abnormal Psychology

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 202S or SOCY 201 and Junior standing. This is a writing intensive course.

PSYC 295 Developmental Psychology

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 202S.

PSYC 323 Psychology of Adjustment

3 SH

Discovering and applying dynamic, positive principles of constructive behavior. Emphasis is placed on applying course concepts to students' individual life experience as well as potential therapeutic applications. involvement with a campus or community service project assists students in applying course knowledge to everyday life. Prerequisite: PSYC 202S or SOCY 201.

PSYC 420 Group Processes

3 SH

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

PSYC 450 Personality

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. Prerequisite: PSYC 202S or SOCY 201. This is a writing intensive course.

RAPT 200R Philosophy for Theology and Ethics

3 SH (WI)

An introduction to a range of philosophers, ancient and modern. This course will cover theories of knowledge, metaphysics, philosophy of science, ethical theory, social and political philosophy, and philosophy of religion. This course gives students the knowledge of philosophical theories and assists them in developing their own analytical and critical skills in doing philosophical reflection.

RAPT 202R Philosophical and Christian Ethics

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 the knowledge of theory and method in both philosophical and Christian ethics and assist them in developing their own analytical and critical skills in doing ethical assessment.

RAPT 205R Old Testament
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
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 215G World Religions
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 230R Vocation and Servant Leadership
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 510 Special Topics in Religion and Practical Theology
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.

SOCY 201S Introduction to Sociology
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.

SOCY 204 Social Problems
3 SH

An analysis of social problems from various sociological perspectives including social inequality, poverty, race and ethnic relations, gender issues, crime, health and health care, issues in education, and environmental problems. Prerequisite: SOCY 201

SOCY 206 Sociology of the Family
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 390 Research Methods
3 SH (WI)

This course introduces the basic research methods used in social science research. Topics include: the scientific method, formulating a research question, research designs, ethical considerations, the literature review, measurement, sampling, analysis, and writing the final research report. This is a writing intensive course. Prerequisite: Junior status

SOCY 408 Social Theory
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 425 Sociology of Death and Dying**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**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 499 Social Science Internship**3 or 6 SH**

Students are provided with an opportunity to develop professional skills in a variety of community settings through field placement. This hands-on experience integrates practical experience with classroom knowledge. 3 SH requires a minimum of 100 hours of field work for the semester and 6SH requires a minimum of 200 hours of field work for the semester. A weekly seminar with a faculty member provides guidance and evaluation of the learning experience. Prerequisite: Junior Status

SPAN 101G Spanish I**3 SH**

Exercises in pronunciation; fundamental grammar; reading, composition, and simple conversation. 3 hours of classroom work and 1 hour of laboratory work each week.

SPAN 102G Spanish II**3 SH**

Continuation of SPAN 101G.

SPAN 210G Intermediate Spanish I**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: Every day 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 101G and 102G or the equivalent in the Spanish placement exam.

SPAN 211G Intermediate Spanish II**3 SH**

This intermediate writing course is designed to develop a student's abilities in narrative, expository and argumentative writing through a review of grammar, development of vocabulary, and discussion of rhetorical techniques. The writing process will be explored through multiple drafts of compositions with the help of peer-editing and comments from the instructor. By reading different genres the student will analyze various writing styles and view authentic writing strategies. The student will be expected to work individually and collaboratively on various projects that are designed to enhance his or her written communication skills. Prerequisite: SPAN 301 or the equivalent in the Spanish Placement exam.

THTR 200 Theatre Appreciation**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**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.



GRADUATE PROGRAMS

Master's Degree Programs in:

- Business Administration
- Business Administration/Leadership
- Curriculum & Instruction
- Elementary Education
- Financial Fraud
- Investigations
- Global Sport Management
- Health Administration
- Health Administration/Business
- Administration Health
- Administration/Leadership
- Marriage and Family Therapy Leadership
- Leadership with a Specialization in International
- Management Practical Theology
- Teaching
 - Elementary Education
 - Special Education (General Curriculum)

Certificate Program in:

Academically and Intellectually Gifted (AIG) Education

Graduate Programs serves working adults by providing graduate instruction at convenient times in classroom settings and online. Classes are offered at Pfeiffer's Charlotte campus at 1515 Mockingbird Lane, and at Pfeiffer's Raleigh-Durham campus, located at 2880 Slater Rd, Morrisville. Charlotte contact information: Phone (704) 945-7320; Fax (704)945-7330. Raleigh-Durham contact information: Phone (919)238-2400; Fax (919)238-2401

GRADUATE ACADEMIC PROGRAMS AND POLICIES

CHANGING GRADUATE PROGRAMS:

Once admitted to a graduate program, students may not transfer to a different graduate program without first applying to the new program.

GRADUATE DEGREE OPTIONS

Pfeiffer University offers students the following options to complete a master(s) degree(s).

- Complete a single master degree. Most MA and MS degrees consist of 36 credits, with the exception of the Master in Marriage and Family Therapy. This one requires a minimum of 66 credits.
- Complete a joint master degree. This is a single master degree, but it contains elements across the disciplines in Business, and/or Health Administration, and/or Leadership. A dual degree consists of 54 credits, and the degree is awarded once all of the required credits are completed. Upon completion of a dual degree, one degree and diploma is issued indicating the two areas covered by the degree. Currently Pfeiffer offers the following dual degrees:
 - Master of Health Administration / Master of Business Administration
 - Master of Health Administration / Master of Science in Leadership
 - Master of Business Administration / Master of Science in Leadership
- Complete two separate master degrees in succession, but allowing at least one semester between the two degrees. This option entails the completion of a minimum of 63 credits, with a maximum of 9 credits transferrable from the original degree to the new master.
- Students apply to the desired master program as part of the graduate admissions application process.

DROPPING OR WITHDRAWING FROM A COURSE

Graduate students may officially drop/add courses during the first 6 class days of a regular semester without having the course appear on their record. After the 6th day, students may request a course withdrawal. The deadline to withdraw from courses is published in the Graduate Academic Calendar available in the Registrar's page of the Pfeiffer's website. Graduate students will be assigned a grade of W. Withdrawals, like failing grades, may have a negative impact on the student at the time the University calculates Satisfactory Academic Progress (SAP).

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 at My.Pfeiffer and from the Registrar's Office. Withdrawals without notifying the Registrar will result in a failing grade (AW or F).**

** 'W' and 'AW' grades are computed in the academic average as an 'F'. All withdrawal grades count as 'Attempted' credits for GPA and Satisfactory Academic Progress (SAP) calculations.

Graduate students who withdraw from courses below full-time status -5 or less semester hours- may have their loans and/or VA benefits adjusted, which may result in a debt to the University. Students are advised to consult with the Financial Aid (FA) office, and/or the Veterans Administration (VA) Coordinator, before dropping their enrollment status to less than 6 sh. In addition to this, graduate student athletes may see their scholarships eliminated or reduced, and their athletic eligibility cancelled, if their enrollment becomes less than 6sh.

Drops or Withdrawal from Courses - quick instructions:

-Find the appropriate form (drop or withdrawal) online at my.pfeiffer.edu or from the

Registrar's Office: registrar@pfeiffer.edu. Students may only use the 'Add/Drop' form during the first 6 days of the semester. From the 7th day of the semester up to the deadline published in the Graduate Calendar, students must use the 'Withdrawal from Courses' form.

-Students must submit the 'Withdrawal from Courses' form to the Registrar's Office via fax to: (704) 463-0308; by email to: registrar@pfeiffer.edu or in person. Students leaving a course without requesting an official withdrawal from the Registrar's Office, will receive failing grades ('AW' or 'F') in the course. **No longer is a faculty signature necessary to withdraw from a course.**

WITHDRAWAL FROM THE UNIVERSITY

After a conversation with their academic advisor, graduate students may withdraw from the University at any point up to the deadline published in the Graduate Calendar. However, depending on the time of the semester when a student withdraws from the University, the student may have their financial assistance adjusted, including VA benefits and loans. Some adjustments may result in a debt to the University, or VA. Students are advised to consult with the FA office, and/or the VA Coordinator, before they withdraw from the University. Official Withdrawal from the University forms are available at My.Pfeiffer and at the Registrar's Office: registrar@pfeiffer.edu

Students must submit the 'Official Withdrawal from the University' form to the Registrar's Office by email to: registrar@pfeiffer.edu; or in person. Students leaving the University without requesting an official withdrawal from the Registrar's Office, will receive failing grades ('AW' or 'F') in each course for which they are registered at the time of their departure.

Withdrawal from the University - quick instructions:

-Students who wish to withdraw from all of their courses must secure and complete the *Official Withdrawal from the University* form on-line at: my.pfeiffer.edu or from the Registrar's Office: registrar@pfeiffer.edu. Students may withdraw from the University up to the deadline published in the Graduate Calendar.

- Students must submit the 'Official Withdrawal from the University' form to the Registrar's Office by email to: registrar@pfeiffer.edu or in person. Students leaving the University without requesting an official withdrawal from the Registrar's Office, will receive failing grades ('AW' or 'F') in each course for which they are registered at the time of their departure.

MEDICAL WITHDRAWAL

Students with medical documentation, who apply for and are granted a medical withdrawal for the term, 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 courses in the term and not to individual courses. Students in the graduate programs must contact the Director of Graduate Student Development and Academic Services at (704) 945-7308.

WITHDRAWAL FROM THE UNIVERSITY DUE TO MILITARY CALL-UP

In the event a student is called to active duty, he or she must complete a Withdrawal from the University form and take it to the Registrar's Office along with a copy of his or her deployment orders, 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 and no grades will be recorded. 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.

GRADUATION REQUIREMENTS

Students must complete their graduate degree program with a minimum GPA of 3.0, a B grade average, on work attempted at Pfeiffer University. Not more than two (2) grades of “C” are allowed towards the satisfaction of graduation requirements. Additionally, in the MMFT Program, a student may not earn a grade of “C” or lower in their experiential coursework, MMFT 606 or MMFT 690. In this event, a student will be required to enter remediation with an Individual Remediation Plan (IRP) and retake the course at the discretion of the Faculty remediation Committee. If a student earns a grade of “F” in either course, the student will be dismissed from the program.

TIME TO DEGREE LIMITS

The MMFT degree requirements must be completed within five (5) years after formal enrollment. The Master of Arts in Practical Theology degree requirements must be completed within seven (7) years after enrolling in the program. Requirements for the joint MBA/MHA and the joint MBA/MSL must be completed within seven (7) years after enrolling in the program. Requirements for the MBA & FFI degrees must be completed within seven (7) years after enrolling in the program.

JOINT DEGREES

Students are **required to declare their intended “program” of study before they start their second semester.** This is done by completing and submitting a *Declaration or Change of Major/Minor Form*. The form is to be submitted to the advisor for a signature and the advisor forwards it to the registrar for processing into the student’s record. **This process allows the student time to change from the initial program of study to the “Declared Program of Study”** which can only be changed with the permission of the advisor and the registrar and must be done prior to beginning the final semester with no exceptions.

If the student’s declared program of study is the joint degree at the beginning of their coursework, they must apply to, and be accepted by, both programs. Additionally, all requirements, including any additional prerequisites, for the joint degree must be completed before the degree is conferred. For example if a student’s **“Declared Program of Study”** is the joint MHA/MBA degree, they must apply to and be accepted **both** by the Department of Health Administration and the School of Business. Upon completion of all 54 SH of coursework (36 SH are required for the MHA degree and an additional 18 SH are required for the joint MHA/MBA degree) students receive their degree reflective of MHA/MBA which is reflected on the official transcript.

If not declared by the end of the first semester, students wishing to continue to pursue the joint degree immediately following completion of the original MHA, MBA, or MSL degree, must complete these tasks prior to beginning the joint degree coursework. In addition, the *Declaration or Change of Major/Minor Form* must be submitted and approved, along with application and acceptance into both programs, prior to completion of the individual MBA, MHA, or MSL degree.

EXIT EXAMINATIONS

All MMFT, MHA and joint degree MHA/MBA and MHA/MSL students are required to take an exit exam during their last enrolled semester in their respective programs. Only students who are approved for graduation per registrar audit and who take this exam will receive a diploma from Pfeiffer University. MHA students admitted in the 2018-19 academic year will be required to pass a competency exam administered after the completion of the following courses (MBA 701, MHA 710, MHA 715, MHA 725, MHA 730, MHA 735, MHA 737 and MHA 740).

GRADUATE 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 vs hours earned per the Graduate Academic Standing Scale below (students must earned at least 50 percent of the first 12sh hours attempted and 67% of the hours that they attempt for that point forward until the completion of the degree).
- Maximum time frame – students must complete their degree requirements within 150 percent 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 percent of their Published program length.

Note: If a student changes programs, all of the courses in the old program will also be included in the student's SAP calculation.

Graduate Academic Standing Scale for all programs

Hours attempted**	Required Hours Earned	GPA
1-6	67%	2.50
7-12	67%	2.50
13-18	67%	2.75
19-30	67%	3.00
31-36	67%	3.00
37-42	67%	3.00
43-49	67%	3.00
50-56	67%	3.00
57-62	67%	3.00
63-68	67%	3.00
69-74	67%	3.00
75-80	67%	3.00
81-86	67%	3.00
87-92	67%	3.00
93-99	67%	3.00

**Hours Attempted= Semester Hours attempted at Pfeiffer (this includes any withdrawals), plus hours of transfer credit accepted towards the student's program.

Academic standings are: Good Standing, Warning, Probation, Suspension or Dismissal Status. Each standing is defined below. A student's academic standing applies to the following term.

Good Standing is defined as progressing towards graduation with a GPA of 3.0 or greater, and with the amount of earned hours indicated in the Graduate Academic Standing Scale. Students in Good standing should meet with their advisors a minimum of one time during the semester. 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 Graduate 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 term 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 Graduate Academic Standing Scale. An academic probation period consists of two academic terms: First term of Academic Probation (A1) and Second term of Academic Probation (A2).

Students with AP status must agree to follow an Academic Plan to avoid academic suspension. The Academic Plan is a signed contract between the student and the Office of the Associate Vice President for Academic Affairs. Students in this situation must meet all of the conditions contained in the contract.

Students on AP status will be immediately suspended from financial assistance including student loans. A student may appeal this suspension by following the steps under the Academic and Financial Appeals section. if the appeal is not awarded, the student has an option to pay out of pocket to register for classes the following semester.

Academic Suspension (AS) - is imposed on students who fail to meet the conditions of the Academic Plan during their probation period. Students in this situation will receive a one semester suspension. A student may appeal this suspension by following the steps under the Academic and Financial Appeals section. If the appeal is not awarded, the student cannot register for classes the following semester, no exceptions.

Completed the semester of suspension, the student may apply for re-admission. Please see the *Academic and Financial Appeals* section below.

Academic Dismissal - An Academic Dismissal is a permanent and irrevocable suspension from the University, Probation Appeals Process - students on academic probation are automatically suspended from Financial Aid. The appeals process for students on Academic Probation (A1 and A2) 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.

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 Graduate Academic Standing Scale during an additional probationary period (two terms).

Conditions under which an appeal may be filed:

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
- The student has a mathematical chance that the GPA will raise to meet the Graduate Academic Standing Scale during an additional probationary period (two terms).

A committee will evaluate all Academic and Financial Aid suspension appeals. An awarding of an academic appeal does not guarantee financial aid reinstatement.

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

ONLINE COURSES

Students who have met the requirements for admission to the Graduate Programs or who are seeking to complete certain prerequisite courses are eligible to take online prerequisite or graduate courses. Students are required to have the computer hardware and software

required to access the course information. The grading standards and all other academic policies of the Graduate Programs apply to online courses.

CHANGE OF CATALOG

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

COURSE SUBSTITUTIONS

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 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.

GRADING NOTATIONS

The following are the grading standards in the graduate program:

A	— Superior
A-	— Excellent
B+	— Very Good
B	— Good
C	— Below Average
F	— Failure
AW	— Failure
I	— Incomplete

Although calculated for GPA as an F, this grade may be assigned when a student who is otherwise passing the course has not, due to circumstances beyond the student's control, completed all the work in the course. I grades must be cleared before the midpoint of the semester following the semester in which the "I" was awarded or the "I" will automatically become an "F". See the Graduate Calendar for official date of I removals.

IP — In Progress = Students enrolled in MAPT 660, 661, or 652, MBA 790, 793 or 795, MHA 776, 790, or 795 or MSL 790 have two (2) semesters to complete their course work. The grade of "IP" is not calculated for the GPA. **If work is not completed within the one (1) semester following the semester in which the "IP" was awarded, the grade will automatically become an "F" unless prior arrangements with the Program Director have been made and approved by the Vice President for Academic Affairs.**

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

AW — Administrative Withdrawal = Students who are removed from a course for lack of attendance or payment will receive this grade. For GPA calculations, the I and AW grade is counted as an F.

Only work attempted at Pfeiffer University is used in calculation of the GPA. Refer to the Grade Point Average computation information for the Adult Degree Completion Program for more information on Graduate school GPA calculation.

ACADEMIC PROBATION/DISMISSAL

Students must maintain a GPA of 3.0, a “B”, to continue in good academic standing. Students who do not maintain a 3.0 average are placed on probation. Students on probation must achieve a semester GPA of at least 3.0 in the semester following being placed upon probation and must achieve an overall GPA of at least 3.0 within two (2) semesters. Failure to maintain this standard will result in suspension from the program. Students who receive a grade of “F” will be suspended from the program. Only two grades of “C” may be applied toward graduate degrees at Pfeiffer University. If a student who has previously been suspended from the program fails a second course or falls below a GPA of 3.0 for a second time, the student is dismissed from the program. Once dismissed, a student may not re-enter Pfeiffer.

REAPPLICATIONS

Students who have been suspended from a program may submit an application for re-admission. All re-admissions are on a case-by-case basis. For detailed information please see the Graduate and Adult Degree Completion Admissions section of this catalog.

ACADEMIC LOAD

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

NON-DEGREE STUDENTS

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

GRADUATE ENTRANCE EXAMS

Pfeiffer University accepts scores from several recognized graduate entrance assessment sources, including the Graduate management Admissions Test (GMAT), Graduate Record Examination (GRE), and the Miller Analogy Test (MAT). Pfeiffer will accept the entrance assessment scores from the GMAT, GRE, LSAT, MAT, and MCAT. However, the MMFT Program requires scores from the GRE only. The programs in MBA and MSL strongly encourage the Miller Analogies Test.

An entrance exam requirement is waived for any student who already possesses a graduate degree earned from an accredited institution.

ADVISING

Graduate students are advised by graduate faculty who are available to assist them in planning their work.

REGISTRATION

Students are expected to register during the normal registration period. Classes meet once a week during the fall and spring and summer semesters.

DROP/ADDS

Students may add courses during the first 6 calendar days of each session with the written permission of the advisor or program director. Students may withdraw from courses with the written permission of the advisor or program director before the last 7 calendar days of a session. Students may NOT withdraw from courses during the last 7 calendar days of a session.

REPEAT POLICY

When the course is repeated, the new grade becomes the official grade, even if it is lower than the previous grade. Previous grades will not be calculated into hours or averages. If a course taken at Pfeiffer is repeated elsewhere, the new work will be credited (if it has received the proper prior approval), but the Pfeiffer grade will stay on record and will be calculated in the Grade Point Average. The hours toward graduation will, however, be credited only once. If a course previously taken at another school is repeated at Pfeiffer, the prior grade will be removed from the transfer credit and the Pfeiffer grade will be the official mark (even if lower). Students may only repeat courses in which a grade of "F" is earned and that course must be retaken in the first semester following suspension. In the event that the course is not offered that semester, the student must register to take that course the next time it is offered at that student's location.

LIMITED GRADUATE AMNESTY POLICY

This policy is to provide an opportunity for graduate students who may have experienced academic challenges due to financial, medical or other personal hardships to eliminate from their grade point computation up to a maximum of 3 courses and/or 9 credit hours in which a C or F was earned. An academic amnesty is a onetime request and is granted on a case by case basis and does not apply to all graduate programs.

Policy Guidelines:

Students must submit a request to the Office of Student Success-Graduate. The request must include a justification for academic amnesty, a note of support from Graduate Program Director for the program to which the applicant is seeking amnesty, endorsed by Division Dean. If academic amnesty is granted, the student is subject to complete course requirements under the current catalog of record. Courses older than seven (7) years will not be used to satisfy curriculum requirements.

Courses for which academic amnesty is granted will remain on the student's transcript and will not be included in the computation of grade point average nor used to satisfy degree requirements.

Students accepted into the amnesty program must maintain a 3.0 grade point average during the entire time they are in the program. Students who make below a 3.0 grade point average will be dismissed from the University. It is expected that amnesty students will complete the program within two academic years.

All students accepted into the amnesty program will need to consult with financial aid in order to determine if they are eligible to receive aid.

Students receiving Veteran's Educational benefits should be aware that they will not be entitled to VA benefits when repeating courses that satisfy requirements that were satisfied prior to academic amnesty.

*Academic amnesty is not granted to students who have violated Pfeiffer University's Honor Code.

GRADUATE ATTENDANCE POLICY

To ensure academic success students are expected to attend and participate in all class sessions. Attendance policies are set for each course by faculty members and should be printed in the syllabus and announced at the beginning of each term. It is the student's responsibility to know the attendance policy in a particular course.

APPEALS FOR GRADE CHANGES

All appeals for grade changes must be presented to the student's Program Director no later than 30 days from the final exam. Students wishing to register complaints concerning a final grade should follow these steps:

1. The student will discuss the grade with the instructor who issued the grade and attempt to resolve the matter.
2. If resolution is not achieved in step one, the student will submit a Request to Appeal Form, a letter registering his/her complaint to his /her Program director and concrete evidence that the student can provide to further his/her request for grade change. This concrete evidence will show how the current grade is inappropriate and why the change is necessary. examples of such evidence follow: incorrect mathematical calculations of grades, examples of work marked incorrect coupled with examples from the text or lectures that show that the work is indeed correct and incorrectly marked, evidence from the Blackboard administrator that work was submitted on time although the student was not given credit for timely submission, or other such pieces of concrete evidence. This evidence will expedite the resolution process. The Program director will contact the instructor and discuss the matter. The Program director will convey, in writing, the outcome of the discussion to the student. if the matter is not resolved, the Program Director will request that a Grade Appeal Committee be convened.
3. The Program Director will review and request that a Grade Appeal Committee be convened when the student is unable to resolve a grade dispute with his/her instructor and Program Director. The Director of Graduate student development and Academic success will convene the Grade Appeal Committee. The Grade Appeal Committee consists of the director of Graduate student development and Academic success, Program director, the dean of the school in which the student is enrolled, and one or more faculty members. The Director of Graduate Student Development and Academic Success will serve as chairperson. The request for appeal, written statement, and evidence provided in Step 2 will be reviewed in advance by the committee. The committee will meet with the student to discuss the complaint. Neither faculty nor students are permitted to bring third party representation or other individuals to a grade appeal hearing; however, written documentation may be submitted by other faculty members and/or students. The committee will recommend a decision in writing to the Vice President for Academic Affairs (VPAA). The VPAA will review the grade appeal. After considering all factors presented, the VPAA will render a decision.

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

PROGRAM REQUIREMENTS AND COURSE DESCRIPTIONS

Master of Business Administration

Pfeiffer University's Business Management and Leadership Program is approved by the Accreditation Council for Business Schools & Programs.

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

The Master of Business Administration (MBA) with a focus or concentration on Human Resource Management (HRM) program is specifically designed to provide the student with an overall understanding of the key functional areas of an organization as well as an understanding of key Human Resource Management activities. It is intended to provide individuals seeking or holding management positions with advanced knowledge and competence in the key functional areas that modern day managers and leaders must possess. In addition, in order to effectively manage people and maximize their effectiveness in leading others, the modern-day manager must possess an understanding of contemporary leadership practices, effective management of change initiatives and an understanding of the key functional areas making up the field of Human Resource Management.

This concentration will enable an individual to enhance his/her overall ability to carry out management leadership responsibilities in any organizational environment, as well as prepare for entry level or advanced positions within the fields of HRM, HRD or OD. The MBA program is available through Pfeiffer University at Charlotte, Raleigh and other campuses and is designed for adult students who wish to pursue their degree in evening or weekend classes.

ADMISSION

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

- An earned baccalaureate degree with a satisfactory grade point average (GPA) from an accredited college or university.
- Three letters of recommendation.
- Satisfaction of undergraduate prerequisite requirements.
- Satisfactory completion of either (1) the Miller Analogies Test (MAT), (2) Graduate Management Admissions Test (GMAT), (3) Graduate Record Examination (GRE) or of another standardized graduate admissions test. This requirement is waived for applicants when they demonstrate an undergraduate GPA of at least 2.8 (on a 4.0 scale) and have at least 5-7 years of relevant work experience as documented with a professional resume. This requirement is also waived for applicants with a graduate degree from an accredited institution. The graduate entrance assessment requirement or waiver must be satisfied prior to beginning graduate studies.

Students have until the end of the first year of graduate study to satisfy the undergraduate pre- requisite requirements. All other admission requirements must be satisfied prior to

beginning graduate level courses.

NON-DEGREE STUDENTS

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

PROGRAM REQUIREMENTS

General Requirements

It is expected that students who enter the MBA program will have a working knowledge of commonly-used computer programs involving word processing, data base, and spreadsheet software. It is recommended that each student have an individual E-Mail address and be familiar with Internet and WWW practices.

Enrollment in the MBA Program of Study

1. Any students who have received admission to the Graduate School may take courses in the MBA Program, no matter their respective graduate course of study.
2. However, students who desire to pursue an MBA degree, must be admitted to the Graduate School and must complete all academic prerequisite and matriculation requirements.
3. All credits used toward the completion of the degree must be no older than seven (7) years at the time of graduation.

Prerequisite Requirements

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

Accounting I
Accounting II
Microeconomics
Macroeconomics
Statistics

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

MASTER OF BUSINESS ADMINISTRATION CURRICULUM REQUIREMENTS

36 Semester

Hours

Required

Core:

MBA 701 Organizational Communications
MBA 703 Quantitative Decision Making
MBA 704 Managerial Accounting
MBA 705 Economics for Leadership
MSL 702 Organizational Behavior

MBA 706 Managerial Finance
MBA 707 Marketing Management
MBA 740 Legal & Ethical Environ. of Bus.
MBA 799 Strategic Management and Leadership

Electives

9 SH taken from MBA, MSL, FFI and MHA courses.

MASTER OF BUSINESS ADMINISTRATION: HUMAN RESOURCE MANAGEMENT CONCENTRATION

Required Core:

MBA	701	Organizational Communications	MBA	706	Managerial Finance
MBA	703	Quantitative Decision Making	MBA	707	Marketing Management
MBA	704	Managerial Accounting	MBA	740	Legal & Ethical Environ. of Bus.
MBA	705	Economics for Leadership	MBA	799	Strategic Management and Leadership
MSL	702	Organizational Behavior			

Electives:

MSL	730	HR Management	MSL	731	HR Development
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MSL	735	International HR Mgmt.	MSL	720	Managing a Diverse Workplace
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MASTER OF BUSINESS ADMINISTRATION: INTERNATIONAL STUDIES CONCENTRATION**Required Core:**

MBA	701	Organizational Communications	MBA	706	Managerial Finance
MBA	703	Quantitative Decision Making	MBA	707	Marketing Management
MBA	704	Managerial Accounting	MBA	740	Legal & Ethical Environ. of Bus.
MBA	705	Economics for Leadership	MBA	799	Strategic Management and Leadership
MSL	702	Organizational Behavior			

Electives:

MBA	730	International Business
MBA	794	Comparative International Business Law
MBA	776	MBA International Experience or MSL 735 International Human Resource Management

MASTER OF BUSINESS ADMINISTRATION: LEADERSHIP CONCENTRATION**Required Core:**

MBA	701	Organizational Communications	MBA	706	Managerial Finance
MBA	703	Quantitative Decision Making	MBA	707	Marketing Management
MBA	704	Managerial Accounting	MBA	740	Legal & Ethical Environ. of Bus.
MBA	705	Economics for Leadership	MBA	799	Strategic Management and Leadership
MSL	702	Organizational Behavior			

Electives:

MSL	710	Effective Leadership
MSL	740	Negotiations and Conflict Resolutions
MSL	750	Organizational Change Mgmt.

Courses Offered

MBA 599 Introduction to Graduate Studies**3 SH**

A course designed to prepare students for graduate level. The course consists of 3, 1 semester hour modules in writing and grammar, research, and quantitative skills. This course, which may be required of students based on entrance qualifications, does not count toward graduation.

MBA 701 Organizational Communications

3 SH

Oral and written forms of business communications; interpersonal and organizational communications; skills development; psychology, human relations, and ethical considerations in communications; report writing

MBA 703 Quantitative Decision Making**3 SH**

The use of mathematical models, statistical analysis and management information systems to improve individual and organizational decision making. Prerequisite: BUAD 321.

MBA 704 Managerial Accounting**3 SH**

Development and use of accounting information for management planning, control, and decision making. Prerequisites: ACCT 221 and ACCT 223; MBA 701, MSL 702.

MBA 705 Economics for Leadership**3 SH**

This course applies economic principles, theories, and thought processes to understand and analyze consumer behavior and behavior of private and public organizations in terms of allocation of resources, production and distribution of output at household, firm, and national levels. Students in this course will become familiar with analytical tools of economics necessary to govern an organization and engage in strategic decision making. Economics Prerequisites: ECON 221 and ECON 222 or ECON 591; MBA 701.

MBA 706 Managerial Finance**3 SH**

Provides insights and understanding of financial concepts along with practical approaches to analysis and decision-making. Includes topics such as financial planning, management of working capital, analysis of investment opportunities, source of long-term financing, and dividend policy. Prerequisites: ACCT 221 and ACCT 223; MBA 704.

MBA 707 Marketing Management**3 SH**

Techniques and practical application of planning, market analysis, and strategic design. Emphasis on integration of product, price, promotion, and distribution. Prerequisites: MBA 704, 705, 706.

MBA 709 Professional Speaking and Presentation**3 SH**

Combination lecture/seminar designed to explore all aspects of business and professional public speaking and presentation. Focus will include formal presentation and speaking to groups larger than 10; informal presentation and speaking; one-on-one image and idea presentation. Focus also includes voice and diction as well as image.

MBA 711 Operations Management**3 SH**

Management of the functions required to produce goods or services by an organization. Focus will be on open systems approach. Emphasis will be placed on manufacturing, but service industries and not-for-profit organizations will be integrated into the theory. Pre-requisite: MBA 606 Managerial Finance.

MBA 725 Domestic and International Environmental Law**3 SH**

Domestic environmental law and case studies; EPA: history and case studies; NEPA, CAA, CWA; examples of other countries' domestic policies; treaties and their history - Earth Summit, Kyoto, Copenhagen; current international regulatory bodies - IUCN, UN, etc.; international trade and environmental policy.

MBA 730 International Business**3 SH**

This course will provide a format for conducting business operations within a global format, prepare the student for dealing with the cultural, social and ethical issues of working within the world market, and will focus on how and why the world's countries differ and the economics and politics of world trade. Also, this course will investigate the global monetary system, the strategies and structures of international business and the roles of international business's functions.

MBA 731 Seminar in International Business Understanding

1 SH

This course will provide first-hand experience within a foreign setting. It will involve the history and culture of the country visited for a better understanding of the social, business, and governmental infra-structure.

MBA 740 Legal and Ethical Environment of Business**3 SH**

Legal and ethical issues affecting the manner in which businesses operate, including contracts, product liability, regulation, anti-trust, and employment.

MBA 741 MIS Theory and Design**3 SH**

Represents a managerial approach to information systems concepts and applications. includes topics such as systems planning, development, and implementation. Emphasizes mis-resource allocation and the use of MIS to support business strategy and decision-making.

MBA 746 Managerial Negotiations**3 SH**

Explores the processes of bargaining and negotiation as social and managerial activities. Emphasis is given to areas of interpersonal and intergroup conflict resolution.

MBA 750 Social Entrepreneurship and Microfinance**3 SH**

This course provides students with the opportunity to develop leadership skills by exploring the complex issues that microfinance highlights from a business perspective. It introduces the principles, methods, best practices and opportunities in microfinance by exploring the wide variety of microfinance practices around the globe. Students not only will become knowledgeable of the many governance structures and business environments that Micro- finance Institutions (MFIs) and their clients face, but also will engage in problem solving activities for selected MFLs.

MBA 752 International Finance**3 SH**

This course is designed to introduce graduate students to interrelation between economies and global financial markets. Specifically, global financial systems, balance of payment accounts, trade, theories of real and nominal exchange rate determination will be discussed in detail. In addition, link between currency crises and global capital markets will be addressed. Prerequisites: MBA/MSL students who have taken MBA 705 (Economics for Leadership) and/or MBA 730 (International Business). Others need prior approval of the program director.

MBA 776 MBA International Experience**3 SH**

This course will provide a first-hand experience within a foreign setting. The course includes a trip to an international setting for on-site lectures and discussions with foreign business leaders and managers and visits to a foreign business. It will involve the history and culture of the country visited for a better understanding of the social, business and governmental interactions. Course may be retaken.

MBA 790 Applied Field Project**3 SH**

A faculty-guided independent study offered in cooperation with the student's employer or an organization of choice. The student is required to demonstrate the application of knowledge and skills, acquired from selected MBA core courses, to management situations. The applied field project may begin in any semester. Students have two (2) semesters to complete this course.

MBA 793 Applied Field and Research Project**3 SH**

This course is an integration of research and the subsequent application of that research within a work environment. The research portion introduces students to research methods utilized within the marketplace. resources used will include industry journals, professional publications and primary and secondary research sources. The Applied Field Project component is a faculty guided independent study offered in cooperation with the student's employer or an organization of choice. The student is required to demonstrate the application of knowledge and skills acquired through his/her graduate course work to a management situation. Students have three (3) semesters to complete this course. Open only to students participating in the German program.

MBA 794 Comparative International Business Law**3 SH**

Comparative International Business Law is designed to cover the basic laws of international trade, licensing and investment from a managerial perspective. Students will be introduced to the risks of international business and examine how the risks differ from domestic business risks. Particular attention will be paid to the increasing risks and legal complexities associated with greater penetration by firms into foreign markets. The course will examine the role of public and private organizations in setting standards and guidelines for engaging in international business operations. Emphasis will be placed on understanding the legal, cultural and ethical problems associated with economic integration, particularly with the European Community and in North America. In addition, the course will examine the basics of: buying and selling goods in foreign countries, the comparative analysis of host country employment laws, transitional environmental law development, the regulations of competition and a comparative analysis on international antitrust policies. Prerequisite: MBA 740 or MSL 712.

MBA 795 Applied Research in Business**3 SH**

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

MBA 798 Special Topics**3 SH**

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

MBA 799 Strategic Management and Leadership**3 SH**

This course will explore key concepts involved in strategic management and leadership including understanding how strategic thinking differs from conventional long-term planning. As the capstone course for the MBA program, it will integrate all of the core courses in the program as well as include the student's master capstone project. Capstone project that is worked on in the second half of the semester and involves 60-80 hours of work. This course should only be taken after all other core courses have been completed and should be taken alone. If taken in the summer semester, it must be taken alone or with the permission of the Program Director.

Master of Business Administration/Master of Science in Leadership (MBA/MSL)

The joint degree Master of Business Administration/Master of Science in Leadership program is specifically designed to integrate key elements from both existing programs to provide a degree option for students. This joint degree program leads to the awarding of one master's degree with study in two related disciplines.

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

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

ADMISSION

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

- An earned baccalaureate degree with a satisfactory grade point average (GPA) from an accredited college or university.
- Three letters of recommendation.
- Satisfaction of undergraduate prerequisite requirements.
- Satisfactory completion of either (1) the Miller Analogies Test (MAT), (2) Graduate Management Admissions Test (GMAT), (3) Graduate Record Examination (GRE) or of another standardized graduate admissions test. This requirement is waived for applicants when they demonstrate an undergraduate GPA of at least 2.8 (on a 4.0 scale) and have at least 5-7 years of relevant work experience as documented with a professional resume. This requirement is also waived for applicants with a graduate degree from an accredited institution. The graduate entrance assessment requirement or waiver must be satisfied prior to beginning graduate studies.

Students may be accepted into the program and will have until the end of the first year of graduate study to satisfy the undergraduate prerequisite. Core courses (other than MBA 701 and MSL 702) may not be taken until all required prerequisites have been met. All other admission requirements must be satisfied prior to beginning graduate level courses.

NON-DEGREE STUDENTS

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

CURRICULUM REQUIREMENTS

54 Semester Hours

Prerequisite Requirements

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

Accounting I
Accounting II **or** equivalent
Math and Statistics
Microeconomics and Macroeconomics
or course equivalent

All credits used toward the completion of the degree must be no older than seven (7) years at the time of graduation. Students admitted without prerequisite satisfaction may fulfill these requirements through a variety of methods with the prior approval of the MBA/MSL Program Director and the Dean of the Division of Business. Students may not enroll in a graduate course for which the prerequisite has not been satisfied.

MBA Curriculum Requirements - 27 Semester Hours

MBA 701	Organizational Communication	MBA 799	Strategic Management and Leadership
MSL 702	Organizational Behavior	MBA 711	Operations Management
MBA 704	Managerial Accounting	OR	
MBA 705	Managerial Economics	MBA 730	International Business

MBA 706 Managerial Finance

MBA 740 Legal and Ethical Environment of

MBA 707 Marketing Management

Business or Law Elective

MSL Curriculum Requirements -- 27 Semester Hours

MSL 710 Effective Leadership

MSL 751 Strategies for Building High Performance

MSL 712 Ethical Behavior and

Organizations and Teams

Employment Law

MSL 715 Critical Thinking for Continuous
improvementMSL
elective (six hours from any other
MSL course or, another course from**OR**

the MBA curriculum with the

MSL 720 Managing a Diverse Workforce

approval of the program director)

MSL 730 Human Resource Management

OR

MSL 731 Human Resource Development

MSL 740 Negotiations & Conflict Resolution

MSL 750 Organizational Change

Management

Master of Health Administration

The Master of Health Administration is designed for clinicians and healthcare managers whose career tracks require advanced competence in health services management. Although the program is intended primarily for those who have been working and/or have experience in health services, then it is appropriate for students making a transition to the field. A highlight of the program is a seven (7) to nine (9) day international study where students travel to Austria, Canada, Germany, United Kingdom, or other destinations under the supervision of Pfeiffer professors.

ADMISSION

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

- An earned baccalaureate degree with a satisfactory grade point average (GPA) from an accredited college or university.
- Three letters of recommendation.

NON-DEGREE STUDENTS

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

GRADUATE CERTIFICATE IN HEALTH SERVICES ADMINISTRATION

The Graduate Certificate in Health Services Administration is an option for those who either wish to enter or are already employed in the healthcare field. An attractive feature of this program is that it is designed to facilitate upward career mobility in a relatively short time

frame. A master's degree or equivalent is required for admission. The Graduate Certificate in Health Services Administration is usually completed in one year. The following certificate curriculum may also be applied towards satisfying program requirements for the MHA or MHA joint degree programs:

MHA 710	Contemporary Health Administration
MHA 715	Legal and Ethical Perspectives in Healthcare Administration
MHA 725	Leadership Perspectives in Health Policy
MHA 735	Health Services Information Management
MHA 740	Health Services Financial Management
MHA 799	Strategic Health Services Management

MHA Curriculum Requirements - 36 Semester Hours

The Master of Health Administration is a sequentially designed curriculum; students must closely follow the order of courses as listed under the Master of Health Administration curriculum requirements. The curriculum includes the following courses:

MBA 701	Organizational Communications
MHA 710	Contemporary Health Administration
MHA 715	Legal and Ethical Perspectives in Healthcare Administration
MHA 725	Leadership Perspectives in Health Policy
MHA 730	Health Economics

MHA 735	Health Services Information Management
MHA 737	Health Services Marketing
MHA 740	Health Services Financial Management
MHA 776	Comparative International Health

OR

MHA 777	Comparative International Health Study
MHA 790	Practicum in Health Administration

OR

MHA 795	Applied Research in Health Administration
MHA 799	Strategic Health Services Management

Elective: One (1) 3 SH course from the MSL curriculum.

All credits used toward the completion of the degree must be no older than seven (7) years at the time of graduation.

MHA Curriculum Requirements - 21 Semester Hours

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

MBA 701	Organizational Communications	MHA 725	Leadership Perspectives in Health Policy
MHA 710	Contemporary Health Administration	MHA 730	Health Economics
MHA 715	Legal and Ethical Perspectives in Healthcare Administration	MHA 740	Health Services Financial Management
		MHA 799	Strategic Health Services Management

MHA Elective Requirement- 3 Semester Hours

All MHA-Leadership and Change Concentration students must successfully complete *one* of

the following MHA elective courses:

MHA 735 Health Services Information Management

MHA 776 Comparative International Health **OR**

MHA 777 Comparative International Health Study

MSL Curriculum Requirements - 12 Semester Hours

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

MSL 702 Organizational Behavior

MSL 710 Effective Leadership

MSL 740 Negotiations and Conflict

MSL 750 Organizational Change

Courses Offered

MHA 710 Contemporary Health Administration

3 SH

Major issues associated with the current and future organization and delivery of health services in the United States. Concepts and applications of organization and management in the health sector are explored.

MHA 712 Population Health

3 SH

An overview of population health concepts that illustrates the intersection between the principles of epidemiology and models of population health management with emphasis on improving the health of communities and populations. The leading health indicators as identified in Healthy People 2020 serve as a focal point for the course.

MHA 715 Legal and Ethical Perspectives in Healthcare Administration

3 SH

Exploration of the ethical and legal implications of various situations found in healthcare settings. Legal foundations, principles and processes, including the origins of health law, will be emphasized. A major component will focus on issues in biomedical such as: euthanasia, abortion, access to care, and biotechnology.

MHA 725 Leadership Perspectives in Health

Policy

3 SH

This course focuses on the health administrator's economic/social perspectives and leadership roles in influencing government health care policy at the local, state and federal levels. Evaluation of policy associated with regulatory and legal requirements and professional/ethical standards. Emphasis upon policy that impacts the sustainability of organizations while addressing quality standards.

MHA 730 Health Economics

3 SH

Economic and statistical analysis applied to health sector. Concepts of efficiency and effectiveness applied to the production and distribution of health services; institutional description of health insurance, government programs, and health organizations with analysis of policy issues from economics point of view.

MHA 735 Health Services Information Management

3 SH

Exploration of concepts and applications of information technology in the contemporary healthcare marketplace. Focus on design, development and operations of integrated administrative and clinical management information systems.

MHA 737 Health Services Marketing**3 SH**

Survey of marketing concepts as applied to service based organizations; emphasis on market analysis, consumer behavior, market segmentation, target marketing, relationship marketing and managing the market mix of services and communications.

MHA 738 Healthcare Human Resources Management**3SH**

An examination of the theories, requirements and practices associated with managing human resources in healthcare organization. Focuses upon strategic and operational aspects of human resources planning and management in a changing healthcare environment. Implications for strategic human resource management to gain a competitive edge.

MHA 740 Health Services Financial Management**3 SH**

Application of accounting and finance to decision making for health care and managed care professionals. Emphasis on financial statement analysis, working capital management, capital, cash, accrual budgets and capital budgeting techniques. Cost benefit analysis of projects.

MHA 742 Operations Management and Quality in Healthcare**3 SH**

This course focuses on contemporary practices in the management of operations and quality. Students learn the various methodologies and tools for measuring quality performance in process and outcomes management. Emphasis upon the unique issues of leadership in operations management and continuous quality improvement with recognition of global competition.

MHA 776 Comparative International Health**3 SH**

A practical focus on the interrelationships between business and health in an international setting. The two semester course includes didactic learning the first semester and a trip to an international country in between semesters where students will experience on-site lectures and discussions with foreign health, government, and business leaders. Students may elect to take this course or MHA 777 Comparative International Health Study in fulfillment of the MHA degree curriculum.

MHA 777 Comparative International Health Study**3 SH**

A focus on the interrelationships between business and health through a comparison of the US healthcare system and an international healthcare system. This course includes didactic learning and a faculty-guided comparative research paper on an applied international health policy or management topic of a country of choice. Students may elect to take this course or MHA 776 Comparative International Health in fulfillment of the MHA degree curriculum.

MHA 790 Practicum in Health Administration**3 SH**

Faculty-guided independent study offered in cooperation with the student's employer or an organization of choice. The student is required to demonstrate the application of knowledge and skills from the curriculum to practical management situations. Students may elect to take this course or MHA 795 Applied Research in Health Administration in fulfillment of the MHA degree curriculum. Students have two semesters to complete this course.

MHA 795 Applied Research in Health Administration**3 SH**

Faculty-supervised independent study course to introduce the student to research techniques in health administration. Emphasis will be placed on research methods as well as the research of others from professional publications. A major research paper will be prepared and submitted for evaluation. Students may elect to take this course or MHA 790 Practicum in Health Administration in fulfillment of the MHA degree curriculum. Students have up to two semesters to complete the course.

MHA 798 Special Topics**3 SH**

Addresses the development and analysis of community-based and regional health-related information regarding population status, organizational structure, control regulation and resource requirements to

ensure successful program design, implementation and management. Prerequisite: BMAL 311.

MHA 799 Strategic Health Services Management
3 SH

An overview of health planning in the U.S. and its relationship to contemporary health services marketing. Emphasis will be placed on strategic marketing models for health organizations and methods for implementing these models within the total health care environment. Topics include the strategic management process, the marketing concept, organizational culture, ethics and marketing research.

Master of Health Administration/Master of Business Administration (MHA/MBA)

The joint degree MHA/MBA program incorporates an efficient combination of the most significant components of the Master of Health Administration and Master of Business Administration programs. The course of study culminates with neither a separate MHA nor a separate MBA; rather, the joint Degree MHA/ MBA is an intensive single degree program. The program is intended primarily for clinicians and healthcare managers whose career paths require advanced competencies in both quantitative and qualitative aspects of management. A highlight of the program is a seven to nine day international study where students may select to travel to Canada, Germany, Austria, UK, France or other destinations under the direct supervision of Pfeiffer professors.

ADMISSION

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

- An earned baccalaureate degree with a satisfactory grade point average (GPA) from an accredited college or university
- Three letters of recommendation
- Satisfaction of undergraduate prerequisite requirements

Students have until the end of the first year of graduate study to satisfy the undergraduate requirements. All other admission requirements must be satisfied prior to beginning graduate level courses. All credits used toward the completion of the degree must be no older than seven (7) years at the time of graduation.

NON-DEGREE STUDENTS

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

MHA/MBA JOINT DEGREE CURRICULUM REQUIREMENTS - 54 Semester Hours **Prerequisite Requirements**

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

Accounting I (financial) and

Accounting II (managerial) and Statistics

Students admitted without prerequisite satisfaction may fulfill these requirements through a variety of methods with the prior approval of the MHA/MBA Program Director. Students may not enroll in a graduate course for which the prerequisite has not been satisfied. All credits used toward the completion of the degree must be no older than seven (7) years at the time of graduation.

The MHA/MBA joint degree program is a sequentially designed curriculum; students must closely follow the order of courses as listed under the MHA/MBA Joint Degree Curriculum Requirements. Students are highly recommended to consult with their advisors in selecting courses for the joint degree to better meet their educational goals. It is also recommended that students complete the MHA degree in its entirety before beginning the MHA/MBA program.

MHA Curriculum Requirements - 30 Semester Hours

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

MHA 710	Contemporary Health Administration	MHA 776	Comparative International Health
MHA 715	Legal and Ethical Perspectives In Healthcare Administration	OR	
MHA 725	Leadership Perspectives in Health Policy	MHA 777	Comparative International Health Study
MHA 730	Health Economics	MHA 790	Practicum in Health Administration OR
MHA 735	Health Services Information Management	MHA 795	Applied Research in Health Administration
MHA 737	Health Services Marketing	MHA 799	Strategic Health Services Management
MHA 740	Health Services Financial Management		

MBA Curriculum Requirements - 24 Semester Hours

All MHA/MBA students must satisfactorily complete a four (4) course core business curriculum which includes:

MBA 701	Organizational Communications	MBA 704	Managerial Accounting
MBA 703	Quantitative Decision Making	MSL 702	Organizational Behavior

Two (2) electives from MBA or MSL course offerings. Two (2) Leadership Courses

Master of Health Administration/Master of Science in Leadership (MHA/MSL)

The joint degree MHA/MSL program incorporates an efficient combination of the most significant aspects of the single degree Master of Health Administration and Master of Science in Leadership programs. The course of study culminates with neither the Master of Health Administration nor the Master of Science in Leadership; rather, the MHA/MSL is an intensive single degree program. The program is intended primarily for clinicians and healthcare managers whose career paths require advanced competencies in qualitative and quantitative aspects of management. In addition to providing functional knowledge in the key managerial, finance, legal and ethical areas of the healthcare enterprise, it provides the latest knowledge and skills necessary to effectively manage others and to successfully implement change initiatives. Those individuals completing the program will be better prepared for leadership in the rapidly changing and

extraordinarily complex health service environment of the 21st Century.

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

ADMISSION

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

- Application
- Three letters of recommendation.

Students have until the end of the first year of graduate study to satisfy the undergraduate requirements. All other admission requirements must be satisfied prior to beginning graduate level courses. All credits used toward the completion of the degree must be no older than seven (7) years at the time of graduation.

NON-DEGREE STUDENTS

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

MHA/MSL JOINT DEGREE CURRICULUM REQUIREMENTS - 54 Semester Hours

MHA Curriculum Requirements - 33 Semester Hours

The MHA/MSL joint degree program is a sequentially designed curriculum; students must closely follow the order of courses as listed under the MHA/MSL Joint Degree Curriculum Requirements. Students are highly recommended to consult with their advisors in selecting courses for the joint degree to better meet their educational goals. It is also recommended that students complete the MHA degree in its entirety before beginning the MHA/MSL program.

All MHA/MSL students must satisfactorily complete an eleven (11) course core health administration curriculum which includes:

MBA 701	Organizational Communications	MHA 740	Health Services Financial Management
MHA 710	Contemporary Health Administration	MHA 776	Comparative International
MHA 715	Perspectives in Legal and Ethical Perspectives in Healthcare Administration	OR	
MHA 725	Health Services Policy	MHA 777	Comparative International Study
MHA 730	Health Economics	MHA 790	Practicum in Health Administration
MHA 735	Health Services Information Management	OR	
MHA 737	Health Services Marketing	MHA 795	Applied Research in Health Administration
		MHA 799	Strategic Health Services Management

MSL Curriculum Requirements - 21 Semester Hours

All MHA/MSL students must satisfactorily complete a (7) course core leadership and change curriculum which includes:

MSL 702	Organizational Behavior	MSL 740	Negotiations and Conflict Resolution
MSL 710	Effective Leadership	MSL 750	Organizational Change Management
MSL 712	Ethical Behavior and Employment Law	MSL 751	Strategies for Building High Performance Teams
MSL 715	Critical Thinking for Continuous Improvement		
OR			
MSL 720	Managing a Diverse Workforce		

Master of Science in Leadership (MSL)

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

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

ADMISSION

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

- Application
- Three letters of recommendation.
- Graduate Entrance Assessment (GRE, GMAT or Miller Analogies Test preferred).
- Test requirement is waived for applicants already possessing an earned advanced degree from a regionally accredited institution.
- The requirement is waived for applicants with an undergraduate GPA of 2.8 or greater who document 5-7 years of professional work experience.

NON-DEGREE STUDENTS

Applicants who, at the time of their application, do not intend to pursue the MSL degree at Pfeiffer University at Charlotte may be permitted to take graduate courses as a non-degree student. Non-degree students, subsequently admitted to the Pfeiffer MSL Program,

may count no more than twelve (12) graduate hours taken as a non-degree student toward the MSL degree. Non-degree students must meet the same GPA requirements as degree-pursuing students in order to continue taking graduate courses with the university.

CURRICULUM REQUIREMENTS - 36 Semester Hours

MBA 701 Organizational Communications

MSL 702 Organizational Behavior

MSL 710 effective Leadership

MSL 712 Ethical Behavior and Employment Law

MSL 730 Human Resource Management

MSL 740 Negotiations and Conflict Resolution

MSL 750 Organizational Change Management

MSL 751 Strategies for High Performance Teams

MSL 799 Strategic Management and Leadership

General electives:

Nine (9) SH from MSL/MBA/FFI courses.

MASTER OF SCIENCE IN LEADERSHIP: CONCENTRATION IN HUMAN RESOURCES:

Core Requirements:

MBA 701 Organizational Communications

MSL 702 Organizational Behavior

MSL 710 effective Leadership

MSL 712 Ethical Behavior and Employment Law

MSL 730 Human Resource Management

MSL 740 Negotiations and Conflict Resolution

MSL 750 Organizational Change management

MSL 751 Strategies for High Performance Teams

MSL 799 Strategic Management and Leadership

Concentration Requirements:

MSL 720 Managing a Diverse Workplace

MSL 731 Human Resource Development

MSL 735 International Human Resources Management

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

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

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

CURRICULUM REQUIREMENTS: MSL with Concentration in International Management: Core Requirements:

MBA 701 Organizational Communications

MSL 702 Organizational Behavior

MSL 710 effective Leadership

MSL 712 Ethical Behavior and Employment Law

MSL 730 Human Resource Management

MSL 740 Negotiations and Conflict Resolution

MSL 750 Organizational Change management

MSL 751 Strategies for High Performance Teams

MSL 799 Strategic Management and Leadership

Concentration Requirements:

MBA 730 International Business

MSL 794 Comparative International Business Law

MSL 776 International Exp. Or MSL 735 International HR

GRADUATE CERTIFICATE IN LEADERSHIP (12 SH) CURRICULUM REQUIREMENTS:

MSL 702 Organizational Behavior

MSL 710 Effective Leadership

MSL 740 Negotiations and Conflict Resolution

MSL 750 Organizational Change Management

Courses Offered

MSL 702 Organizational Behavior 3 SH

Organizational structure and theory, work redesign, perception and attribution, learning, motivation, groups, conflict, power, influence, leadership, and decision-making. Organizational behavior within complex work organizations.

MSL 710 Effective Leadership 3 SH

This course will examine current and significant issues in effective leadership. Instruction focuses on existing theories and practical applications with emphasis given to the application of the theories on the individual student. Prerequisite: MBA 701 and MSL 702.

MSL 712 Ethical Behavior and Employment Law 3 SH

The study of employment law is important because of the impact it has on businesses, management, and employees. This course, Ethical Behavior and Employment Law will focus on: (1) the parameters of the relationship between employer and employee and independent contractor, (2) the procedures for selecting and testing employees, (3) the Civil Rights Act, affirmative action and the various forms of discrimination found in employment, (4) the government regulation of the workplace with regard to unions, collective bargaining, minimum and maximum hours, safety, health, compensation, for injuries and pension/ benefits. Prerequisites: MBA 701 and MSL 702.

MSL 715 Critical Thinking for Continuous Improvement 3 SH

Organizational management decision making theories and techniques. Topics presented include factors and conditions that influence decision making in the workplace, the process of rationale decision making, stimulating creativity, and total quality management approaches. Emphasis is given to employee empowerment in the problem solving process and the development of critical thinking skills. Prerequisite: MBA 701 and MSL 702.

MSL 720 Managing a Diverse Workforce 3 SH

This course focuses on one of the most controversial issues facing the workplace today: building a diverse workplace. It explores diversity, race and gender as well as other areas. Topics include: ageism, religious diversity, EEOC laws, family tracks vs. corporate ladder climbing, and other issues that will draw from current events in the workplace. Focus will be not only on the topic but also on possible solutions and tips for corporations to develop diversity in the workplace. Prerequisite: MSL 710.

MSL 725 Ethical Issues in Organizations 3 SH

The study of ethical behavior is important because of the impact it has on businesses, management, and employees. This course focuses on (1) the reintroduction of the impact of ethics on business operations, the development of an ethical model appropriate for all organizations, (3) how ethical behavior impacts the interactions of organizations as they produce products or services, (4) an understanding of how international cultural-ethical perceptions differ and the impact of those differences on successful management of international operations. Prerequisite: MSL 710.

MSL 730 Human Resource Management**3 SH**

This course provides students with an overview of current knowledge and techniques used in managing human resources in organizations. Topics covered include: employment Law, role of HR manager in developing job analysis, job description, job design, HR planning, recruiting, selecting, training, developing, performance appraisal, compensation, benefits, and international HR management. Prerequisite: MBA 701 and MSL 702.

MSL 731 Human Resource Development**3 SH**

Techniques and practical application of training processes within the organizational context with a focus on building a learning organization. Topics may include planning, development, curriculum design, and evaluation techniques. Prerequisite: MSL 710.

MSL 735 International Human Resource Management**3 SH**

This course will focus on the theories and practices necessary to gain the knowledge and skill to effectively manage an organization's human resources in the global economy of the 21st century. It will focus on human behavior across cultures, international human resource management and building high performance organizations/teams. Prerequisite: MSL 730 or permission of the program director. Prerequisite: MSL 710.

MSL 740 Negotiations and Conflict Resolution**3 SH**

Exploring the process, tactics and techniques of bargaining and negotiation. The course concentrates on interpersonal dynamics and the process of interpersonal and inter-group conflict resolution. Prerequisite: MSL 710.

MSL 750 Organizational Change Management**3 SH**

This course provides students with theoretical and conceptual foundations to effectively and efficiently direct change in an organization. Topics include change strategies for transformational change in the workplace, dealing with resistance to change, developing management buy-in for change projects, and how to ensure change projects are maintained. Emphasis is given on providing the student with the tools and skills needed to become an effective change agent. Students will be able to diagnose problems in organizations requiring change, as well as develop the ability to design, implement, and monitor a change strategy within an organization. Prerequisite: MSL 710.

MSL 751 Strategies for Building High Performance Teams and Organizations**3 SH**

Building knowledge and skill to manage change strategies within organizations with a focus on: resolving interpersonal issues, assessing organizations, with an emphasis on building high performance organizations and teams. Prerequisite: MSL 710.

MSL 752 Global Management**3 SH**

Globalization is clearly here to stay and is having a profound effect on the survival and profitability of organizations. The focus of this course will be to provide managers/leaders operating in an international setting with an enhanced understanding and appreciation for the cultural differences and challenges facing managers in a global organizational environment. It will also provide the knowledge and skill for managers/leaders to increase their effectiveness in carrying out their managerial responsibilities. Prerequisite: MSL 710.

MSL 790 Applied Field Practicum in Leadership and Organizational Change 3 SH

A faculty-supervised independent study offered in cooperation with the student's employer or another organization. The student or student team will be required to demonstrate knowledge and skills and to apply them to the resolution of an organizational problem or to the design, implementation, and measurement of a performance enhancing project. Students have three (3) semesters to complete this course. Prerequisites: MSL 750 and Permission of the Program director.

MSL 799 Strategic Management and Leadership**3 SH**

This course will explore key concepts involved in strategic management and leadership including understanding how strategic thinking differs from conventional long-term planning. As the capstone course for the MSL program, it will integrate all of the core courses in the program as well as include the student's master capstone project. Capstone Project that is worked on in the second semester and involves 60-80 hours of work. This course should only be taken after all other core courses have been completed and should be taken alone. If taken in the summer semester, it must be taken alone or with the permission of the Program Director.

Master of Science in Financial Fraud Investigations

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 regulatory 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 financial fraud and fraud examinations are also in demand in civil litigation proceedings; matrimony, business and asset valuations, lawsuits between joint ventures and other business related activities.

Based on the competencies required for fraud investigations and research with professionals in the field of fraud investigations, the following curriculum has been developed to meet those criteria. Students entering the program can be from any undergraduate degree program. Non-Accounting majors should be encouraged to take the Fundamentals Accounting course (ACCT 591), but are not required to take the course. This program is 30 hours.

REQUIREMENTS FOR ADMISSION TO THE GRADUATE PROGRAM

- A baccalaureate degree from an accredited college or university with a satisfactory grade point average
- Completed Pfeiffer University application for admission
- Official transcripts from all previous colleges or universities attended
- Satisfactory completion of either (1) the Miller Analogies Test (MAT), (2) Graduate Management Admissions Test (GMAT), (3) Graduate Record Examination (GRE) or of another standardized graduate admissions test. This requirement is waived for Certified Public Accountants (CPAs) and applicants with a graduate degree from an accredited institution. The graduate entrance assessment requirement or waiver must be satisfied prior to beginning graduate studies.
- Pfeiffer University accepts scores from several recognized graduate entrance assessment sources, including the Graduate management Admissions Test (GMAT), Graduate record examination (GRE), and the miller Analogy Test (MAT). Pfeiffer will accept the entrance assessment scores from the GMAT, GRE, LSAT, MAT, and MCAT. However, the MMFT Program requires scores from the GRE only. The programs in MBA, MSL, and MHA strongly encourage the Miller Analogies Test.
- An entrance exam requirement is waived for any student who already possesses a graduate degree earned from an accredited institution.

Core Courses 21 SH:

FFI	701	Internal Controls & Corporate Governance
FFI	702	Fraud and the Law
FFI	703	Fraud Analytics
FFI	706	Legal elements of Fraud & Litigation support
FFI	735	Advanced Topics in Fraud examinations
FFI	738	Financial Information Analysis
MBA	701	Organizational Communication

Areas of Specialization 9 SH: Students can specialize in one of the areas listed below, or elect three courses from any area to complete a ten course sequence. **All core courses, except for FFI 735, should be taken before entering into any specialization. FFI 735 is the capstone class and is the last course a student will take.**

Cyber Forensics

FFI	712	Information Security Assurance I
FFI	714	Information Security Assurance II
FFI	717	Advanced Issues in Cybercrime, Cyber Forensics, and Anti-Money Laundering

Anti- Money Laundering & Law Enforcement

FFI	717	Advanced Issues in Cybercrime, Cyber Forensics, and Anti-Money Laundering
FFI	720	Advanced Topics in Criminal investigations
FFI	740	Contemporary Topics in Money Laundering

Litigation Support

FFI	725	Contemporary Issues in Forensic Accounting Theory
FFI	727	Business and Asset Valuation
FFI	730	Advanced Topics in Litigation Support

*****If entering program after Fall 2015, course selection within these specializations could be limited.***

Concentration for MBA/MSL

FFI	701	Internal Controls & Corporate Governance
FFI	702	Fraud and the Law
FFI	725	Contemporary issues in Forensic Accounting Theory

Graduate Certificate in Financial Fraud Investigation

FFI	701	Internal Controls & Corporate Governance
FFI	703	Fraud Analytics
FFI	706	Legal Elements of Fraud & Litigation Support
FFI	725	Contemporary Issues in Forensic Accounting
		Elective from offered courses in Fraud

Certificate in Cyber Forensics

FFI	701	Internal Controls & Corporate Governance
FFI	703	Fraud Analytics
FFI	712	Information & security I
FFI	714	Information & Security II

Courses Offered

FFI 701 Internal Controls & Corporate Governance 3SH

This course will examine the critical nature of the relationship that exists between corporate governance, management, internal controls, risk management and fraud. Students will explore case studies of fraud that resulted from poor internal controls, poor governance structures, and management's ability to override the internal controls. Students will research the history of the role internal controls have played in the audit and business functions, and the legal environment surrounding internal controls. Students should be able to identify internal control failures or deficiencies and prepare examinations based on findings.

FFI 702 Fraud and the Law 3SH

The course will cover criminal and civil law related to fraud and other matters that are particular to fraud examinations. The course will examine the implications of fraud on society and the regulatory environment. The course is research intensive and requires students to become competent in writing legal briefs. The course will cover laws related to cybercrime and how cybercrime has impacted the structure of law.

FFI 703 Fraud Analytics 3SH

This course explores use of computer-aided forensic accounting investigation techniques, data mining extraction/ analysis and case management software to identify and prevent fraud. Fraud analytical tools (IDEA, ACL) will be presented and applied to simulated real world forensic auditing cases.

FFI 706 Legal Elements of Fraud 3SH

An examination of procedural and substantive elements of fraud and litigation will be examined. Rules of evidence, court procedures, and other matters in the legal system will be evaluated. The course will also cover an examination of the role the fraud examiner plays in the criminal and civil procedures. Students will be introduced to how conduct investigations and limitations imposed on the collection of evidence as matters of law. Students will also be introduced to expert witness testifying and compiling a fraud report. Prerequisite FFI 702 Fraud & the Law.

FFI 712 Information Security Assurance I 3SH

The course will develop an understanding the information system and the best practices for protecting the system. Case studies will be completed examining failures in IT security. Students will examine and report on best practices in IT security. Students will examine and report on best practices in IT security, and examine the influence of IT on the accounting information system. Prerequisite FFI 704 introduction to Computer Forensics.

FFI 714 Information & Security Assurance II 3SH

Continuation of information & security Assurance I and will cover major advanced topics in security assurance and case studies in cybercrime. Case studies will be completed examining failures in IT security. Students will examine and report on best practices in IT security, and examine the influence of IT on the accounting information system. Prerequisite 705 Information & security Assurance II.

FFI 717 Advanced Issues in Cybercrime, Cyber Forensics, and Anti-Money Laundering 3SH

Advanced Issues in Cybercrime, Cyber Forensics, and Anti-Money Laundering
The course will cover more advanced issues and cases in Cybercrime. Students will be required to research cases in cybercrime and prepare a class presentation on the crime, how it was uncovered, and the procedures used in the investigation. The course will also cover how cybercrime has evolved, and continues to evolve in the contemporary environment. Students will report on how investigations, detection and protection have attempted to keep pace with fraudulent activity. Prerequisite FFI 704 introduction to Computer Forensics.

FFI 720 Advanced Topics in Criminal Investigations
3SH

The course will cover ethical issues, advanced issues in litigation support, and rules of evidence in criminal investigations. Students will research cases of fraud where there was a failure in the process and report on why those failures that occurred during the investigation.

FFI 725 Contemporary Issues in Forensic Accounting Theory
3SH

Students will examine the most common, and most costly, fraudulent financial reporting cases, and how the failures within the business environment and the accounting profession contributed to the behavior. Students will research how accounting theory is shifting in relation to the fraudulent practices and movement towards transparency. Students will also explore how accounting information systems can be used to cover up abuse and embezzlement.

FFI 727 Business and Asset Valuation
3SH

The course will cover contemporary theory in business and asset valuation, loss calculations and other forensic accounting tools for civil litigation proceedings, such as valuing matrimonial (personal) property. Students will research cases relating to civil litigation, and report on conflicting valuations by opposing parties, and why there was a conflict.

FFI 730 Advanced Topics in Litigation Support
3SH

The course will cover topics specific to civil litigation, including matrimony, valuation, business loss and other civil litigation matters. Advanced issues in litigation support for civil litigation will also be covered.

FFI 735 Advanced Topics in Fraud Examinations
3SH

This is a capstone course where students will research with, or intern with, professionals in the field of fraud examinations of their chosen specialty. Advanced issues in procedures, reports, advances in the field, expert witness testifying, and other issues will be covered. The course requires a thesis in the student's chosen specialty. The thesis topic should be developed in earlier classes and discussed with the student's mentor/advisor. The thesis is 50 pages minimum, APA format, and to be defended before a board of three professors from the students classes. Students must complete a nine course sequence prior to taking this class.

FFI 738 Financial Information Analysis
3SH

This course examines various types of fraudulent activity and the potential impact on financial reporting. Various analytical techniques are used to identify material changes within a five year reporting cycle to examine the risk of financial statement fraud.

Master of Science in Global Sport Management (GSM) **(Pending SACSCOC Approval)**

The Global Sport Management (GSM) graduate program is operated as a total immersion cohort model in which students complete their degree requirements in three terms (summer, fall, and spring) in seated classes and through experiential learning or directed research. Students are expected to complete eight core courses and six credits of either experiential learning (internship) or capstone project/thesis. The 30-credit program is housed at the Charlotte campus. GSM students are provided a variety of valuable opportunities including the chance to travel domestically and internationally to meet with representatives of sport organizations. The GSM program offers students the arena to develop a strong professional network on the local, regional, national, and international level.

The program design includes set scheduling and morning classes four days per week in the

summer (MTWR) and three days per week in the fall and spring (TWR), thereby enabling students to easily participate in the sporting industry, which most frequently requires time in the evenings and on weekends. Students earn their 30-credit master's degree in one calendar year. By delivering the program in a total immersion setting, students develop lifelong bonds and connections with one another. The GSM program is an innovative and exciting program focused on developing the next generation of industry professionals in the world of sport. By studying best practices worldwide, students will be given a chance to observe and research both theoretical and practical methods and techniques to develop skills that will position them to be effective and successful in the global sport industry.

This degree integrates experiential learning with instruction by prominent experts and academics. Faculty and experts with backgrounds in business, education, communication, marketing, and other appropriate disciplines are utilized. Graduates of the GSM program are well-positioned for jobs in the global sport industry which include: professional sports teams and leagues, sports marketing and sponsorship, amateur and youth sports, intercollegiate athletics, sports media (traditional and new media), sports facilities, fitness clubs, ski resorts, golf clubs, parks and recreation departments, sports entertainment, sport retailers, sport events, and sports foundations. Graduates of the GSM program will work in local, regional, national, and international settings.

REQUIREMENTS FOR ADMISSION TO THE GRADUATE PROGRAM

For admission to the program, a 3.0 GPA in undergraduate studies is required. Students who do not have a 3.0 GPA may be provisionally accepted based on a strong personal statement, interview, and references. Applications include:

- Official Transcript(s)
- Personal Statement of Purpose
- Interview (online or in person)
- Three References (personal and/or academic)

Core Courses (30 SH):

Summer: Mid-June to August, 5 weeks – Classes meet MTWR (9:00am–1:30pm)

GSM 702 - Foundations of Global Sport Management

GSM 704 - Research Methods and Analytics in Sport

Fall: 16 weeks - Classes meet TWR (9:00am–12:00pm)

GSM 708- Contemporary Issues in Global Sport

GSM 710 - Global Sport Governance

GSM 712 - Global Sport Marketing

GSM 790 - Internship/Capstone/Thesis I

Spring: 16 weeks - Classes meet TWR (9:00am–12:00pm)

GSM 714 - Global Sport Media and Communication

GSM 716- European Model of Sport

GSM 718 - Global Sport Tourism and Events

GSM 792 - Internship/Capstone/Thesis II

Courses Offered

The purpose of this course is to introduce students to global sport management principles. The course will address marketing, sponsorship, event management, business, ethics, and financial topics as well as challenges and issues in international sport management.

GSM 704 – Research Methods and Analytics in Sport

3SH

The purpose of this course is to introduce the principles of scientific and scholarly inquiry and discuss the theories, concepts, and development of analytics in sports today. Students will discuss research methods and analytics topics in today's industry such as player performance, player management, market research strategies, and team management.

GSM 708 – Contemporary Issues in Global Sport

3SH

This course investigates moral issues in global sport, and judgments about right and wrong behavior among athletes, coaches, spectators, and others. The class format is primarily lectures and class discussions of assigned readings and current ethical issues in global sport.

GSM 710 – Global Sport Governance

3SH

This course is an examination of global sport governance focused on governing bodies and processes. The study of governance and policy in educational, non-profit, professional, and international sport venues will be addressed.

GSM 712 – Global Sport Marketing

3SH

This course explores sport business internationally including the production and consumption of professional and Olympic-linked sports and the impact of globalization on the development of effective marketing strategies.

GSM 714 – Global Sport Media and Communication

3SH

This course explores the relationships between the sports industry, athletes, media, and audience. The mediums of print media, broadcast media, and new media in terms of their history, function, impact, and ethical implications will be examined.

GSM 716 – European Model of Sport

3SH

European Model of Sport is a course that culminates in a study abroad experience that takes students on a seminar through Europe, giving them a unique firsthand experience in international sports. The course is designed to introduce students to the European model of sport management, marketing, and sports law.

GSM 718 –Global Sport Tourism and Events

3SH

This course examines the global sport tourism and events industry. The social, economic, and environmental sustainability of tourist destinations as well as major sporting event hosting will be discussed. Active sport tourism, event sport tourism, and nostalgia sport tourism models will be analyzed.

GSM 790 – Internship/Capstone/Thesis I

3SH

The internship track involves a paid or voluntary work experience in a sport industry setting where students apply course work, theories, and research from the GSM program. The capstone/thesis track allows students to develop a project or research for both practical and theoretical problems in global sport management.

GSM 792– Internship/Capstone/Thesis II

3SH

The internship track involves either a continuation of the student's fall internship or a new paid or voluntary work experience in a different sport industry setting. The capstone/thesis track is a continuation of Internship/Capstone/Thesis I which is designed for students to complete their projects and research and present their projects or defend a thesis.

Master of Arts in Marriage and Family Therapy

The Marriage and Family Therapy Program at Pfeiffer University is designed to provide the required academic and experiential preparation for students who intend to pursue licensure as a Marriage and Family Therapist in the state of North Carolina. The MMFT (Master of Arts in Marriage and Family Therapy) degree is offered at both the Charlotte

and Raleigh/Durham locations. In collaboration with the American Association for Marriage and Family Therapy (AAMFT), the MMFT Program in Charlotte and Raleigh is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). See accredited MFT graduate schools at www.aamft.org.

Student admission to the program will be determined by a structured application process and the approval of the designated Admissions Committee. Graduation from the Marriage and Family Therapy Program will require rigorous clinical training through the completion of a supervised practicum and internship during a minimum of 3 consecutive semesters, 500 minimum clinical face-to-face hours (a minimum of 40% or 200 clinical hours must be “relational”), mastery of specified COAMFTE competencies, a passing grade on the comprehensive exit exam, and a minimum of 66 graduate semester hours. Students may transfer up to six (6) semester hours of comparable COAMFTE accredited marriage and family program-related graduate level course work on a case by case approval. Students will be in continuous enrollment with a minimum of 6 semester hours during the fall and spring semesters. During the summer semester, students will enroll in a minimum of 3 semester hours. Additionally, MMFT degree requirements must be completed within five (5) years after enrolling in the program.

Clinical supervision will be provided by an AAMFT Approved Supervisor or AAMFT Supervisory Candidate.

ADMISSION REQUIREMENTS

- Bachelor’s degree with 9 hours of coursework in the social sciences.
- Minimum undergraduate GPA in major: 3.00, overall: 2.75.
- Acceptable GRE scores: Official scores mailed to Pfeiffer University.
- Official transcripts sent from all colleges/universities attended.
- 3 letters of recommendation with respective recommendation form for each, including recent supervisors, employers and/or academic professionals/instructors attesting to one’s ability.
- A writing sample describing how one’s degree and experiential training will influence your personal and professional goals.
- Current resume.
- Personal interview with Faculty Admissions Committee approval.
- Proof of satisfactory criminal background record check for all states of residence for the past (5) years. MMFT degree requirements must be completed within five (5) years after enrolling in the program.

CURRICULUM REQUIREMENTS 66 SEMESTER HOURS MINIMUM

Master of Arts Degree (expected completion: full time: 3 years/part time: 4 years)

i. Assessment and Diagnosis (6 SH):

MMFT 604 Diagnosis of Mental and Emotional Disorders

MMFT 630 Assessment and Treatment Planning in Family Therapy

ii. Human Development and Family Relations (9 SH):

MMFT 640 Family Therapy: Children and Adolescents

PSYC 600 Advanced Human Growth and Development

PSYC 615 Advanced Psychopathology in the Family Context

iii. Practice of MFT (12 SH):

MMFT 600 Emerging Cross-Cultural issues in Families and Communities

MMFT 606 Practicum – Therapeutic Alliance

MMFT 620 Couples Therapy, Theory, and Techniques
 MMFT 670 Human Sexuality and Contextual Sex Therapy

iv. Professional Identity and Ethics (6 SH):

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

v. Research in MFT (3 SH):

PSYC 625 Research Methods & Program Evaluation

vi. Theoretical Foundation of MFT (9

SH): MMFT 601 Introduction to Family
 Systems MMFT 602 Family Therapy
 Theories

MMFT 621 Advanced Clinical Procedures & Special Populations

vii. Clinical Practice (9-15 SH):

MMFT 690 or MMFT 690A Internship in Marriage & Family Therapy

Three to five consecutive semesters are required as needed to complete a minimum of 500 clinical hours (a minimum of 40% or 200 clinical hours must be “relational”).

viii. Additional Core Coursework (12 SH):

MMFT 603 Theory and Practice of Group Therapy
 MMFT 605 Addiction in Family Systems
 MMFT 608 Crisis Intervention
 MMFT 685 Advanced Trauma Focused Assessment & Intervention

ix. Thesis: Optional (6 SH):

PSYC 630 Statistical Application and Research Design
 PSYC 635 Thesis

1. Supervisors for MMFT 690/
2. MMFT 690A are AAMFT Approved Supervisors or AAMFT Supervisory Candidates under current ongoing supervision. The clinical internship will cover a minimum of (3) consecutive semesters. Additional semesters may be required for those students who are not able to fulfill the clinical hour requirement in (3) semesters. Please note that in order for applicants to be issued a license by the NCLMFT Board, the applicant must receive a passing grade on the Marriage and Family Therapy (AMFTRB) national examination, complete 1,500 hours of clinical experience in the practice of marriage and family therapy, (not more than 500 hours of which were obtained while the candidate was a student in a master's degree program and at least 1,000 of which were obtained after the applicant was granted a degree in the field of marriage and family therapy or an allied mental health field), and document ongoing supervision and coursework consistent with standards approved by the NCLMFT Licensure Board). Students may register and take the AMFTRB national examination at the next group sitting after his/her degree is conferred.
3. Prior to enrolling in MMFT 690, the internship experience in Marriage and Family Therapy, students may apply for internship candidacy only after the successful completion of Practicum MMFT 606 and 21 semester hours as documented by the following coursework: MMFT 601, MMFT 602, MMFT 604, MMFT 606, MMFT 610, MMFT 630, and MMFT 680. Additionally, MMFT 620 must be successfully completed prior to MMFT 690 or taken concurrently during the first semester of Internship. Internship approval will require completion of the MMFT Internship Candidacy Form and the consensus of all current MMFT Program Faculty, the Clinic Director, and the Program Director.
4. 500 minimum clinical face-to-face hours (a minimum of 40% or 200 hours must be relational), mastery of specified COAMFTE competencies, a passing grade on the comprehensive exit exam, and a minimum of 66 graduate semester hours will be required for graduation. A Graduation Audit Checklist will also be fully completed by the student with applicable faculty signatures and

delivered to the Registrar in Charlotte before the graduation process is official.

5. An additional lab fee for clinical training (MMFT 690 & 690A) is charged each semester in the amount of \$125.00 per intern to defray the cost of clinic operating expenses and educational supplies.
6. The MMFT program does not discriminate based on age, culture, ethnicity, gender, physical disability, race, religion, or sexual orientation.
7. As part of the application process for the Marriage and Family Therapy Program, background checks are completed for all applicants. A history of any state and/or federal offences will be reviewed with applicants. Although criminal history does not immediately disqualify an applicant from the acceptance, some offenses may be considered to be incongruent with the criteria and skills essential for success as a marriage and family therapist. Applicants should note that the North Carolina Marriage and Family Therapy Licensure Board and licensure boards of other states examine criminal history carefully when determining whether an applicant is an asset or liability for licensure. Faculty will help students navigate the licensure process, but are not responsible for decisions determined by a licensure board review. Neither Pfeiffer University nor the MMFT Department will be held liable for board decisions.

DELTA KAPPA HONOR SOCIETY is an international honor society in Marriage and Family Therapy. To be eligible for membership, students must have completed at least 12 SH of Marriage and Family Therapy courses in an accredited program and maintained a 3.7 overall GPA. The honor cord colors for graduation are red and gold.

Courses Offered

MMFT 600 Emerging Cross-Cultural Issues in Families & Communities

F 3 SH

An exploration of therapy issues related to a culturally diverse population, including societal attitudes and behaviors based on gender, race, ethnicity, age, religion, socioeconomic status, sexual orientation, and disability status. The sensitive delivery of interventions to meet the special needs of clients and subsequent research on therapist-client cultural congruence will also be addressed.

MMFT 601 Introduction to Family Systems

F 3 SH

This course is an introduction to the history and systemic foundations of the study and understanding of family life with emphasis on the various theories of family process and development. Case examples to help students visualize the complexity of couple and family interaction and the need for both basic and specialized family counseling skills will be introduced.

MMFT 602 Family Therapy Theories

S 3 SH

A survey of contemporary, multicultural, and contextual analyses of the major models of marriage and family therapy, the integration of various approaches in relationship therapy, and the research outcomes which document the state of MFT effectiveness. Prerequisite: MMFT 601.

MMFT 603 Theory and Practice of Group Therapy

F 3 SH

This course is designed to provide students with theoretical understanding and training in the use of groups in clinical and educational settings. Included will be an application of effective psychotherapy skills and procedures to help prepare students to work with children, youth, and adults in a systemic context. Additionally, students will participate in an ongoing experiential process group throughout the semester. Prerequisites: MMFT 601 & 602.

MMFT 604 Diagnosis of Diagnosis of Mental and Emotional Disorders in Family Systems

F 3 SH

This course is designed to examine the DSM-5 major classifications of psychological disorders that impede

healthy family functioning. Methods of assessment and diagnosis, evidence based research, treatment, and psychopharmacology of these disorders will be studied. Strengths and weaknesses of the current diagnostic system and a multidimensional individual assessment and social history approach including a biopsychosocial-cultural-spiritual intake and mental status exam will be presented.

MMFT 605 Addiction in Family Systems

Sum 3 SH

This course is an experiential course and examines the disease model vs. systemic views of addiction and treatment. Markers of abuse and dependence are identified as well as its impact on individuals, couples, and families. Specific attention to a systems perspective and various therapeutic approaches for the treatment of chemical dependency and substance abuse will serve as a critical guide to assessment and intervention efforts. Prerequisites: MMFT 610 & 680.

MMFT 606 Practicum: Therapeutic Alliance

F;S 3 SH

The study of theory, processes, and techniques involved in establishing and maintaining the therapeutic alliance with individuals, couples, and family systems. This course is an experiential class designed as a pre-internship experience, specifically the transition from the classroom to the clinical experience, and includes the application of basic attending skills, accurate assessment, and effective treatment through laboratory demonstration and direct supervisory appraisal to develop and maintain therapeutic alliance. Prerequisites: MMFT 601, 602, 604, 610, 630, & 680.

MMFT 608 Crisis Intervention

S 3 SH

This course is intended for advanced students pursuing studies in psychology, criminal justice, counselor education, and the human services and mental health professions. Basic issues and strategies in the theory and practice of trauma and crisis intervention will be addressed including the application of practical helping skills and techniques. Special topics include normal assessment of situation stress and chronic stress, grief and loss, lethality, suicide/homicide, mass disaster, child and elder abuse, domestic violence, rape and assault, violence in the schools and in the work place, post traumatic therapy and recovery, Critical Incident Stress Debriefing (CISD), and compassion fatigue.

MMFT 610 Professional Identity & Issues in Marriage & Family Therapy

Sum 3 SH

A survey of current issues relating to professional identity and functioning in the field of Marriage and Family Therapy including a greater understanding of self-development and the therapist's understanding of self when working with systems. Students will be introduced to the organizational structure of ethical practice including therapist-client agreements, record keeping, professional liability, third party coding and billing, referral resources for special needs, certification and licensure requirements, and the utilization of supervision and consultation in both professional and therapeutic practice.

MMFT 620 Couples Therapy, Theory, and Techniques

S 3 SH

This course is an experiential course and provides theoretical and practical foundations for the practice of couples therapy including marital and pre-marital work. Students will experience the application of current evidence-based methods for assessing and treating relationship problems from a systems perspective. Students will also have an opportunity to explore a variety of dyadic relationships in which individuals are struggling with common clinical issues that cause distress and dysfunction as well as problems in the therapeutic discourse. Attention will be given to the influence and impact of socio-economic and socio-cultural factors on couple relationships including gender and power, jealousy, infidelity, partner abuse/violence, and sexual abuse. Prerequisites: MMFT 601, 602, 603, 604, 610, 630, & 680.

MMFT 621 Advanced Clinical Procedures & Special Populations

F 3 SH

This course is an experiential course with special focus given to advanced techniques and practical applications to individual, marital, couple, family, and group psychotherapy in the clinical setting, including an introduction to family mediation as an approach to helping families deal effectively with separation and divorce. Normative family transitions and processes, family competence, family resilience, and interactional patterns in marital success or failure are addressed. Interventions for the enhancement of family coping strategies also include special issues of diversity, acute relationship distress, child, spouse, and elder abuse in the family setting, disability, death, crisis intervention, and grief and loss. Prerequisites: MMFT 601, 602, 603, 604, 610, 620, 630, 670, & 680 OR Special Permission.

MMFT 630 Assessment and Treatment Planning in Family Therapy**S 3 SH**

An advanced look at clinical theory, systemic interviewing skills, biopsychosocial history, methods of assessment and interpretation, family assessment instruments, and systemic interventions for working with couples and families in marriage and family therapy. Prerequisites: MMFT 601 & 604.

MMFT 640 Family Therapy: Children and Adolescents**Sum 3 SH**

This course is an experiential course and will present principles of healthy child/adolescent development and techniques used in establishing effective parent-child relationships from the perspective of marriage and family systems. Research, theory, and practice regarding childhood/adolescent diagnostic categories of the DSM-5 will also be studied. Special issues regarding therapy with minors and creative approaches for building mutually desired outcomes including the facilitation of play therapy and/or filial therapy will be explored. Prerequisites: MMFT 610 & 680.

MMFT 670 Human Sexuality & Contextual Sex Therapy**S 3 SH**

This is an experiential course intended to introduce the theory and practice of sex therapy with clinical investigation into the dominant issues of dysfunctional and pathological sexual functioning, and its effects on individuals, couples, and family systems. Appropriate assessment and intervention methods utilizing a contextual approach will be studied. Prerequisites: MMFT 601, 602, 604, 610, 630, & 680.

MMFT 680 Legal & Ethical Issues in Marriage & Family Therapy**Sum 3 SH**

This comprehensive overview stresses the ethical standards of professional therapy, ethical and legal issues, and their applications to various marriage and family tasks. Ethical dilemmas will be examined through a case approach. Preparation and procedure for legal processes and court testimony will be addressed.

MMFT 685 Advanced Trauma Focused Assessment & Intervention**F 3 SH**

This experiential course is intended for advanced students pursuing studies in psychology, criminal justice, counselor education, and the human services and mental health professions. This course will focus on basic skills and strategies of trauma assessment and intervention including empirically supported models for the treatment of trauma. Models taught may include DBT, EMDR, TF-CBT, Cognitive Processing Therapy, Traumatic Incident Reduction Therapy, among others. Skills developed will also include the application of practical helping techniques. Special topics may include, but are not limited to, normal assessment of trauma and related symptomatology, neuroscience of trauma, suicide/homicide, domestic violence, natural disaster and community-based trauma, violence in the schools and in the work place, post-traumatic therapy and recovery, and compassion fatigue. Prerequisites: MMFT 601, 602, 604, 608, 610, 630, & 680.

MMFT 690 Internship in Marriage & Family Therapy**F; S; Sum 9-15 SH**

The central goal of this course is to assist students in applying theory, modalities, and methods of therapeutic process to face-to-face counseling sessions. Interns will learn the process of proper record keeping, confidentiality, intake processes, and treatment planning. Interns will participate in the process of supervision of counseling and case conferencing which are processes that must evolve following graduation from the MMFT program in preparation for licensure and onto clinical practice. Interns will be encouraged to integrate theory and practice into their client sessions. This class is designed for structured supervision of advanced students in Marriage and Family Therapy. Appropriate placement in a clinical marriage and family therapy setting will include 500 hours of client contact hours (40 % must be relational) over a minimum of 3 consecutive semesters, and a total of 100 hours of supervision by an AAMFT Approved Supervisor or AAMFT supervisory Candidate (30 hours of individual supervision and 70 hours of group supervision). Note: Of the 100 required hours, 50 must be live supervision. Lab fee: \$125.00 per semester. Prerequisite: Permission of MMFT Program Faculty, Clinic director, and Program director.

MMFT 690A Internship in Marriage & Family Therapy**F; S; Sum 3 SH**

This course designation is a Pass/Fail course available only during the 4th and 5th semesters of the formal clinic experience in order to complete the required 500 hours for graduation. Student interns who have successfully completed a minimum of (3) consecutive semesters of MMFT 690 with a letter grade of A or B and concurrently fulfilled all applicable core competencies, yet have not fully acquired the 500 hours of clinical direct client contact, may opt to enroll in MMFT 690A with the written approval from his/her assigned clinic supervisor and the Clinic Director. Even though required clinical hours may be completed by mid- semester, **clinical participation is required during the full semester.**

MMFT 698 Special Topics**F; S; Sum 3 SH**

Formal courses of specialized interest will be offered on a rotating basis. At least one topic may be offered during any one semester as an elective course. A specific title will be used for each course and will be entered on the student's transcript. The intention of this course is to permit the student to pursue special topics in professional therapy, e.g., Career Development and Life skills, Appraisal of the individual, Play Therapy, Gerontological Counseling, Art Therapy, etc.

PSYC 600 Advanced Human Growth & Development**S 3 SH**

An examination of the principles of human development and a survey of the stages of lifespan development from prenatal & neonatal development to death and bereavement with emphasis on the resultant issues influencing family development and its subsequent therapeutic process. Developmental crisis, play therapy, elder care, addictive behavior, psychopathology, biopsychosocial factors, and environmental influences are discussed.

PSYC 615 Advanced Psychopathology in the Family Context**S 3 SH**

This course is designed for advanced students in the helping professions who will need a broader and firmer background in psychopathology and psychopharmacology to administer client care at a professional level. Students will examine the interactive processes hypothesized in the etiology and maintenance of various mental and emotional disorders, and be introduced to effective treatment planning and the combined effects of currently used psychotropic medications. Diagnostic dilemmas and approaches with special emphasis on cultural and ethical considerations will be presented with an overall focus on the development of strong diagnostic skills.

PSYC 625 Research Methods & Program Evaluation**F 3 SH**

This introductory course is designed to enable graduate level students to read and understand existing research literature, to understand principal research methods, and to apply research principles to the conduct of research projects. This course lays a foundation upon which other counseling courses build during the graduate program in preparing students for the counseling profession.

PSYC 630 Optional: Statistical Application and Research Design**S 3 SH**

This course includes an overview of statistical theory and application for students planning to complete a master's thesis in marriage and family therapy. Students will learn basic statistical concepts including appropriate research design, and how to conduct research aimed at enhancing their studies in marriage and family counseling. An original research project will be required using the SPSS computerized data analysis method. Prerequisite: Permission of MMFT Program Faculty and Program director.

PSYC 635 Optional: Thesis Completion**Sum 3 SH**

Prerequisite: Permission of MMFT Program Faculty and Program director.

Master of Arts in Practical Theology

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

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

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

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

ADMISSION

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

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

Applicants who do not meet the undergraduate GPA may be admitted to the program provided that they exhibit promise as a graduate student and must maintain a minimum GPA of 3.0 during their first twelve

(12) semester hours of graduate study at Pfeiffer University at Charlotte.

EXPEDITED ADMISSION PROCESS

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

TRANSFER OF CREDITS

Students who choose to enroll in the Master of Arts program may transfer up to fifteen (15) semester hours, eighteen (18) for the mission/evangelism track. Only three (3) courses (9 SH) of the core curriculum will be accepted from transfer credits. Transfer credits must be earned from an accredited graduate school or seminary with a grade of "B" and earned within the past ten years. Only credits earned at Pfeiffer University are used in calculating the GPA. Since the degree program in Practical Theology endeavors to relate the theoretical to the practical and to provide for individual needs, courses in religion, practical theology, social sciences, fine arts, business, and education are useful in the profession. Credits transferred must be courses which are deemed as educational experiences with application in the ministry of Practical Theology by the admissions committee.

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

NON-DEGREE STUDENTS

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

meet the same GPA requirements as degree-pursuing students in order to continue taking graduate courses with the university.

DEGREE CANDIDACY

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

Master of Arts in Practical Theology degree requirements must be completed within seven (7) years after enrolling in the program.

CURRICULUM REQUIREMENTS 40 Semester Hours

Core Courses (22 SH):

MAPT 609	Servant Leadership in the Church	MAPT 630	Survey of the Old Testament
MAPT 615	Systematic Theology in the	MAPT 631	Survey of the New Testament
	Contemporary World	MAPT 651	Practical Theology Seminar
MAPT 616	Critical issues in Christian ethics	MAPT 690	Capstone
MAPT 618	Spiritual Formation		

SPECIALIZATION TRACKS FOR THE MAPT DEGREES

1. CHRISTIAN EDUCATION/AGE-LEVEL MINISTRIES (9 SH)

a. Christian Education Generalist

MAPT 608 Teaching/Learning: Foundations for Christian education
 MAPT 642 Teaching for Biblical Faith and Spiritual Formation

Choose at least one age level course from the following:

MAPT 611, MAPT 612, MAPT 613, MAPT 614, MAPT 623

b. Christian Education/Youth Ministries Specialization (18 SH)

MAPT 608 Teaching/Learning: Foundations for Christian education
 MAPT 642 Teaching for Biblical Faith and Spiritual Formation
 MAPT 612 Adolescent World
 MAPT 613 Christian Education with Youth

c. Christian Education/Children's Ministries Specialization (18 SH)

MAPT 608 Teaching/Learning: Foundations for Christian education
 MAPT 642 Teaching for Biblical Faith and Spiritual Formation
 MAPT 611 Ministries with Children and Families
 MAPT 623 Godly Play: A Ministry of Christian Formation for Children

2. PASTORAL CARE & COUNSELING (15 SH)

*MAPT 601 Integrative Pastoral Psychotherapy
 *MAPT 603 Pastoral Theological Method in Pastoral Psychotherapy
 MAPT 619 Spiritual Direction
 MAPT 641 Counseling
 MAPT 695 Clinical Pastoral Education

3. MISSIONS/EVANGELISM (9 SH)

MAPT 602 Introduction to the History of the Church
 MAPT 605 Christian Missions and Globalization in an Interfaith World
OR
 MAPT 606 Evangelism in the Contemporary Church & World
 MAPT 625 Christian Worship

4. CHURCH ADMINISTRATION (12 SH)

MAPT 642	Teaching for Biblical Faith and Spiritual Formation or
MAPT 608	Teaching/Learning or
MAPT 605	Christian Missions and Globalization in an Interfaith World
MBA 702	Organizational Behavior
MSL 740	Negotiation and Conflict Resolution
MSL 750	Organizational Change Management

"Plus an additional six semester hours (2 courses) as Electives"- *Students who take MSL 710 Effective Leadership as an elective will be eligible for the Graduate Certificate in Leadership.*"

ADDITIONAL ELECTIVES:

MAPT 604	Pastoral Diagnosis
MAPT 620	United Methodist History, Doctrine and Policy
MAPT 626	Theology and Christian education

MAPT 627	Communication Through Creative Arts
MAPT 652	Masters Praxis
MAPT 665	Practicum in spiritual direction/Companionship
MAPT 697	Special Topics in Bible
MAPT 698	Special Topics
MAPT 699	Independent study
MAPT 710	Effective Leadership

FOR UNITED METHODIST STUDENTS SEEKING ORDINATION AS DEACONS

Those students who are United Methodist and seeking ordination as permanent deacons must be in contact with their Conference Board of Ordained Ministry for specific instructions. Generally, The United Methodist Church accepts the Master of Arts in Practical Theology plus the completion of the Basic Graduate Theological studies from an approved seminary. Pfeiffer University offers these courses through the Center for deacon education.

CENTER FOR DEACON EDUCATION

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

ADVANCED COURSE OF STUDY

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

UNITED METHODIST CERTIFICATION STUDIES

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

Courses Offered

MAPT 601 Integrative Pastoral Psychotherapy 3 SH

This course is an introduction to the biological-psychological-systemic-spiritual model of pastoral psychotherapy. Counseling theory, techniques, and clinical use of self are addressed through a collaborative perspective which integrates the literature of psychotherapy, medicine, body energy,

cybernetics, systems, theology, and spirituality. The teaching team is drawn from psychotherapy supervision, medicine (psychiatry, sleep medicine, and collaborative family medicine) as well as Healing Touch. This course is designed to meet specific academic requirements of these disciplines: American Association of Pastoral Counselors - Area i. Core Clinical Theory 1.a. Counseling and Psychotherapy: Theory and Techniques as applicable to Fee-Based Practicing. Pastoral Counselor, Licensed Professional Counselor - Category A. Counseling Theory and Techniques. Licensed marriage and Family Therapist - General Core Courses pertinent to specialization, specifically pastoral psychotherapy.

MAPT 602 Introduction to the History of the Church

3 SH

Students survey the Christian movement beginning with the first century through the medieval period and the Protestant reformation to the enlightenment.

MAPT 603 Pastoral Theological Method in Pastoral Psychotherapy

3 SH

This course is an introduction to methods for integrating theological reflection and pastoral psychotherapy. Participants survey the historical and theological foundations for pastoral psychotherapy, its grounding and contextualization in congregational and specialized ministry, and its critical relationship to behavior and other sciences. Students will approach methodological issues historically and relate various methods to contemporary and inter-cultural contexts. Methods for critical reflection and decision making will be applied to case studies and psychotherapy to foster the student's own theological method. This course is designed to meet the AAPC Fellow Body of Knowledge Area II. A.3. Pastoral Theological Method as well as the Licensed Professional Counselor academic area social and Cultural diversity.

MAPT 604 Pastoral Diagnosis In Pastoral Psychotherapy

3 SH

The purpose of this course is to assist students in their ability to assess persons and systems synthesizing a theological lens with other perspectives such as learning style, developmental theory, systems, cybernetics, resiliency, and psychopathology as described in the DSM-IV- TR. Treatment strategies will be applied through case studies to religious understandings of persons, functional theological norms, and pastoral roles and tasks. This course is designed to meet the AAPC Fellow Body of Knowledge Area II. A.3. Pastoral Diagnosis as well as the Licensed Professional Counselor academic area Appraisal.

MAPT 605 Christian Missions and Globalization in an Interfaith World

3 SH

This course will offer an overview of biblical models of mission as well as ways that the church has practiced cross-cultural missions from the past to the present, especially as it has related to people of other faith traditions. The course will address challenges and opportunities for Christian missions in the 21st century, namely issues around globalization, the growing gap between rich and poor, immigration and theology of religions in an increasingly diverse world.

MAPT 606 Evangelism in the Contemporary Church & World

3 SH

Students engage theological foundations of Christian evangelism in today's global context. Students explore various models of theological praxis from the early to the contemporary church. Particular emphasis is given to contemporary strategies for evangelism and theological criteria for critical evaluation. This course fulfills the evangelism requirement for election to probationary membership and commissioning in The United Methodist Church as specified in The Book of Discipline and fulfills a requirement for certification in Evangelism by the United Methodist Church.

MAPT 608 Teaching/Learning: Foundations for Christian Education

3 SH

This course surveys historical, theological, and philosophical bases of Christian Education with attention to ways that people learn. It includes how to facilitate learning, what to teach, choosing and creating appropriate curriculum resources. It is the foundational course for anyone engaged in educational ministries. This course meets the requirements for certification in Christian Education for The United Methodist Church and Children's Ministry.

MAPT 609 Servant Leadership in the Church

3 SH

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

requirements for certification in the United Methodist Church.

MAPT 611 Ministries with Children and Families

3 SH

This course assists Christian religious educators with their ministries with children and families. Students learn prevalent developmental theories and philosophies about accompanying children, parents, siblings and other significant mentors on their spiritual journeys. They examine resources, programs, weekday education, policies, supervision, and methodologies for effective ways that the church can meet the needs of contemporary families. This course fulfills one of the requirements for certification in the United Methodist Church.

MAPT 612 Adolescent World

3 SH

A course designed to develop an understanding of youth in today's world. Attention will be given to the personal, moral, social and religious development of youth and how these factors impact the educational ministry with youth. This course fulfills one of the requirements for certification in youth ministry through the United Methodist Church.

MAPT 613 Ministries with Youth

3 SH

A survey of practical strategies for Christian education with youth. A major focus of the course will be the exploration of resources and the development of program planning for a ministry with youth in the local church. This course fulfills one of the requirements for certification in Youth Ministry through the United Methodist Church.

MAPT 614 Ministries with Adults

3 SH

This course examines the development of adults as they move through the various stages of adult life. The transitions in the adult life will be the basis for surveying approaches to the Christian education with adults, including ways adults learn, faith development and resources for program planning with adults. This course fulfills a requirement for certification in Older Adult Ministries in the United Methodist Church.

MAPT 615 Systematic Theology in the Contemporary World

3 SH

This course will examine the contemporary Christian theological understanding of God, sin/ evil, Jesus Christ, salvation, church and ethics. From exploration of these perspectives, students will begin to formulate and articulate their own theological beliefs.

MAPT 616 Critical Issues in Christian Ethics

3 SH

This course is an introduction to the field of Christian Ethics. By practicing disciplined reflection on ethical issues, students will learn to use various methods in ethics, and how to employ responsibly different sources, such as Scripture, Christian traditions, social sciences/ philosophy, and experience, in ethical argument.

MAPT 618 Spiritual Formation

3 SH

An orientation to the history and practices of spiritual disciplines for personal and parish renewal, this course particularly emphasizes prayer and its relationship to worship, discernment processes, prophetic witness, and Christian servant leadership. It provides resources for personal and corporate spiritual formation. This course meets the academic requirements for certification in Spiritual Formation in The United Methodist Church.

MAPT 619 Spiritual Formation - Spiritual Direction/Companionship

3 SH

Students will practice focusing attentiveness to God, listening skills, psychological awareness, personal spiritual disciplines, spiritual formation's historical background, including formative Wesleyan spirituality, and ethical issues for fostering this supportive relationship. They acquire training in ways to offer spiritual guidance and friendship. The course emphasizes many prayer practices, spiritual guidance, personal and professional development. This course is required for Spiritual Formation Certification in the United Methodist Church.

MAPT 620 United Methodist History, Doctrine and Polity

3 SH

An examination of the historical tradition, doctrine, and structure of the United Methodist Church. This course fulfills the United Methodist Studies requirement for certification in Christian education, youth, music and evangelism. This does not fulfill the requirement for those seeking ordination as Deacons. May be taken by non-degree students for undergraduate credit.

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

3 SH

A study of the educational and theological foundations, and of the resources and story materials for implementing a particular ministry of Christian formation for children. Opportunity will also be provided for examining the spirituality and learning styles of children, exploring sacred space and the classroom environment, and practicing the teaching roles and skills involved in this approach to the Christian nurture of children.

MAPT 625 Christian Worship

3 SH

An exploration of the history, development and meaning of worship. Attention will be given to designing worship for various settings and experimenting with creative forms of worship.

MAPT 626 Theology and Christian Education

3 SH

This course will examine traditional Christian doctrines through the writings and teachings of selected twentieth century theologians. Students will learn both the historical development of major doctrines and the particular meanings offered by contemporary interpreters. The course will also include the use given to these doctrines in the faith, worship, and work of the modern Church community. May be taken by non-degree students for undergraduate credit. This course fulfills the theology requirement for all certifications in the United Methodist Church.

MAPT 627 Communication Through Creative Arts Media

3 SH

An introduction to various ways of expressing Biblical stories, religious and theological thoughts and concepts. The course varies depending on the selection of subject matter. Some possible topics are: mime, storytelling, puppetry, and the use of media in Christian education.

MAPT 630 Survey of the Old Testament

3 SH

A survey of the Old Testament and the issues most relevant to its academic study. Both historical and theological approaches to the text will be emphasized, as well as the integration of these approaches with the tasks of Christian education.

MAPT 631 Survey of the New Testament

3 SH

A survey of the New Testament and the issues most relevant to its academic study. Both historical and theological approaches to the text are emphasized, as well as the integration of these approaches with the tasks of Christian education.

MAPT 641 Counseling

3 SH

An introduction to basic theories and skills related to an understanding of the human personality and the ministry of counseling in the effort to establish helping relationships in Christian Education.

MAPT 642 Teaching for Biblical Faith and Spiritual Formation

3 SH

This course is a study of the biblical message, the nature of the Bible, its role in congregational contexts and processes that nurture spiritual formation and discipleship. Students ascertain the relation of the Bible to Christian Education and Spiritual Formation. They experience teaching approaches and methodologies appropriate for the Church's book of faith and life. This course fulfills the Bible requirement for all certifications in the United Methodist Church

MAPT 651 Practical Theology Seminar

3 SH

This seminar offers an orientation to the field of Practical Theology and an overview of methodologies for doing practical theological reflection in a variety of contexts. Practical Theology is concerned with Christian action; therefore we utilize practical theological methods to help us explore the connections between our

religious traditions and convictions and the way that we do ministry.

MAPT 652 Master's Praxis

3 SH

In the "Culminating experience" students demonstrate their competency in Practical Theology and integration of course work in their ministry of Practical Theology. In consultation with faculty and/or advisor, students may choose to do a research paper, field assessment, or project related to their discipline. Students will submit an extensive proposal for their Master's Praxis to the program director by August 1st for any research segment or project segments that will be done during the upcoming academic year/summer. The specific format for this proposal is available from the program director. Faculty will review and approve proposals and assign faculty advisors.

MAPT 662 Field Study

3 SH

This is a semester-long field education placement and is an optional elective for any track applicable.

MAPT 665 Practicum in Spiritual Direction/Companionship

3 SH

The practicum provides supervised field education in spiritual guidance of individuals and groups, extending over an academic year. This includes students' own regular engagement with a spiritual director, monthly participation in a peer supervision group, personal written reflection, and a minimum of one spiritual retreat with professor. Prerequisite: MAPT 618 and MAPT 619. This course is required for Spiritual Formation Certification in The United Methodist Church.

MAPT 690 Capstone

1 SH

Students will demonstrate integration and mastery of the core competencies and their chosen tracks in Practical Theology. Students will formulate well-reasoned theological and ethical positions, engage social contexts, examine the relevance of Scripture and History, and demonstrate their vocation and spiritual formation through examination. This course should be taken some time after the student has complete 30-33 SH. Offered every spring.

MAPT 695 Clinical Pastoral Education

3SH

Clinical Pastoral Education (CPE) (with Carolina Health Care System) CPE develops the capacity for the pastoral and spiritual care of individuals, families, and systems. This course provides an opportunity to apply and practice pastoral care skills with patients and their families under faculty supervision. Students gain the opportunity to hone their listening and care-giving skills and will learn to integrate theological, psychological, and sociological aspects of spiritual care. The course brings theological students and ministers of all faiths into supervised encounter with persons in crisis. This course requires 300 hours of clinical (in the hospital or congregation) ministry. Students on the Pastoral Care and Counseling track are required to do supervised Clinical Pastoral Education (CPE) as their master's culminating experience. Students pursuing deacon ordination are advised to complete this course as their culminating experience for the degree.

MAPT 697 Special Topics in the Bible

3 SH

Courses of special interest in the Bible will be offered, such as studies on specific biblical texts, for example, the Pauline epistles, eschatological or wisdom literature.

MAPT 698 Special Topics

1-3 SH

Courses given on topical or special interests. A special title will be used in each instance and will be entered on the student's transcript. The intention of this provision is to permit flexibility in the curriculum for the student and to provide opportunities for study of issues not contained in the curriculum. Some special topics are: Christian education and the Future, Drug Education, Christian Education, and Human Sexuality.

MAPT 699 Independent Study

3 SH

With the guidance of their faculty advisor, students who have completed the required foundation courses may request an independent study. The purpose of this course is to meet specific needs of the student and to provide opportunity for intense research on a topic not in the curriculum. A professor with competence

in the student's area of study will guide the course and set requirements acceptable to the MAPT Program Director and the dean of the school of religion.

Master of Arts in Teaching

The Master of Arts in Teaching Special Education (MAT) is a 36- semester hour degree program. It is designed to prepare individuals interested in entering the teaching field with the knowledge, skills and dispositions needed to seek professional licensure. Students may pursue of two tracks within this degree: Elementary Education (K-6) or Special Education (General Curriculum(K-12))

CONCEPTUAL FRAMEWORK

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

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

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

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

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

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

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

ADD-ON LICENSURE

Persons who hold a North Carolina license in a teaching area and have at least two (2) years of experience as a teacher may be recommended for licensure upon successful completion of EDUC 621 and the 21 semester hours in specialty courses. Also, the candidate must pass the required licensure examinations.

Persons who already hold a North Carolina license in a teaching area but who do not have classroom experience must complete EDUC 621, and the 21 semester hours in the specialty courses. **A special fee of \$200 is assessed during the internship semester.** These candidates also must pass the required licensure examinations.

Any alternatives to the specified program of study to qualify for recommendation for add-on licensure will be determined by the Division of Education Program Director, based on the applicant's request, a review of the candidate's transcripts, documented experiences, and recommendation by the Teacher Education Program's licensure officer.

REQUIREMENTS FOR ADMISSION

Applicants for entrance into the MAT program will be eligible for admission to the University by submitting the following to the Office of Admissions

- Charlotte Campus:

- Application
- Transcripts of all undergraduate and graduate study, if any
- Official transcripts indicating an earned bachelor's degree from an regionally accredited college or university
- Response to an application prompt.
- Three (3) letters of recommendation from individuals familiar with the applicant's dispositions that are related to teaching (using Division of Education Recommendation Form)/'
- General Knowledge Licensure Exam (This score may be submitted after admission to the University but before the student has completed 6 SH of coursework and applies to the Teacher Education Program)

- Documentation of Computer Literacy by portfolio or approved course work from an accredited 2- year or 4-year institution of higher education. (Documentation of computer literacy may be submitted after admission to the University but before the student has completed 6 SH of coursework and applies to the Teacher Education Program.)

ADMISSION TO THE TEACHER EDUCATION PROGRAM

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

- **Content Knowledge** - based on transcripts of all undergraduate and graduate study and score on the General Knowledge Licensure exam.
- **Computer Literacy** - based on a portfolio to include word processing, spreadsheet, and a multimedia presentation or approved coursework from his/her undergraduate experience.
- **Dispositions** - based on evaluation of the admissions essay and letters of recommendation.
- If an applicant has a GPA of 2.75 from a regionally accredited college or university, a qualifying score on both components of the General Knowledge Licensure Exam, three satisfactory reference letters, documentation of computer literacy, and an acceptable response to the admissions essay, the applicant may be admitted directly to the Teacher Education Program at time of admission to the university.
- If an applicant is **not** admitted to the Teacher Education Program at the time of admission to the university, the applicant must request admission to the Teacher Education Program after successful completion of six (6) semester hours. At this time, the Division of Education Graduate Faculty reviews the student's qualifications for admission to the Teacher Education Program. The Division of Education Graduate Faculty will assess the candidate on the following standards: content knowledge, and dispositions in the four domains of the conceptual framework. The following data will be used for this assessment.
 - A grade of "B" or higher on six (6) semester hours of course work in the MAT program.
 - Score on the General Knowledge Licensure Exam
 - Documentation of computer literacy.
 - Assessment of the candidate's dispositions by all Pfeiffer Division of Education faculty members who have taught the student.

The Division of Education Graduate Faculty will make a recommendation to the Teacher Education Board regarding formal acceptance into the program. Final approval of all applications is subject to the discretion of the Teacher Education Board (TEB), a faculty committee with representatives from all of the licensure areas. Teacher candidates must demonstrate identified dispositions of successful teachers and be mentally, physically, morally, and emotionally suitable for teaching. Teaching candidates are notified in writing of the decision/recommendation(s) of the TEB.

Additional content area course work at the undergraduate level may be required for candidates for admission into the Teacher Education Program if content knowledge weaknesses are identified.

Master of Arts in Teaching candidates may request a waiver from up to three courses in the initial licensure phase of the program based on successful completion of previous coursework that demonstrates mastery of the content at the initial licensure level. A waiver form and appropriate documentation must be presented to the Graduate Education Faculty

for review. Candidates will be informed in writing of the decision.

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

TRANSFER CREDITS

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

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

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

SPECIAL ADMISSIONS

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

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

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

CREDITS FOR CORRESPONDENCE COURSES AND WORKSHOPS

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

ACADEMIC ADVISING

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

ACADEMIC LOAD

A full academic load is defined as six (6) credit hours during any semester. During the six week summer sessions, a full academic load is defined as two courses per session. Candidates wishing

to register for more than a full load in any semester must submit a written request to their respective advisors. These requests will be reviewed by the Program Director and approved by the Division of Education Graduate Faculty. Candidates will be notified, in writing, of the decision.

ACADEMIC DEFICIENCIES

The Division of Education Graduate Faculty reviews each candidate's undergraduate transcript for specific content competencies. Content deficiencies are reported to the candidate and his/her advisor. The university reserves the right to make curricular recommendations to the candidate's program. These recommendations could require that the candidate take undergraduate courses without receiving credit toward the MAT-SPED Program.

ACADEMIC PROBATION

Candidates must maintain a GPA of 3.0 on a 4.0 scale to be in acceptable academic standing. At the graduate level, a grade of "C" indicates below average performance. Only two grades of "C" may be applied to the MAT-SPED degree. Candidates who do not maintain a 3.0 GPA are placed on academic probation. Candidates on probation must achieve a GPA of at least 3.0 in the semester following placement on probation and must achieve an overall GPA of at least 3.0 within two (2) semesters. Failure to maintain this standard may result in suspension from the program by action of the Division of Education Graduate Faculty and the Teacher Education Board. Candidates who have been suspended from the program may reapply after two (2) semesters, not including summer terms. Re-admission is not guaranteed. Re-admitted candidates must achieve a GPA of 3.0 in the semester in which the candidates reenter the program. The Division of Education Graduate Faculty will review candidates who do not maintain a 3.0 GPA for possible suspension. A second suspension will result in permanent dismissal. Only course work at Pfeiffer University is used in calculating the GPA. Additional academic probation, suspension, and dismissal policy information can be found in the policies section of the Graduate Catalog. The Division of Education adheres to all of the University policies related to probation, suspension, and dismissal.

CONTINUOUS ENROLLMENT

Candidates are expected to maintain continuous enrollment during the regular academic year. If a fully admitted candidate does not enroll in a course for a period of two semesters, the candidate will be moved from active to inactive status. After such placement, the candidate must reapply for admission as a degree-seeking candidate. Similarly, the candidate must also reapply to the Teacher Education Program. Candidates will not be permitted to advance to degree candidacy, or apply for a degree during any semester in which they are not officially enrolled.

ATTENDANCE

Attendance is expected at all class sessions. Candidates must meet with the course instructor to discuss any absences. If candidates know they will miss a class session, regardless of reason, they must inform the instructor of the impending absence and must make up all the missed work. The instructor will determine what candidates must do to make up the missed class. The Division of Education's policy requires candidates to attend at least 75% of the scheduled class meetings. Candidates who are absent, for any reason, for more than 25% of the scheduled class meetings cannot receive a passing grade from the course instructor regardless of course average.

DROP/ADDS

Candidates may add and/or drop courses to their schedules during the official Drop/Add

Period established by the Registrar's Office. Thereafter, the instructor must assign a "WF" (withdrew failing) or "WP" (withdrew passing). Withdrawal without notifying the Registrar results in a grade of "F". Candidates cannot drop or add courses without the written permission of their advisor.

Degree requirements must be completed within five (5) years after enrolling in the program.

LICENSURE ENDORSEMENTS

Candidates seeking an endorsement for licensure through the Division of Education at Pfeiffer University must meet **ALL** of the requirements for the appropriate license (as specified by the North Carolina Department of Public Instruction and the Division of Education at Pfeiffer) in effect **at the time of program completion**. Candidates seeking an advanced ("M") level licensure endorsement must have met **ALL** of the requirements for the initial level license, including any testing requirements, before Pfeiffer University's Licensure Officer can make a recommendation for the license being sought.

CURRICULUM REQUIREMENTS:

36 Semester Hours

Licensure Phase I Initial Level

(24 SH):

EDUC 604	Advanced Educational PSYC	3
EDUC 605	Diversity, Exceptionality, Multicult	3
EDUC 654	Reading: Curriculum, Instruction, and Assessment or	3
EDUC 611	Mathematics: Curric, Instruc & Assess	3
EDUC 612	Assessment of Students with Diverse Needs	2
EDUC 614	Differentiating Instruction	2
EDUC 628	Wkshp in Behavior Management	2

Choose 3 SH from:

EDUC 657: Integrating Science & Social Studies
 EDUC 668: Problem-based Learning
 STEM 601: Using Tech to Enhance STEM
 SPED 618: Collaboration
 SPED 628: IEP Development
 SPED 607: Special Educ Service Coordination

Choose 3 SH from:

EDUC 621A: Internship in Elementary Educ.
 SPED 621A: Internship in Special Education
 EDUC 622: Foundations of Teaching Practice

Phase II: Advanced Level

12 SH:

EDUC 660	Research and Assessment
EDUC 661	Instructional Leadership in Diverse Setting
EDUC 614	Master's Project
EDUC 659	Clinical Experience and Seminar

Master of Science in Education

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

Graduate students are expected to demonstrate abilities in analyzing, planning and critical thinking in relation to specific problems and issues in education. These skills are evaluated in each course as well as in a culminating experience.

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

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

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

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

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

Pfeiffer University’s teacher education programs have received accreditation through year 2021 under the National Council for Accreditation of Teacher Education (NCATE) standards. NCATE’s performance-based accreditation system for teacher preparation ensures that teacher candidates are prepared to make a difference in P-12 student learning. Providers accredited under NCATE standards as well as under the Teacher Education Accreditation Council (TEAC) Quality Principles are now served by a single specialized accreditation system for educator preparation in the United States, the Council for the Accreditation of Educator Preparation (CAEP). More than 900 educator preparation providers participate in the CAEP accreditation system.

Pfeiffer University’s Teacher Education Program is accredited and approved by the North Carolina Department of Public Instruction (NCDPI).

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.

The Pfeiffer University Master of Science in Education degree program enables teachers to achieve the advanced level standards of the North Carolina Department of Public Instruction for advanced teacher preparation. Completion of the MSE degree, in the elementary and special education tracks, leads to a recommendation for advanced "M" licensure in North Carolina.

REQUIREMENTS FOR ADMISSION

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

- Completed application form with corresponding nonrefundable fee made payable to Pfeiffer University
- Official transcript indicating an earned bachelor's degree from a regionally accredited college or university
- Official transcripts of all undergraduate work and graduate work, if any.
- An essay in response to a designated prompt
- Three letters of recommendation from creditable individuals familiar with the applicant's abilities to teach
- A copy of the candidate's current teaching license
- Documentation of at least two years of successful teaching experience

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

ADMISSION TO THE TEACHER EDUCATION PROGRAM

When the candidate has taken 6 semester hours, s/he may apply for admission to the Teacher Education Program at Pfeiffer University. The candidate's advisor and program director will assist with the application process. The Division of Education Graduate Faculty will review the candidate's application and qualifications for admission to the Teacher Education Program. For review, the applicant must provide the following to the Division of Education Graduate Faculty:

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

Considering these evidences, the Division of Education Graduate Faculty assesses the candidate in terms of academic success, content knowledge, pedagogical skill, professional dispositions, and the major components of the Division's Conceptual Framework. A recommendation for admission to the Teacher Education Program is made on the basis of this assessment and is reported to the Teacher Education Board. The Teacher Education Board reviews the recommendation and can formally admit or decline the candidate's application to the Teacher Education Program. Applicants will be notified, in writing, of the decision.

TRANSFER CREDITS

Students may transfer up to nine (9) semester hours of comparable graduate level coursework into the Pfeiffer University program. All credits transferred into Pfeiffer University must meet the following criteria:

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

All transfer credit must be approved by the Program Director and the Registrar's Office.

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

A candidate seeking to have course requirements waived based on National Board of Professional Teaching Standards certification should request an application from the Program Director.

SPECIAL ADMISSIONS

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

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

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

CREDITS FOR CORRESPONDENCE COURSES AND WORKSHOPS

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

ACADEMIC ADVISING

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

ACADEMIC LOAD

A full academic load is defined as nine (9) credit hours during any semester. During the six week summer sessions, a full academic load is defined as two courses per session. Candidates wishing to register for more than a full load in any semester must submit a written request to their respective advisors. These requests will be reviewed by the Program Director and approved by the Division of Education Graduate Faculty. Candidates will be notified, in writing, of the decision.

ACADEMIC PROBATION

Candidates must maintain a GPA of 3.0 on a 4.0 scale to be in acceptable academic standing. At the graduate level, a grade of “C” indicates below average performance. Only two grades of “C” may be applied to the degree. Candidates who do not maintain a 3.0 GPA are placed on academic probation. Candidates on probation must achieve a GPA of at least 3.0 in the semester following placement on probation and must achieve an overall GPA of at least 3.0 within two (2) semesters. Failure to maintain this standard may result in suspension from the program by action of the Division of Education Graduate Faculty and the Teacher Education Board. Candidates who have been suspended from the program may reapply after two (2) semesters, not including summer terms. Re-admission is not guaranteed. Re-admitted candidates must achieve a GPA of 3.0 in the semester in which the candidates reenter the program. The Division of Education Graduate Faculty will review candidates who do not maintain a 3.0 GPA for possible suspension. A second suspension will result in permanent dismissal. Only coursework at Pfeiffer University is used in calculating the GPA. Additional academic probation, suspension, and dismissal policy information can be found in the policies section of the Graduate Catalog. The Division of Education adheres to all of the University policies related to probation, suspension, and dismissal.

CONTINUOUS ENROLLMENT

Candidates are expected to maintain continuous enrollment during the regular academic year. If a fully admitted candidate does not enroll in a course for a period of two semesters, the candidate will be moved from active to inactive status. After such placement, the candidate must reapply for admission as a degree-seeking candidate. Similarly, the candidate must also reapply to the Teacher Education Program. Candidates will not be permitted to advance to degree candidacy, or apply for a degree during any semester in which they are not officially enrolled.

ATTENDANCE

Attendance is expected at all class sessions. Candidates must meet with the course instructor to discuss any absences. If candidates know they will miss a class session, regardless of reason, they must inform the instructor of the impending absence and must make up all the missed work. The instructor will determine if and what candidates must do to make up the missed class. The Division of Education’s policy requires candidates to attend at least 75% of the scheduled class meetings. Candidates who are absent, for any reason, for more than 25% of the scheduled class meetings cannot receive a passing grade from the course instructor regardless of course average.

DROP/ADDS

Candidates may add and/or drop courses to their schedules during the official Drop/Add Period established by the Registrar’s Office. Thereafter, the instructor must assign a “WF” (withdrew failing) or “WP” (withdrew passing). Withdrawal without notifying the Registrar results in a grade of “F”. Candidates cannot drop or add courses without the written permission of their advisor.

Degree requirements must be completed within five (5) years after enrolling in the program.

LICENSURE ENDORSEMENTS

Candidates seeking an endorsement for licensure through the Division of Education at Pfeiffer University must meet ALL of the requirements for the appropriate license (as specified by the North Carolina Department of Public Instruction) in effect at the time of program completion. Candidates seeking an advanced (“M”) level licensure endorsement must have met ALL of the requirements for the initial level license, including any testing requirements, before Pfeiffer University’s Licensure Officer can make a recommendation for the license being sought.

CURRICULUM REQUIREMENTS

34 Semester Hours:

EDUC 606	Curriculum and Instruction as Tools	3
EDUC 660	Research & Assessment	3
EDUC 661	Instructional Leadership for Diverse	3
EDUC 655	School Law & Professional Ethics	3
EDUC 663	Comprehensive Exam	1
EDUC 614	Master's Project	3
EDUC 659	Clinical Experience & Professional Dev Seminar	3

Choose 1 Contemporary Issues Course (3 SH):

SPED 646: Contemp Issues in Spec. Educ
 EDUC 616: Contemp Issues in Elem. Educ
 STEM 607: Contemp Issues in STEM Educ

Choose 4 Specialization (Content & Technology) Courses (12 SH):

SPED 643: Integr. Tech to Support Learners
 SPED 644: Consultation & Collaboration
 SPED 648: Diagnostic & Correct. Mathematics
 EDUC 656: Diagnostic & Correct. Reading
 STEM 601: Using Tech to Enhance STEM Educ
 STEM 603: Sci & Engineer in Inquiry Settings
 STEM 605: Math as an Interdisciplinary Topic
 EDUC 668: Problem-Based Learning in Class.
 EDUC 603: Technology for 21st Century Class.
 EDUC 657: Integr. The Curric. Through Sci & SS
 EDUC 680: Supervision for Lrng & Tchr Eval
 EDUC 690: Practicum in Supervision

Other electives selected in consultation with program advisor

Candidates interested in licensure endorsement should meet with their program director/program advisor to develop a licensure plan. At the present time, advanced licensure (NC M-level) endorsement is available in elementary education and special education (general curriculum). Endorsement for curriculum and instruction specialist is pending with the NC Department of Public Instruction.

3-2 Program in Elementary Education

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 elementary track of the Master of Science program. 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.

3-2 PROGRAM IN ELEMENTARY EDUCATION

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 elementary track of the Master of Science programs. 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:

- Complete all of the required coursework in the 3-2 Program in Elementary Education (150 SH) as required by the University;
- Complete prescribed courses in elementary education (K-6);
- Earn a grade of C or better in each education (EDUC) and (SPED) course;
- Earn a grade of C or better in HPED 210;
- Earn a grade of C or better in science courses, ENGL 101, 102, MATH 210, 211, or higher level course and HSTY courses;
- Complete an e-portfolio demonstrating mastery of State of North Carolina standards for teacher candidates. **E-portfolio subscription carries a one-time cost of \$180 (for a 5 year subscription).**
- Pass 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;

- 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.

CURRICULUM REQUIREMENTS

Education Major – Elementary Education: 54 SH Minimum

Professional Core Studies: (25 SH)

EDUC 205	Introduction to Teaching	*
EDUC 225	Educational Technology	3
EDUC 306	Learner and Learning I	3
EDUC 475/6	Licensure Preparation	1
EDUC 510	Student Teaching –K-6 OR	12
SPED 250	Behavior Management for Exceptional Children	3
SPED 301	Assessments in Students	3

Specialty Studies: (29 SH)

EDUC 215V	Arts in the Elementary School	*
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 520	Cross Curricular Reading	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
HPED 210	Health & Physical Education in Elementary School	3
SPED 200	Introduction to Teaching Students with Exceptional Needs	3

*Listed under General Education as a required course.

Content Studies-Elementary K-6 Licensure: (42 SH)

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 203 North Carolina History

1 course selected in consultation with advisor

Global Awareness (3 SH)

EDUC 205 Introduction to Teaching (pending)

Study in Religion (3 SH)

One course

Visual and Performing Arts (3 SH)

EDUC 215V Arts in the Elementary Classroom

Social and Behavioral Sciences (3 SH)

One course

Introduction to Natural Science (4 SH general education; 6-8 SH licensure requirement)

3 courses selected in consultation with advisor

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

2 courses selected in consultation with advisor

Additional University Requirements: (25 SH)

The Pfeiffer Journey (9 SH)

UNIV 125-126 or UNIV 128-129 First Year Seminar

UNIV 275 Second Year Seminar

UNIV 375 Third Year Seminar

Electives (12-14 SH)

Twelve Semester hours of elective coursework

Master of Science in Elementary Education (31 SH)

Core Coursework (19SH)

EDUC 606	Curriculum & Instruction as Tools for Transformation	3
EDUC 660	Research and Assessment	3
EDUC 661	Instructional Leadership for Diverse Settings	3
EDUC 655	School Law and Professional Ethics	3
EDUC 663	Comprehensive Examination	1
EDUC 614	Master's Project	3
EDUC 659	Clinical Experience	3

Contemporary Issues Course (3 SH)

Choose three (3) semester hours from:

SPED 646 Contemp Issues in Spec. Educ.

EDUC 616 Contemp Issues in Elem. Educ.

STEM 607 Contemp Issues in STEM Educ.

Specialization Coursework (9 SH)

Choose nine (9) semester hours, in consultation with the program advisor, from:

SPED 643: Integr. Tech to Support Learners
 SPED 644: Consultation & Collaboration
 SPED 648: Diagnostic & Correct. Mathematics
 EDUC 656: Diagnostic & Correct. Reading
 STEM 601: Using Tech to Enhance STEM Educ
 STEM 603: Sci & Engineer in Inquiry Settings
 STEM 605: Math as an Interdisciplinary Topic
 EDUC 668: Problem-Based Learning in Class.
 EDUC 603: Technology for 21st Century Class.
 EDUC 657: Integr. The Curric. Through Sci & SS
 EDUC 680: Supervision for Lrng & Tchr Eval
 EDUC 690: Practicum in Supervision

Other electives selected in consultation with program advisor

Academically and Intellectually Gifted (AIG) Education

The Academically and Intellectually Gifted (AIG) Licensure Add-On program is designed for educators who hold a current teaching license in an academic discipline or area who are interested in expanding their knowledge, skills, and professional dispositions in terms of working with students identified as academically advanced or gifted. The 12-credit hour sequence of online courses prepares candidates for classroom teaching, consultancy, and licensure.

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

The Academically and Intellectually Gifted (AIG) Add-On program leads to recommendation for North Carolina Licensure in Gifted Education. Students who successfully complete the program will be recommended for “A” level North Carolina licensure in this field.

REQUIREMENTS FOR ADMISSION

Applicants for entrance into the Academically and Intellectually Gifted (AIG) Education Add-On Licensure Program will be eligible for admission to the University by submitting the following to the Office of Admissions-Charlotte Campus:

- Application
- Transcripts of all undergraduate and graduate study, if any
- Official transcripts indicating an earned bachelor’s degree from a regionally accredited college or university
- Written essay response to an AIG 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
- Copy of an educator’s licensure with a teaching field indicated

ADMISSION TO THE TEACHER EDUCATION PROGRAM

The Division of Education Graduate Faculty reviews all applicants for admission to the Teacher Education Program. Candidates who are fully admitted to the AIG program through the Graduate Admissions Office will be reviewed during the first semester of coursework. Candidates who are conditionally admitted will be reviewed at the conclusion of the first semester of coursework, prior to beginning the second semester of coursework. Candidates for admission the Teacher Education Program are assessed on content knowledge, pedagogical skill, and professional disposition. All materials submitted for admissions and recommendation forms from Pfeiffer faculty are used to facilitate decision-making. A recommendation for admission to the Teacher Education Program is made on the basis of this assessment and is reported to the Teacher Education Board. The Teacher Education Board reviews the recommendation and formally admits the candidate to the Teacher Education Program. Applicants will be notified, in writing, of the decision.

TRANSFER CREDITS

Students may transfer up to three (3) semester hours of comparable graduate level coursework into the AIG Add-on Licensure Program at Pfeiffer University. All credits transferred into Pfeiffer University must meet the following criteria:

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

All transfer credit must be approved by the Program Director and the Registrar's Office. Only work attempted at Pfeiffer University is used in calculating the GPA. Grades in courses transferred do not affect the official grade point average.

A candidate seeking to have course requirements waived based on National Board of Professional Teaching Standards certification should request an application from the Program Director.

SPECIAL ADMISSIONS

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

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

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

CREDITS FOR CORRESPONDENCE COURSES AND WORKSHOPS

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

ACADEMIC ADVISING

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

ACADEMIC LOAD

A full academic load is defined as six (6) credit hours during any semester. During the six week summer sessions, a full academic load is defined as two courses per session. Candidates wishing to register for more than a full load in any semester must submit a written request to their respective advisors. These requests will be reviewed by the Program Director and approved by the Division of Education Graduate Faculty. Candidates will be notified, in writing, of the decision.

ACADEMIC PROBATION

Candidates must maintain a GPA of 3.0 on a 4.0 scale to be in acceptable academic standing. At the graduate level, a grade of "C" indicates below average performance. Only two grades of "C" may be applied to the AIG add-on Licensure. Candidates who do not maintain a 3.0 GPA are placed on academic probation. Candidates on probation must achieve a GPA of at least 3.0 in the semester following placement on probation and must achieve an overall GPA of at least 3.0 within two (2) semesters. Failure to maintain this standard may result in suspension from the program by action of the Division of Education Graduate Faculty and the Teacher Education Board. Candidates who have been suspended from the program may reapply after two (2) semesters, not including summer terms. Re-admission is not guaranteed. Re-admitted candidates must achieve a GPA of 3.0 in the semester in which the candidates reenter the program. The Division of Education Graduate Faculty will review candidates who do not maintain a 3.0 GPA for possible suspension. A second suspension will result in permanent dismissal. Only coursework at Pfeiffer University is used in calculating the GPA. Additional academic probation, suspension,

and dismissal policy information can be found in the policies section of the Graduate Catalog. The Division of Education adheres to all of the University policies related to probation, suspension, and dismissal.

CONTINUOUS ENROLLMENT

Candidates are expected to maintain continuous enrollment during the regular academic year. If a fully admitted candidate does not enroll in a course for a period of two semesters, the candidate will be moved from active to inactive status. After such placement, the candidate must reapply for admission as a degree-seeking candidate. Likewise, the candidate must reapply to the Teacher Education Program. Candidates will not be permitted to advance to degree candidacy, or apply for a degree during any semester in which they are not officially enrolled.

ATTENDANCE

Attendance is expected at all class sessions. Candidates must meet with the course instructor to discuss any absences. If candidates know they will miss a class session, regardless of reason, they must inform the instructor of the impending absences and must make up all the missed work. The instructor will determine what candidates must do to make up the missed class. The Division of Education's policy requires candidates to attend at least 75% of the scheduled class meetings. Candidates who are absent, for any reason, for more than 25% of the scheduled class meetings cannot receive a passing grade from the course instructor regardless of course average.

DROP/ADDS

Candidates may add and/or drop courses to their schedules during the official Drop/Add period established by the Registrar's Office. Thereafter, the instructor must assign a "WF" (withdrew failing) or "WP" (withdrew passing). Withdrawal without notifying the Registrar results in a grade of "F". Candidates cannot drop or add courses without the written permission of their advisor.

CURRICULUM REQUIREMENTS

12 semester hours

SPED 630: Introduction to Gifted Education	3 SH
SPED 632: Methods and Models in Gifted Education	3 SH
SPED 634: Trends and Issues in Gifted Education	3 SH
SPED 636: Differentiated Strategies for Gifted Learners	3 SH

Courses Offered

EDUC 601 Introduction to Educational Research

3 SH

The purpose of this course is to introduce students to research methods in education and to develop an understanding of the research process. An overview of different types of research is included. Students critically read, analyze, and evaluate the quality of research studies related to education. In addition, they develop a research proposal.

EDUC 603 Technology for the 21st Century Classroom

3 SH

This course focuses on the development of strategies, concepts, and materials for the use of computer technology in enhancing instruction. The course explores the impact that computer technology can have on the nature of the teaching and learning process. Recent developments in educational software, the Internet, and computers have provided educators with a new array of tools for enriching the educational process. The course prepares educators to create technology-integrated lessons for learning.

EDUC 606 Curriculum and Instruction as Tools for Transformation**3 SH**

The purpose of this course is to expand teacher's understanding of learning theory and instructional models and practices effective in teaching students in diverse educational settings. Includes discussion relative to the advantages and disadvantages of the practices. Teachers design units and present lessons that demonstrate their ability to apply knowledge of learning styles, multiple intelligences, motivational strategies, social and cultural contexts, critical and creative thinking, assessment, and reflection to instruction.

EDUC 607 Servant Leadership Seminar**1 SH**

The Servant Leadership Seminar will introduce the master's degree candidate to principles of servant leadership. Candidates will explore these principles in terms of their application to the school setting and the development of a service leadership project. Co-requisite: EDUC 608.

EDUC 608 Servant Leadership Internship**2 SH**

During the Servant Leadership Internship, the master's degree candidate will demonstrate skills and dispositions related to servant leadership in the implementation of a project that will serve the candidate's school community. The project also will reflect the criteria of service projects required for National Board Certification by the National Board for Professional Teaching Standards. Candidates who have already achieved NBCT status may present their credentials for waiver from the EDUC 607 and EDUC 608 requirement. Co-requisite: EDUC 607.

EDUC 611 Mathematics: Curriculum, Instruction & Assessment**3 SH**

The focus of this course is upon the review of research relative to mathematics education. The teacher analyzes and discusses current research findings and applications to classroom practice. A variety of instructional materials and approaches are evaluated for their effectiveness to meet the needs of diverse learners including students at risk. Teachers demonstrate their knowledge of content by developing lessons that integrate the National Council of Teachers of Mathematics standards and the competencies from the North Carolina Standard Course of Study. Additionally, they demonstrate their ability to use audiovisual aids and electronic technology. A service-learning component is included.

EDUC 614 Master's Project**3 SH**

The master's degree candidate plans, implements, and presents an action research study that demonstrates mastery of the North Carolina advanced level standards in education, including: instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional development and leadership. This non-thesis culminating project is presented to other graduate students and the graduate faculty in the School of Education, using a multi-media presentation. A panel of graduate faculty members in the School of Education reads and evaluates the project.

EDUC 615 Assessment in the Instructional Program**3 SH**

Teachers study the selection, construction, administration, and interpretation of appropriate assessment methods to assess individual student progress and the effectiveness of the instructional program. Teachers develop traditional and alternative assessment instruments for diagnostic, formative and summative evaluation. They also develop action research studies to assess instructional methods.

EDUC 616 Contemporary Issues in Education**3 SH**

The purpose of this course is to involve teachers in the analysis of current educational issues with a specific focus upon service learning. It provides a platform for reflection and in depth discussions of contemporary practices in elementary education. Students select specific issues for focused study and use multimedia to present their understanding of the issues in class. Content focus includes legal, political, and socio-cultural issues in education.

EDUC 621A Teaching Internship**3 SH**

This course provides supervised clinical practice for lateral entry elementary classroom teachers. University supervision is provided for 15 weeks in the assigned classroom with at least four formal observations by

the University supervisor, the principal, and the mentor teacher. Content knowledge, lesson planning, teaching strategies, student assessment, and classroom management will be evaluated. Candidates will work in collaboration with the instructor to design a product of learning that demonstrates the candidate's ability to develop and implement curriculum for positive learning outcomes. The course culminates in the presentation of the product of learning to graduate faculty and students. Prerequisite: Praxis II Scores Required for North Carolina Licensure in Elementary Education. Fee of \$200.

EDUC 622 Internship in Education (non-licensure)

3 SH

This course is designed for candidates who have elected not to seek endorsement for NC educator license from the division of education. Students will engage in an educational internship in a non-licensure setting. The students will demonstrate their content knowledge, pedagogical skills, and professional dispositions in support of the mission and vision of the cooperating placement site. \$300.00 fee.

EDUC 654 Reading: Curriculum, Instruction, and Assessment

3 SH

This course focuses on evidence-based strategies for teaching reading and writing to all children in a multicultural setting. Topics include word analysis, comprehension, vocabulary, writing, guided reading, and independent reading. The role of literacy assessment in differentiating instruction will be emphasized and students will complete a case study of a child's literacy development with recommendations for instruction. Field experience required.

EDUC 655 School Law and Professional Ethics

3 SH

This course is intended to provide classroom teachers with knowledge of the legal rights and responsibilities of those involved with the operation of public schools. Candidates will examine the legal framework of public education through a study of constitutional provisions, state legislation, regulations of the department of education/public instruction (state and federal) and the decisions of courts in litigation brought before them. The ethical considerations required by the Code of Ethics for North Carolina Educators are an integral part of this course.

EDUC 656 Diagnostic and Corrective Reading

3 SH

This course is designed to equip candidates with the tools and abilities to recognize, diagnose, and address reading exceptionalities and difficulties within the classroom. Candidates will be acquainted with and use informal assessments, reading tests, and standardized test results that will assist in identifying sources of reading difficulties. A field-based, service learning experience will give practice in recognizing, diagnosing, planning, and implementing remediation/ acceleration procedures.

EDUC 657 Integrating the Curriculum through Science and Social Studies

3 SH

This course will use current research in science and social studies education as a basis for providing meaningful instruction in the content areas while integrating literacy, numeracy, and other 21st century skills. Throughout the course, candidates will develop high quality, integrated units of instruction that can be delivered to students and evaluated for their effectiveness.

EDUC 658 Teaching 21st Century Literacy Skills in the Multicultural Classroom

3 SH

This course will immerse candidates in 21st century literacy skills to develop a comprehensive understanding of current research related to teaching and learning in the language and literacy classroom. In this course, candidates will define the meaning of literacy in a linguistically and culturally diverse society. Specifically, this course will examine issues stemming from language diversity in the schools and the impact of educational policies and programs on language minority students. The relationship between language and literacy and characteristics of effective curriculum and instruction will be examined based on current educational research and teachers' action research in the classroom.

EDUC 659 Clinical Experience & Seminar

3 SH

Using current research in teaching, learning, and assessment as a springboard, candidates will examine the teaching and learning within their individual classrooms. As part of the examination, the candidates will develop a 360 evaluation plan, implement it, evaluate the data that are derived from the assessment measures, and develop a comprehensive professional development plan. A candidate-selected review team will evaluate the candidate's progress at pre-determined steps throughout the process. A \$75 fee.

EDUC 660 Research and Assessment
3 SH

This course will prepare candidates to use research and assessment data to make inferences, judgments and predictions about educational outcomes and change.

EDUC 661 Instructional Leadership for Diverse Settings
3 SH

This course will engage candidates in an exploration of leadership theories and their application to diverse educational settings. Leadership, organizational behavior, management, and supervision will be examined.

EDUC 662 Theories of Thinking and Learning
3 SH

This course will explore the cognitive development of children in various ages and stages and the cognitive processes involved in learning. Included are discussions on learning styles, critical and creative thinking, and strategies to enhance thinking across the curriculum.

EDUC 663 Comprehensive Examination
1 SH

This course will require candidates to demonstrate their competency in the program goals through the completion of a proctored comprehensive examination.

EDUC 665 Seminar in Ethics and Professional Behavior
1 SH

Ethics and professional behavior will be examined from the local education agency, NC Department of Public Instruction, and national specialty area perspectives. Codes of conduct, state regulations, technology policies, and ethics guidelines will be examined as they relate to the role of teachers in a modern society.

EDUC 668 Problem-Based Learning in Classrooms and Schools
3 SH

This course will examine problem-based learning as a curriculum development tool for promoting critical and creative thinking skills in students. Candidates will design, develop, and publish a problem-based learning unit on a topic of their choice.

EDUC 675 Professional Licensure Review
1 SH

This course will serve as an avenue for review for candidates preparing to take the required licensure exam(s) mandated by the NC Department of Public Instruction for initial licensure as an elementary or special education (general curriculum) teacher. Specifically, candidates will be assisted in synthesizing knowledge and skills acquired within and outside the graduate teacher education program to effectively respond to tasks on the licensure examination(s).

EDUC 680 Supervision of Learning and Teacher Evaluation
2 SH

This course will assist candidates in developing and demonstrating basic skills in staff development and supervision. Supervision skills in assessment, observation, collaboration, and conferencing will be developed and practiced. Hiring practices including attracting, interviewing and hiring competent staff will also be emphasized. A long-range staff development plan relating to state-specific performance standards will be developed with the emphasis on professional development.

EDUC 690 Practicum in Supervision
3 SH

This course will engage candidates in the typical work of the curriculum and instruction specialist in a public school setting. Supervised by a working professional in the field, candidates will demonstrate proficiency in developing curriculum, demonstrating appropriate instruction, evaluating assessment data to drive instruction, and working with diverse member of the school community.

SPED 610 High Incidence Exceptionalities: An Introduction
2 SH

This course will explore the historical underpinnings, legal framework, definitions, characteristics, and multicultural aspects of students identified with exceptionalities. Particular emphasis will be placed on specific learning disabilities, emotional-behavioral disorders, and cognitive disabilities.

SPED 612 Assessment of Students with Diverse Learning Needs**2 SH**

This course will focus on the selection, and use of assessment tools (diagnostic, formative, and summative) and the analysis of results as a means of data gathering for IEP development, classroom instruction, and program reporting/evaluation. Current issues in the field of assessment will be discussed and testing ethics will be emphasized.

SPED 614 Differentiating the School Curriculum**2 SH**

This course will address the design or modification of curriculum, instructional materials, and classroom environments for students with high incidence disabilities. Emphasis will be placed on differentiated instruction that focuses on developmentally appropriate strategies to assure that the student with a high incidence disability is successful in mastering the general education curriculum.

SPED 618 Collaboration for Student Success**2 SH**

This course focuses on the study of teaching, learning, curriculum, and environment as factors in classroom management, with special emphasis on behavior modification. An overview of learning and developmental theories will establish a basis for understanding the goals of behavior modification, exploration of curriculum theory and analysis of teaching styles will assess the value of these variables in the creation of effective learning environments. Presentations will be reinforced throughout with exercises, case studies, and problem simulated experiences.

SPED 621A Teaching Internship: Special Education**3 SH**

This course is the culminating experience in the program of studies leading to initial certification. The course provides one semester of supervised experience in a public school classroom. Emphasis is placed on the student's demonstration of the standards for licensure and on the ability to integrate content area knowledge, and pedagogical theory and practice. The course will include on-site observation by a University supervisor and weekly seminars that address challenges in teaching that are experienced in the classroom. Fee of \$200.

SPED 622 Workshop in Behavior Management**2 SH**

This course focuses on the practices and problems associated with the development, monitoring, and organization of multiple school based special education services. By emphasizing collaborative relationships within the school community and the development of consultation skills, students will learn how to manage compliance across programs, working with families, preparation of IEP team meetings, and delivery of services. Students will also develop skill in the design of individual education programs, the arrangement and adaptation of learning environments, and using school and community resources to develop transition plans for career development. Includes a field experience component.

SPED 624 Workshop in Language Development**1 SH**

Research on language development in the cognitive-social learning of young children will be examined. Factors of acculturation, stages of intellectual development, and personality building within the family will be viewed in relation to the role of the school in promoting optimal learning.

SPED 628 Individual Education Plan Development**1 SH**

The Individualized Education Plan (IEP) development will be the focus of this course. Legal issues, processes, compliance, and strategies for working with general education teachers and family members will be examined.

SPED 630 Introduction to Gifted Education**3 SH**

This course will present an overview of the gifted in our society from the past to the present. Upon completion of this course, teacher education candidates will know the historical foundations of giftedness as well as significant research studies and major contributors in the field of gifted education. Candidates will explore the state legislation and definitions regarding gifted education students. Candidates will explore relevant journals in the field of gifted education for historical and contemporary research on topics related to gifted education.

SPED 632 Methods and Models in Gifted Education**3 SH**

This course will focus on methods used to identify students in gifted education and modes of instructional delivery for addressing gifted students' needs. A special focus will be on methods to identify students from diverse populations and economic backgrounds with a focus on understanding the role of culture and its relation to measurements of abilities and intelligences. Various frameworks for possible gifted programs and services will also be explored in order to ensure the maximum range of services delivery options for students.

SPED 634 Trends and Issues in Gifted Education**3 SH**

This course will focus on the cognitive, affective, social and cultural needs and challenges of gifted learners. Teacher education candidates will explore the gifted plans and identification procedures of schools and districts in the region and across the state. Candidates will explore topics such as social and emotional issues, perfectionism, peer relations, sensitivity, and unique needs of the gifted learner.

SPED 636 Differentiated Strategies for Gifted Learner**3 SH**

This course will focus on instructional methods, management, and assessments in the classroom for gifted learners. Teacher education candidates will explore how to modify the process, product, and content of lessons in order to reach the academic needs of the gifted learner. Candidates will develop strategies for modifying the curriculum through questioning techniques and advanced strategies.

SPED 643 Integrating Technology to Support Learners with Special Needs**3 SH**

This course will introduce candidates to modern technologies that can be used as tools for engaging students identified with varying learning needs. Candidates will engage in hands-on experiences using a variety of software and digital media applications for learning support and will explore how these tools can be incorporated into their classroom practice.

SPED 644 Consultation and Collaboration in Case Management**3 SH**

This course will blend theory, research, and practice to assist candidates in developing advanced communicative, interactive, and collaborative problem-solving skills for working with families, school personnel, and community agencies in support of students and other individuals identified with special needs.

SPED 646 Contemporary Issues and Trends in Special Education**3 SH**

Through reading, research, discussion, and debate, candidates will explore a wide variety of issues and trends currently impacting the field of special education in an effort to prepare candidates to advocate on issues they may encounter in professional settings.

SPED 648 Diagnostic and Corrective Mathematics**3 SH**

This course will equip candidates with the tools and abilities to recognize, diagnose, and address mathematical exceptionalities and difficulties within the classroom. Candidates will be acquainted with and use both informal assessments and standardized test results to identify sources of mathematics difficulties.

STEM 601 Using Technology to Enhance STEM Education**3 SH**

This course will expand candidates' proficiencies with ISTE (International Society for Technology Education) standards. Candidates will examine research and best practices in applying technology in the field of STEM education.

STEM 603 Science and Engineering in Inquiry Settings**3 SH**

This course will explore the development of active learning experiences. Candidates will examine scientific thinking and engineering design processes and apply them to curriculum development and classroom planning.

STEM 605 Mathematics as an Interdisciplinary Topic**3 SH**

This course will examine mathematical concepts and apply them to real world settings. Opportunities to

explore mathematics through art, literature, music, social studies, science, and engineering will be pursued.

STEM 607 Issues and Trends in STEM Education
3 SH

Through reading, research, discussion, and debate, candidates will explore a wide variety of issues and trends currently impacting the STEM education in an effort to prepare candidates to advocate on issues they may encounter in professional settings.

Honorary Organizations

Upsilon Phi Delta

Membership in Upsilon Phi Delta Honor Society is open to individuals who meet the national and local standards of this organization and are accepted and initiated into membership of the Pfeiffer University Chapter. In order to be eligible for induction, graduate students must have a minimum cumulative 3.5 based on at least 18 hours of graduate work at an AUPHA Member Program, which Pfeiffer University holds membership. It is open to students, faculty, healthcare executives and administrators, and to those contributing to the healthcare administration profession and is based on academic excellence and upholding high professional standards and ethics. Members are selected on the basis of academic achievements, service to the MHA Program and the community, and/or contributions to the healthcare management profession.

Graduation Requirements

APPLICATION FOR CANDIDACY/GRADUATION

Admission to graduate study does not carry with it candidacy for the degree. Students in all programs are required to complete an Application for degree one year prior to their anticipated graduation date. These dates are published on the academic calendar which is available in the catalog and online through My.Pfeiffer. 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 semester prior to your anticipated graduation (May, August, December), stop by the Registrar's office or download the application for degree from My.Pfeiffer.
2. Review your degree audit provided by the Registrar.
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 Registrar if email is not received ONE semester prior to the anticipated graduation.

Please note the following special requirements of certain programs for the application to candidacy/graduation:

- MMFT Program - 51-54 graduate semester hours with a minimum GPA of 3.0, mastery of specified COAMFTE competencies, and a passing grade on the Comprehensive Exit Exam.
- Master of Arts in Practical Theology Program - all but nine (9) required graduate semester hours with a minimum GPA of 3.0.
- Master of Arts in Teaching Special Education - 18 graduate semester hours.
- Master of Science in Elementary Education - 18 graduate semester hours.

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

Pfeiffer University Faculty

Sherry Adams (2015)

Assistant Professor of Health and Exercise Science. B.S., University of Central Missouri, 2006; M.S., University of Florida, 2006; Ph.D., University of Florida, 2015.

Jimmy Atkins (2013)

Assistant Professor of Organizational Management. B.A., North Carolina A&T State University, 1998; M.A., University of Delaware, 2000; Ph.D., Regent University, 2012.

Christopher Atwater (2017)

Associate Professor of Sport Management and Program Coordinator. B.A. Skidmore College, 1996; M.S. Virginia Commonwealth University, 2006; Ph.D. Virginia Commonwealth University, 2010

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.

Christopher S. Boe (2005)

Professor of Elementary Education, Division Dean for Education & Director of Graduate Education Programs, 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)

Associate 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.

Heather C. Burkard (2014)

Assistant Professor of Sociology and Criminal Justice. B.A., St. Leo University, 2000. MFS, National University, 2006. Ph.D. Capella University, 2013.

Deborah Burris (1997)

Associate Professor of Communication, Chair of the Department of Social Sciences and Director of the Pfeiffer Journey.

B.A., North Carolina State University, 1976; M.A., University of Kansas, 1984; Ph.D. University of North Carolina at Greensboro, 2018.

David Cartrette (2017)

Assistant Professor of Organic Chemistry. B.A., North Carolina State University, 1992; B.S., North Carolina State University, 1992; M.S., Western Carolina University, 1997; Ph.D., Purdue University, 2003.

Shaun L. Cashman (2010)

Assistant Professor of Communication. 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.

Robert m Cox (2016)

Assistant Professor of Human Relations. LCAS/CCS Substance Abuse, B.S., Appalachian State University, 1992; M.A., Appalachian State University, 1998; Ed.D., The University of Memphis, 2016

Rachel Cozort (2012)

Associate Professor of Nursing. A.D.N., 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.

Edward Crabb (2017)

Assistant Professor of Health & Exercise Science. B.A. UNC Wilmington, 2007; M.S. UNC Greensboro, 2010; Ph.D. Virginia Commonwealth University, 2018.

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 and Director of Undergraduate Education Programs. A.B., Pfeiffer College, 1977; M.Ed., North Carolina State University, 1984; Ed.D., Teachers College, Columbia University, 1995.

Dianne Yow Daniels (2008)

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.

Carrie DeJaco (2017)

Assistant Professor of Biology. B.A. University of Louisville, 1996; M.S. University of Louisville, 2000; Ph.D. University of Illinois at Urbana-Champaign, 2006.

Brenda Diaz (2016)

Director of PA Program & Assistant Professor of Master of Science in Physician Assistant Studies. B.S. City University of New York; M.S., A.T. Still University, 2009.

Danielle Donelson (2018)

Assistant Professor of English. B.A., Marietta College; M.A., University of Toledo; Ph.D., Bowling Green State University, 2018.

Tom Earnhardt (2017)

Director of Clinical Education and Assistant Professor. B.S., Pfeiffer College, 1981; P.A., Emory University School of Medicine, 1984; M.H.A., University of North Carolina, 2003.

Jason Matthew Emory (2014)

Assistant Professor of Chemistry. B.S., University of NC-Charlotte 2004; M.S., University of North Carolina at 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.

Shiricka Fair (2018)

Interim Clinic Director of Pfeiffer Institute for Marriage and Family Therapy and Assistant Professor of Marriage and Family Therapy. B.S., University of South Carolina, 1996; M.A. Pfeiffer University, 2010; Ph.D., The Chicago School of Professional Psychology, 2017

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.

Susan Furr (2018)

Assistant Professor for Nursing. B.S., Lenoir-Rhyne College, 1984; M.S., Gardner-Webb University, 2009; Ph.D., Gardner-Webb University, 2014

Raushan Gross (2015)

Assistant Professor of Business Administration. B.A.S., Campbell University, 2007; M.B.A., Pfeiffer University, 2009; Ph.D., Regent University, 2016.

Jim E. Gullledge (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.

David Haralson (2018)

Assistant Professor of Marriage and Family Therapy. B.A., Brigham Young University, 2010; M.S., Colorado State University, 2013; Ph.D., East Carolina University, 2018

Rosalyn Harrington (2015)

Assistant Professor of Criminal Justice and Sociology. B.S., University of NC at Charlotte, 2000; M.S., National University, 2010; Ph. D., Capella University, 2018.

Elizabeth Harrison (2015)

Program Coordinator, Worship/Music and Assistant Professor of Music. B.A., Duke University, 1981; B.A., Southern Adventist University, 1986; M.M. New England Conservatory of Music, 1988; Ph.D., Stanford University, 1995.

Caroline Hohensee (2013)

Associate 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)

Associate 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.

Sandra Holley (2015)

Assistant Professor of Accounting. B.A., St. Andrews Presbyterian College, 2001; M.B.A., University of Phoenix, 2005; Ph.D., Capella University, 2016.

Christopher S. Howard (2010)

Associate Professor of Business Administration., B.S., Carson- Newman College, 1991; MBA, Saint Louis University, 1997; Ph.D. Regent University, 2009.

Paul Hoying (1996)

Associate Professor of Business Administration. B.S., University of Dayton, 1979; M.B.A., Queens College, Charlotte, 1989; J.D., The Ohio State University, 1984; C.P.A.; C.M.A.

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.

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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., 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.

Katerina Ivanov (2016)

Assistant Professor of Healthcare-Finance & Economics. M.S., University of NC at Charlotte, 2013; Ph.D., University of NC at Charlotte, 2016.

Joseph D. Judge (2008)

Director of Choral Activities and Assistant Professor of Music. B.A., Pfeiffer College, 1987; M.M., University of Colorado, Boulder, 1997.

Megan Keaton (2017)

Assistant Professor of Rhetoric and Composition. B.A., Michigan State University, 2007; M.A., University of North Carolina at Charlotte, 2012; Ph.D., Florida State University, 2018

Angela Kern (2011)

Associate Professor of Elementary Education and Coordinator of Undergraduate Elementary Education 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)

Associate Professor of Psychology. B.S., Central Michigan University, 1996; M.S., Central Michigan University, 1998; Ph.D., Central Michigan University, 2001.

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Associate Professor of Political Science & Special Assistant to the Office of the Provost. B.M. Wesleyan College, 1978; M.A. West Virginia University, 1998; Ph.D. West Virginia University, 2005.

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Library Director, Reference/ Periodicals Librarian and Assistant Professor of Library Science. B.A., Duke University, 1994; M.L.S., University of NC at Greensboro, 1998.

Laura Lowder (2012)

Associate Professor of Education. B.A., Pfeiffer University 2002; M.S., Jones International University, 2006, Ed.D., University of Florida, 2013.

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)

Professor of Health and Physical Education & Dean of Teaching, Learning & Innovation 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.

Deborah Lung (2009)

Assistant Professor of Human Relations/ Coordinator-Human Relations Substance Abuse Program., B.S., James Madison University, 1984; M.A., James Madison University, 1995; Psy D., James Madison University, 2007

Dana Martin (2011)

Associate Professor of Nursing. B.S.N., University of NC at Charlotte, 1997; M.S.N., University of NC at Charlotte, 2011. D.N.P., Gardner-Webb University, 2014.

Jon M. Martin (2013)

Associate Professor of Health Administration - Marketing. B.S., University of NC at Chapel Hill, 1979; M.M., J.L. Kellogg Graduate School of Management at Northwestern University, 1983; Ph.D., Capella University, 2012.

Mark E. McCallum (1994)

Professor of Biology & Dean of Academic Success. B.A., Wake Forest University, 1985; Ph.D., Georgia Institute of Technology, 1995.

Jack R. McCaffery (2012)

Assistant Professor of Legal Studies- Graduate. 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.

F. Elisa Melvin (2013)

Associate 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.

Vernease H. Miller (1998)

Professor of Health Law& Dean for the Division of Applied Health Sciences. B.A., Chatham College, 1973; J.D., Washington College of Law, 1976; M.H.A., St. Joseph's University, 1983.

Timothy Mode (2018)

Instructor of Physics/Lab Manager. B.A., University of North Carolina at Charlotte, 1999; M.S., University of North Carolina at Charlotte

William Morris (2018)

Assistant Professor of History. B.A., University of Mississippi, 2000; M.A., University of Mississippi, 2002; Ph.D., University of Illinois at Urbana-Champaign, 2009.

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.

Ashley Yarbrough Oliphant (2007) *Associate Professor of English and Chair of English Department. 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)

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. B.S., University of Massachusetts, 1966; M.S., University of Rochester, 1972; Ph.D., University of Rochester, 1976.

Susan N. Perkins (2016)

Associate Professor of Marriage and Family Therapy. B.A., Southwest Baptist University, (1998); M.A., Hardin-Simmons University, 2001; Ph.D., Virginia Polytechnic Institute and State University, 2010

Don Poe (2003)

Professor of Psychology. 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.

Laura Reichenberg (2014)

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.

Kathryn Riley (2017)

Visiting Assistant Professor of Biology. B.S. Francis Marion University, 2006; M.S. Wake Forest University, 2010; Ph.D. Wake Forest University, 2016

Leah Robinson (2018)

Associate Professor of Religion. B.A., Shortner University, 2004; M.div., Mercer University, 2007; Ph.D., University of Edinburgh, 2018

Edward Royston (2018)

Visiting Assistant Professor of English. B.A., University of Texas at Dallas, 2003; M.A., University of Texas at Dallas, 2005; M.A., University of Dallas, 2013; Ph.D., Texas Woman's University, 2018

Ashley Schoppe (2017)

Assistant Professor of English. B.A., Louisiana Scholars' College at Northwestern State University, 2009; M.A., University of Tulsa, 2011; Ph.D., University of Tulsa, 2016

Marissa R. Schwalm (2014)

Assistant Professor of English. B.A., Le Moyne College, 2005; MFA, Chatham University, 2008; Ph. D., Binghamton University, 2014.

Mike Seda (2012)

Associate Professor of Accounting- Graduate. B.S., St. Johns University, 1971; M.B.A., St. Johns University, 1979; Ph.D., New York University, 1996; D.B.A., Argosy University, 2008.

Ali Sever (2002)

Professor of Computer Information Systems. M.S., Ataturk University, 1989; Ph.D., Wichita

State University, 1995.

Anastasia Smith (2013)

Assistant Professor of Economics. B.A.S., St. Petersburg College, 2006; M.A., University of South Florida, 2010; Ph.D., University of South Florida, 2015

Daniel H. Stillwell (2016)

Assistant Professor of Marriage and Family Therapy. A.A., Lexington Community College, 2003; A.S. Lexington Community College, 2003; B.A., University of Virginia, 2005; M.A. Louisville Presbyterian Theological Seminary, 2010; Ph.D., St. Louis University, 2015.

Emily E. Stone (2016)

Assistant Professor of Marriage and Family Therapy. B.A., Lee University, 1999; M.Div., Pentecostal Theological Seminary, 2002; M.A., Fresno Pacific University, 2005; Ph. D., University of Tennessee, 2015.

Marilyn Sutton-Haywood (2014)

Dean of Arts and Sciences and Professor of Biology. B.S., North Carolina Central University, 1975; M.S., Atlanta University, 1977; Ph.D., Atlanta University, 1980.

Gwyndolan L. Swain (2011)

Associate Professor of Health Administration & Assistant Director of MHA Programs. B.S.N., Dillard University, 1976; M.B.A. /M.H.A., Pfeiffer University, 2004; D.H.A., Medical University of South Carolina, 2013.

Thomas Kevin Taylor (2012)

Associate 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 & Director of the Undergraduate Honors Program. B.A., Wake Forest University, 1993; M.A., University of Mississippi, 1995; Ph.D., Miami University, Ohio, 2000.

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.

Susan B. Wilkie (2006)

Founding Program Director of the Masters in Marriage and Family Therapy. Professor of Marriage and Family Therapy 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.

Isha Williams (2018)

Assistant Professor of Marriage and Family Therapy. B.A., East Carolina University, 1990; M.S., East Carolina University, 1998; M.S., East Carolina University, 2007

Pearl Wong (2009)

Associate Professor of Marriage and Family Therapy. 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, 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, 1989.

Pfeiffer University Administration

Office of the President

Colleen Perry Keith, Ph.D. (2015) President

B.A., State University of New York, University Center at Binghamton University, 1983; M.A., University of Pittsburg, 1987; Ph.D., The Ohio State University, 2000

Teena Mauldin (2005) Executive Assistant to the President

B.A., Pfeiffer University, 2009

Office of Advancement

Robert L. Fuzy (2015) Vice President for Institutional Advancement

B.S., Clemson University, 1980

Cindy Benson (1992) Director of Advancement Services

B.S., University of Kansas, 1985

Jenna K. Gulledge (2012) Associate Director of Annual Fund

B.S., Pfeiffer University, 2012

JoEllen Newsome (2018) Executive Director of Advancement

B.S., Pfeiffer University 2013; B.A., Pfeiffer University, 1993

David Smith (2014) Grant Writer

B.A., Wake Forest University, 1997; MFA, University of NC at Wilmington, 2004

Tonya Judge (2014) Society and Sponsorship Director

Human Resources

Twyla Kidd (2008) Director of Human Resources B.S., Pfeiffer University, 2014; SHRM-CP, 2018

Meredith Cole (2016) Human Resources Specialist

B.S., UNC Charlotte, 2013

Marketing and Communications

Casey Habich (2018) Director of Public Relations and Marketing

A.A., Bossier Parish Community College, 2006; B.A., Louisiana Tech University.

Gary Veazey (2014) Director of Graphic Design

B.A., University of North Carolina at Charlotte, 1997

Office of Financial Affairs

Jeffrey Plyler (2013) Vice President for Financial Affairs/Chief 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

Shivon K. Lee (2007) Controller-Financial Operations

B.S., University of NC at Charlotte, 2001

Cindy I. Loflin (1983) Accounts Payable Manager

Ramanda Medlin (2003) Accountant

B.S., Pfeiffer University, 2002. M.B.A. /M.S.L., Pfeiffer University, 2007

Mona Long (2008) Database Administrator

B.A., Wake Forest University, 1987

Kay Pope (2001) Financial Analyst

B.S., Clemson University, 1981

Reba Poplin (2008) Accounts Receivable Manager

A.A.S., Stanly Community College, 2006

Deborah M. Wood (2004) Accounts Receivable Manager

B.S., Pfeiffer University, 2004 .M.B.A., Pfeiffer University, 2009; FFI, Pfeiffer University, 2016.

Dechelle Ellis (2016) Financial Associate/Campus Store Manager

A.S. Ashford University, 2011.

Facilities

Sharon K. Bard (1981) Director of Facilities

A.B., Pfeiffer College, 1980

Office of Digital Transformation & Technology

Kenneth E. Russell (2016) CIO and Vice President for Digital Transformation

B.A., Pfeiffer University 1988, Ph.D., Capella University, 2006

Scott Eisnaugle (2005) Title III Assistant/Blackboard Administrator/AV Coordinator.

A.A.S., Stanly Community College, 2005

Scott Perry (2013) Help Desk Manager

A.A.S., Stanly Community College, 2013

Alex Freeman (2014) Help Desk Technician

B.S. Pfeiffer University, 2014

Matthew Morrow (2016) IT Helpdesk Technician

B.S., Pfeiffer University, 2016

Tracy Davis (2016) IT Help Desk Technician

Adrianna Holbert (2013) Graduate and Undergraduate Data Reporting Specialist

B.A., University of New Mexico, 2001

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

Mark McCallum (1994) Dean of Student Success and Professor of Biology
B.A. Wake Forest University, 1985; Ph.D., Georgia Institute of Technology, 1995

Mary Banks (2018) Academic Records Specialist and Graduate International Student Program Coordinator
A.A., Northern Virginia Community College, B.S., Regent University, 2016

Sherri Barnes (2012) Director for YeTI-Pfeiffer Youth Theological Institute
B.S.B.A., Youngstown State University, 1981; M.Div., Duke University, 2000

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

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

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

Julia Kennedy (2017) Director of Institutional Research, Planning, and Assessment
B.S., University of Wisconsin at Green Bay, 1985; M.A., University of Akron, 1990

Steve Norton (2017) Assistant Director of Institutional Research, Planning, and Assessment
B.S., University of North Carolina at Charlotte, 1988; M.B.A., Pfeiffer University, 1996

Robin W. Listerman (2006) Director of Academic Operations
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

Jennifer Helms (2017) Coordinator of Academic Services
A.A.S., Stanly Community College, 2003

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

Robin Morris (2013) Administrative Assistant for Dean of Arts & Sciences
B.S., Pfeiffer University, 2007

Cindy Newport (2005) Library Circulation Coordinator
A.A.S., Forsyth Technical Institute, 1976 B. A., Pfeiffer
University, 2016

Chip Palmer (2012) Coordinator of Learning Assistance
B.S., Pfeiffer University, 2009; M.S., University of North Carolina at Charlotte, 2011; Ph.D.
Walden University, 2018

Caroline Sawyer (2017) Director of Internships and Career Planning
B.A., Pfeiffer University, 2007; M.A., University of North
Carolina at Charlotte, 2009

Vivian Connor (2018) Executive Administrative Assistant to PA Program

Lourdes Silva (2018) Registrar
B.A., University of Puerto Rico 1981; M.S., Syracuse University, 1995

Latasha Burton (2017) Associate Registrar B.S., North Carolina State University 2007;
M.B.A., Argosy University, 2016

Kim Smith (2011) Assistant Registrar/VA Officer
Junior Degree, Salisbury Business College, 1988

Becky Laney (1997) Administrative Assistant to the Division of
Education B.S., Gardner Webb, 1973

Leslie Tucker (2011) Administrative Assistant for the Nursing Program
A.A.S., Stanly Community College, 2000; B.S., Pfeiffer University, 2018

Office of Student Development

Ron Laffitte (2016) Vice President of Student Development and Dean of Students
B.A., Winthrop University, 1980; M.S., University of South Carolina, 1982

Maegan Habich (2017) University Chaplain & Director of Church Relations
B.A., Centenary College; M.A., Iliff School of Theology

Kelly Misiak (2014) Director of Service Scholars
B.S., Auburn University, 2007; M.S. University of North Carolina Greensboro, 2014

Paula Morris (2006) Director of Student Involvement
B.S., Berry College, 1993; M.S.L, Pfeiffer University, 2017

Regina Simmons (2014) Director of Residence Life
B.A., Campbell University, 2001; M.B.A., Campbell University, 2003

Jill Rogers (2013) Director of Orientation and Assistant Director of

Residence Life B.A., Meredith College, 2006; M.Ed. University of North Carolina-Greensboro, 2011

Callie Auman (2017) Director of Outdoor Leadership and Campus Recreation B.A., The University of North Carolina at Greensboro, 2013; M.S., Minnesota State University, 2017

Joanna Foley (2017) Student Development Administrative Assistant A.A.S., Southern Illinois University, 1990

Barry Keith (2017) Director of Counseling Services B.A., Otterbein College, 1983; M.S.W., The Ohio State University, 1987

Contract Services

Erik S. McGinnis (2007) Chief of Police, Village of Misenheimer Police B.S., Pfeiffer University, 2010

Rick Collins (2014) Sergeant, Village of Misenheimer Police

John Brady (2010) Police Captain, Village of Misenheimer Police

David Daigle (2018) Police Officer, Village of Misenheimer Police

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

Justin Cable (2015) Part-time Police Officer, Village of Misenheimer Police

Nathan Crist (2015) Part-time Police Officer, Village of Misenheimer Police

Phillip Burdge (2018) Part-time Police Officer, Village of Misenheimer Police

Rosalyn Harrington (2016) Reserve Police Officer, Village of Misenheimer Police

Matt Flanagan (2018) Reserve Police Officer, Village of Misenheimer Police

Tim Hartsell (2018) Reserve Police Officer, Village of Misenheimer Police

Joe Bahr (2003) Plant Operations

Office of Enrollment Management Admissions

Cathy Hurd (2017) Vice President of Enrollment Management B.S., Coker College, 1997; M.S., Capella University, 2007; Ph.D., Capella University, ABD; Post-Masters Certificate; Capella University;

Emily L. Carella (2012) Director of Undergraduate Admissions A.S., Becker College, 1996; B.S., Becker College, 1998

Zachary Chilton (2015) Assistant Director of Undergraduate Admissions B.S., Pfeiffer University, 2015

Khristin Isley (2016) Senior Admissions Counselor

B.A., Pfeiffer University, 2015

Cheyenne Little (2014) Enrollment Operations Specialist

B.A. University of North Carolina-Chapel Hill, M.S.L, Pfeiffer University, 2018

Wayne Lipford (2016) Admissions Counselor

B.S., Pfeiffer University, 2016

Alex Baldy (2018) Admissions Counselor

B.A., Appalachian State University, MAT, Relay Graduate School of Education, 2016

Sara Garner (2018) Admissions Counselor

B.A., Pfeiffer University, 2013

Diane T. Martin (1998) Enrollment Operations and Business Manager

Financial Aid

J. Frances King (2016) Executive Director of Financial Aid

B.S., University of Southern Alabama, 1999; M.Div., Hood Theological Seminary, 2010;

Ed.D., (matriculating) North Eastern University, 2018

LaShonda Womack (2017) Financial Aid Counselor

B.S., Pfeiffer University, 2017

Meredith Stutts (2018) Assistant Director of Financial Aid

B.A., University of North Carolina at Charlotte, 2005; M.Ed., Capella University, 2017.

Athletics

Robert G. Reasso (2013) Vice President for Athletics, Director of Athletics

B.A., Pfeiffer University, 1973, M.Ed. Springfield College, 1975.

Jenika Kelley (2015) Assistant Athletic Director for Events Management/Falcon Club Manager

B.A., Husson University, 2011; M.S., Northeastern University, 2014

Danielle Lafferty (2015) Assistant Athletic Director for Compliance /Senior Women's Administrator

B.S., Elon University, 2012; M.B.A. Pfeiffer University, 2015

Jeremy Zalacca (2015) Sports Information Director

B.S., St. John Fisher College, 2007

David Matthew Gianferante (2014) Head Men's & Women's Golf Coach/Assistant to the Athletic Director B.A., Pfeiffer University, 1972

John Anthony "Tony" Faticoni (2015) Head Men's Soccer Coach

B.S., Rutgers University, 1994

Abdiel Emir Reid, Jr. (2015) Assistant Soccer Coach/Assistant to Athletic Director

Robyn Jones Horner (2013) Head Women's Soccer Coach

B. A., Franklin & Marshall College , 2008

Michael Johnson (2016) Assistant Women's Soccer Coach

B.S., Delaware State University, 1996; M.S., University of Bridgeport, 2005

Jordan Stampler (2016) Head Baseball Coach
AA, Eastern FL State, 2011; B.A. USC Upstate 2013; M.S.L, Pfeiffer University, 2017

Josh Harris (2016) Assistant Baseball Coach
B.S. Bryan College, 2013

Craig Bolton (2017) Assistant Baseball Coach
B.A., Pfeiffer University, 2015

Monty Sherrill (2015) Head Softball Coach
B.S., Pfeiffer University, 1987

Victoria Cragan (2018) Assistant Softball Coach
B.S., Chowan University, 2016

Peter Schoch (2016) Head Coach Men's Basketball
B.A. University of Michigan, 2004

Zachary Durkee (2018) Assistant Men's Basketball Coach
B.A., Charleston Southern University, 2017; M.A., The Citadel, 2018

Alexander Moe (2018) Assistant Men's Basketball Coach
B.A., Brevard College, 2016

Lee "Tooey" Loy (2014) Head Coach Women's Basketball
High Point University, 1994

Brenda Paul (2015) Assistant Women's Basketball Coach
B.S., North Georgia College, 1977; M.Ed., North Georgia College, 1978

Scott Nelson (2016) Head Men's Lacrosse Coach
B.S., North Carolina State University, 1982

Tucker Nelson (2016) Assistant Men's Lacrosse Coach
B.S., Binghamton University, 2016

Jennifer Flaherty (2018) Head Women's Lacrosse Coach
B.S., University of North Carolina at Chapel Hill, 2009

Chelsie Maher (2018) Assistant Women's Lacrosse Coach
B.S. Wilmington University

Kent M. Whitener (2015) Head Men's & Women's Tennis Coach
B.S., Pfeiffer University, 2005

Meghan Holbrooks (2018) Assistant Golf Coach
B.S., Pfeiffer University, 2018

Melissa Ferris (2018) Head Coach Volleyball
B.A., University of Arizona, 1996

Andrew Howard (2015) Head Cross Country/Track & Field Coach

B.S. Gardner Webb University, 2004

Field Miller (2016) Assistant Coach Cross Country and Track and Field
B.S., Western Carolina University, 2008; M.S. Concordia University, 2015

Alexander De La Pena (2017) Head Coach Women's Swimming
B.A., Baldwin-Wallace College; M.A.Ed, St. Lawrence University

Kelly Svistovski (2016) Assistant Athletic Trainer
B.S. University of Lethbridge, 2012; M.S. Lenoir Rhyne, 2016

Darci Dickinson (2016) Head Athletic Trainer
B.S. University of Maine, 2007; M.S. Husson University, 2012

Rebecca Rich (2018) Athletic Trainer
B.A., Messiah College, 2005.

Pfeiffer University-Charlotte Campus

Enrollment Management

Jeffrey C. Mincey (2015) Interim Director of Graduate and Degree Completion Enrollment
B.S., Lynchburg University; M.Ed., Lynchburg University

Mollie Guffey (2016) Admissions Specialist Graduate and Degree Completion
B.S., Wingate University, 2013

Joshua Chasse (2017) Assistant Director of Graduate Admissions
B.A. Johnson C. Smith University, 2014

Jaclyn Davis (2017) Welcome Center Coordinator
B.S. University of North Carolina at Charlotte, 2016;

Clarence Williams (2018) Graduate Admissions Counselor
B.S., Western Carolina University, 2012 – Criminal Justice; M.Ed., Western Carolina University,

Student Success Center

Joanne Ruth Zukowski (2016) Assistant Dean of Academic Affairs
B.S., University of Missouri, M.S., University of Missouri, PH.D. Nova Southeastern University

Rick Kivior (2006) Coordinator Student Success and Graduate Advising
B.A., University of North Carolina at Chapel Hill, 1996; M.S., Clemson University, 1999

Adjunct Degree Completion

Sheila Mull (2009) Senior Academic Advising & Success Coordinator
B.S. Pfeiffer University, 2005; M.S., East Carolina University, 2008

Program Directors

Christopher S. Boe (2005) Professor of Elementary Education, Dean of the Division of Education & Director of Graduate Education, Charlotte Teacher Education Program

B.A., University of North Carolina at Asheville, 1992; M. Ed., University of North Carolina at Charlotte, 1996; Ed.D., Gardner-Webb University, 2013

Vernease H. Miller(1998)Dean of Applied Health Sciences, Director of Healthcare Programs and Professor of Health Administration

B.A., Chatham College, 1973;J.D., Washington College of Law, 1976; M.H.A., St. Joseph's University, 1983.

Gwyndolan L. Swain (2011) Associate Professor of Health Administration & Assistant Director of MHA Programs

B.S.N., Dillard University, 1976; M.B.A. /M.H.A., Pfeiffer University, 2004; D.H.A., Medical University of South Carolina, 2013.

Susan B. Wilkie (2006) Founding 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 New Orleans, 1991; Ph.D., University of New Orleans, 1994

Brenda Diaz (2016) Director of PA Program & Associate Professor of Physician Assistant Studies

B.S., City University of New York/ City College/ Harelen Hospital Physician Assistant Program, 1989; M.S., Advanced Physician Assistant Studies/ Education and Leadership, 2009

Support Services

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 Fidelle(2010)Evening Librarian

B.S. Winthrop University, 1971; M.L.I.S., Indiana University, 1997

Pfeiffer University-Raleigh/Durham

Kimberly Jackson (2018) Administrative Assistant Pfeiffer Institute REACH

B.A., Meredith College, 1999

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.

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.

William H. Faggart (1968) Professor Emeritus of Sociology and Social Work. A.B., Pfeiffer College, 1960; M. Div., Duke University, 1963; M.A., Appalachian State University, 1971.

Joseph S. Ferebee (1956) Professor Emeritus of Health, Physical Education and Recreation. A.B., Catawba College, 1942; M.A., University of North Carolina at Chapel Hill, 1947.

John Ralph Grosvenor (1991) Professor of Mathematics. B.A.; Arkansas College, 1969; M.S., Louisiana Tech University, 1971; Ph.D., University of Virginia, 1982.

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.

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.

Joel Vickers (1997) Professor Emeritus of Health Policy and Administration. B.A., in Political Science, University of North Carolina at Chapel Hill, 1960; M.P.H., University of North Carolina Chapel Hill, 1980; and Dr. P.H., University of North Carolina at Chapel Hill, 1990

Norman B. Wilson (1970) Professor Emeritus of Library Science. B.S., Appalachian State University, 1964; M.A., Appalachian State University, 1969.

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The Western NC Conference of the UMC

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Raleigh, NC
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President, Pfeiffer Student Government Association

Ms. Tonya Lanier
Charlotte, NC
President, United Methodist Women
The Western NC Conference of the UMC

Bishop Paul Leeland
Charlotte, NC
The Western NC Conference of the UMC

Ms. Nancy Reigel
Boone, NC
Treasurer, United Methodist Women
The Western NC Conference of the UMC

The History of Pfeiffer University

Pfeiffer University originated from one of at least 15 home-schools founded by Miss Emily C. Prudden between 1885 and 1909. The seventh-generation descendant of Peter Prudden- a pioneer Congregational minister in Connecticut — Miss Prudden spent 30 years opening educational opportunities to young people in remote regions of the Carolinas. Having once placed a home-school in operation, it was her practice to deed its care to a church mission society, before moving to a new area in order to initiate another project.

Pfeiffer developed from the Oberlin Home and School, reportedly named in memory of John Oberlin, whose service as a minister and social pioneer in the rural valleys of Alsace, France, inspired Miss Prudden's own interests. The Oberlin Home and School began at Lick Mountain, near Hudson in Caldwell County, North Carolina. In 1903, the Women's Home Missionary Society of the Methodist Episcopal Church agreed to assume responsibility for the Oberlin property. Following the transfer of 37 acres and 2 buildings on June 8, 1903, the Oberlin school was renamed the Ebenezer Mitchell Home and School, in memory of the step-son of Mrs. Mary A. Mitchell of Dayton, Ohio, whose generosity facilitated completion of improvements to the property.

A fire on January 14, 1908, led to the relocating of the Mitchell Home and School. The structure housing faculty and students was destroyed and the school moved to temporary quarters in nearby Lenoir. These quarters soon proved inadequate.

The Mitchell Home and School then moved to Misenheimer in February 1910, with the acquisition of the present property. A new and spacious building was erected. In 1913, high school diplomas were issued.

Another fire in 1914 severely damaged the main school building in Misenheimer, again requiring reconstruction and adjustments to the academic program. A men's dormitory withstood destruction.

A junior college curriculum was added in 1928. In 1934, the N.C. State Department of Public Instruction granted accreditation to Mitchell Junior College. The introduction of elementary studies by county schools permitted the school to eliminate lower grades and to direct its efforts towards collegiate level work.

Pfeiffer Junior College commenced its 1935-1936 academic year named in honor of Henry and Annie Merner Pfeiffer of New York City, whose philanthropy prompted the construction of 4 brick buildings and the President's Home in 1935. The renaming of the college eliminated a problem of identification with Mitchell College, a junior college for women in Statesville.

In 1942, both the Southern Association of Colleges and Secondary Schools and the University Senate of the Methodist Church accredited Pfeiffer as a junior college.

In 1954, encouraged by a bequest from Mr. G. A. Pfeiffer, brother of Mr. Henry Pfeiffer, the College broadened its program to include senior college work. Matching a grant of \$750,000 from the Gustavus and Louise Pfeiffer Research Foundation, the College in 1956 added more than \$1,500,000 in assets. Since that time it expanded dramatically in enrollment and in facilities. The Southern Association of Colleges and Schools accredited the four-year program in 1960.

Following a two-year study, the Western North Carolina Conference of The United Methodist Church voted in 1961 to sponsor Pfeiffer College and to extend financial support in a cooperative arrangement with the Women's Division of Christian Service.

Supported by church agencies, foundations, public-spirited business firms, alumni, individuals, and devoted service on the part of the faculty, staff, and trustees, Pfeiffer has continually grown in

academic excellence, developing new programs to meet the needs of its students and emphasizing the ideals of Christian service.

The Charlotte Campus opened in 1977 with undergraduate classes for Criminal Justice. The first graduate program began in 1985 with an MBA curriculum, followed by a Master in Christian Education in 1989 and a dual MBA/MHA degree in 1993. The Charlotte operation occupied several locations as its enrollments mounted. An Adult Studies Program was implemented at Charlotte in Fall 1995.

To address the institution's expansion and graduate-level involvements as well include a growing population of international and non-traditional students, the Board of Trustees at its Spring 1996 meeting voted to reorganize Pfeiffer's academic structure towards University status - effective May 15, 1996.

In addition, in 1999 Pfeiffer initiated course offerings in Locust, in Stanly County, to accommodate the educational demands of an expanding community neighboring Mecklenburg County. Continuing Pfeiffer's efforts to provide flexible and affordable graduate programs, the MBA program also began offering courses via the Internet. A campus was established in the Research Triangle park in 2004.

The leadership of Pfeiffer University began with its founder, Emily C. Prudden. A succession of administrative heads, called superintendents, followed. Those to fill the Office of the President since Pfeiffer first became a junior college have been the following:

W. S. Sharp	1933-1943
G. G. Starr (Acting President)	1943-1944
C. M. Waggoner	1944-1953
J. Lem Stokes, II, President Emeritus	1953-1968
John O. Gross (Interim President)	1968-1969
Jack J. Early	1969-1971
D. Dillon Holt (Acting President)	1971
Douglas Reid Sasser	1971-1978
John G. Hasloop (Acting President)	1978
Cameron West, President Emeritus	1978-1988
Zane E. Eargle, President Emeritus	1988-1998
Charles M. Ambrose	1998-2010
David McIlquham (Interim President)	2010
Michael C. Miller	2010-2014
Jerry M. Boone (Interim President)	2014-2015
Colleen Perry Keith	2015-present

ACADEMIC CALENDAR UNDERGRADUATE ADULT DEGREE COMPLETION & GRADUATE ACCELERATED

Fall Semester 2018

Monday, August 13, 2018
 Monday, August 20, 2018
 Friday, August 24, 2018
 Monday, September 3, 2018
 Friday, September 21, 2018
 Friday, September 21, 2018
 Monday, October 1, 2018

 Friday, October 5, 2018
 Monday, October 8, 2018
 Wednesday, October 10, 2018

Monday, October 15, 2018
 Monday, October 22, 2018
 Wednesday, October 24, 2018
 Monday, October 29, 2018
 Monday, October 29, 2018
 Mon. Nov. 19-Sun. Nov. 25
 Friday, December 7, 2018
 Saturday, December 15, 2018
 Tuesday, Dec. 18, 2018

Spring Semester 2019

Monday, January 7, 2019
 Monday, January 14, 2019
 Thursday, January 17, 2019
 Monday, January 21, 2019
 Tuesday, January 22, 2019
 Tuesday, January 29, 2019
 Monday, February 25, 2019

Monday, February 25, 2019
 Monday, March 4, 2019
 Wednesday, March 6, 2019

Classes Begin Session I

Last Day to **add** or **drop** a class - 6:00pm
 Class Rosters Due at 12:00 p.m.
 Labor Day No classes
 Deadline to appeal grades from the previous spring or summer
Deadline Late December 2018 Graduation Application
Deadline to Withdraw from a course

Deadline to submit final work for an incomplete grade(s) from the previous Spring or Summer
 Last day of classes
 Last day to submit grades 5:00 pm

Classes Begin Session 2

Last Day to **add** or **drop** a class
 Class Rosters Due at 12:00 p.m.
 Early registration for spring 2019
Deadline Graduation Applications for Summer 2019
 Thanksgiving Break

Deadline to Withdraw from a course
 Last day of classes
 Last day to submit grades 8:00 a.m.

Classes Begin Session I

Last Day to **add** or **drop** a class
 Deadline to appeal grades from the previous fall
 Dr. Martin Luther King Holiday - no classes
 Class Rosters Due at 12:00 p.m.
Deadline Late May 2019 Graduation Application

Deadline to Withdraw from a course

Deadline to submit final work for an incomplete grade(s) from the previous Spring or Summer
 Last day of classes
 Last day to submit grades 5:00 pm

Tuesday, March 12, 2019
 Tuesday, March 19, 2019
 Friday, March 22, 2019
 Friday, April 19, 2019 / Sunday, April 21
 Monday, April 1, 2018
 Monday, April 22, 2019
 Monday, May 6, 2019
 Wednesday, May 8, 2019

Adult Studies Summer 2019 - 8 weeks

Wednesday, May 15, 2019
 Wednesday, May 22, 2019
 Friday, May 24, 2019
 Monday, May 27, 2019
 Wednesday, June 26, 2019
 Thursday, July 4, 2019
 Monday, July 16, 2019
 Friday, July 19, 2019

Graduate Summer Session I (5 weeks)

Tuesday, May 14, 2019
 Thursday, May 16, 2019
 Tuesday, May 21, 2019
 Monday, May 27, 2019
 Wednesday, June 12, 2019
 Wednesday, June 19, 2019
 Monday, June 24, 2019

Graduate Summer Session II (5 weeks)

Tuesday, June 25, 2019
 Thursday, June 27, 2019
 Tuesday, July 2, 2019
 Thursday, July 4, 2019
 Wednesday, July 24, 2019
 Wednesday, July 24, 2019
 Monday, July 29, 2019

Classes Begin Session 2

Last Day to **add** or **drop** a class
 Class Rosters Due at 12:00 p.m.

Easter break

Late Deadline Graduation Applications for Summer 2019

Deadline to Withdraw from a course

Last day of classes
 Last day to submit grades 8:00 a.m.

Classes Begin
 Last day to add/drop a course
 Roster Verification
 Memorial Day Holiday
 Last day to withdraw from a course ("WP", "WF", or "W")
 Independence Day Holiday
 Last day of classes
 Grades Due

Classes Begin
 Last day to add/drop a course
 Roster Verification
 Memorial Day Holiday
 Last day to withdraw from a course ("WP", "WF", or "W")
 Last day of classes
 Grades Due at 8:00am

Classes Begin
 Last day to add/drop a course
 Roster Verification
 Independence Day Holiday
 Last day to withdraw from a course ("WP", "WF", or "W")
 Last day of classes
 Grades Due

ACADEMIC CALENDAR GRADUATE

Fall 2018

Monday, August 13, 2018
 Monday, August 20, 2018
 Friday, August 24, 2018
 Monday, September 3, 2018

 Friday, September 21, 2018
 Friday, September 21, 2018

 Tuesday, October 16, 2018
 Fri_ Tue, October 5 - 9, 2018
 Friday, October 19, 2018
 Monday, October 29, 2018
 Thursday, Nov 1, 2018
 Wed - Sat., Nov 21 to Nov 24, 2018
 Monday, November 26, 2018
 Tuesday, Nov. 27, 2018
 Wednesday, Nov. 28, 2018
 Thursday, Nov. 29, 2018
 Monday, December 3, 2018
 Tue - Mon Dec. 4-10, 2018
 Thursday, December 13, 2018

Classes Begin

Last Day to **add** or **drop** a class
 Class Rosters Due 12:00 noon at Registrar's Office
 Labor Day -no classes
 Deadline to appeal grades from the previous Spring or Summer
Late Graduation Applications due for December 2018
 Semester mid-point - Changes to **I** grades from the previous Sp or Su

Fall Break

Last day to withdraw from a course with a **W** grade
 Early registration for spring semester starts
 Deadline Graduation Applications for May 2019

Thanksgiving Break

Classes Resume
 Last day of classes for **Tuesday** courses
 Last day of classes for **Wednesday** courses
 Last day of classes for **Thursday** courses
 Last day of classes for **Monday** courses
 Final Exams
 Last day to submit grades 12:00 noon

Spring 2019

Monday, January 7, 2019
 Monday, January 14, 2019
 Friday, January 18, 2019
 Monday, January 21, 2019
 Tuesday, February 14, 2019
 Tuesday, February 14, 2019
 Mon, March 4 to Sun, March 10, 2019
 Monday, March 11, 2019
 Thursday, March 14, 2019
 Wednesday, March 20, 2019
 Monday, March 25, 2019
 Thursday, March 28, 2019
 Friday, April 19, 2019
 Monday, April 22, 2019
 Tuesday, April 23, 2019
 Wednesday, April 24, 2019
 Thursday, April 25, 2019
 Monday, April 29, 2019
 Tue - Mon April 30 - May 6, 2019
 Thursday, May 9, 2019

Classes Begin

Last Day to **add** or **drop** a class
 Class Rosters Due 12:00 noon Registrar's Office
Martin Luther King, Jr Holiday (no classes)
Late Graduation Applications for May 2019
 Deadline to appeal grades from the previous Fall

Spring Break

Classes resume at 8:00am
 Semester Mid-point -Changes to **I** grades from Fall
 Last day to withdraw from a course with a **W** grade
 Early registration for Summer and Fall starts
Graduation applications due for August 2019
Good Friday Holiday
 Classes Resume at 8:00 am
 Last Day of classes Tuesday courses
 Last Day of classes Wednesday courses
 Last Day of classes Thursday courses
 Last Day of classes Monday courses
 Final Exams
 Grades due 9:00 am

Summer 2019**Monday, May 13, 2019**

Thursday, May 16, 2019

Tuesday, May 21, 2019

Monday, May 27, 2019

Thursday, July 4th, 2019

Tuesday, July 9, 2019

Tuesday, July 23, 2019

Friday, July 26, 2019

Monday, May 13, 2019

Thursday, May 16, 2019

Tuesday, May 21, 2019

Monday, May 27, 2019

Wednesday, June 12, 2019

Monday, June 17, 2019

Wednesday, June 19, 2019

Monday, June 24, 2019

Thursday, June 27, 2019

Tuesday, July 2, 2019

Thursday, July 4, 2019

Wednesday, July 24, 2019

Monday, July 29, 2019

Wednesday, July 31, 2019

Summer long - 10 weeks**Classes Begin**

Last day to add/drop a course

Roster Verification - Rosters due at 5:00 pm

Memorial Day Holiday

Independence Day Holiday

Last day to withdraw from a course with a **W** grade**Last day of classes**

Grades Due 9:00 am

Session 1 - 5 weeks**Classes Begin**

Last day to add/drop a course

Roster Verification

Memorial Day - no classes

Last day to withdraw from a course with a **W** grade**Last day of classes**

Grades Due 9:00 am

Session 2 - 5 weeks**Classes Begin**

Last day to add/drop a course

Roster Verification

Independence Day - no classes

Last day to withdraw from a course with a **W** grade**Last day of classes**

Grades Due 9:00 am