



## CATALOG

2014-2015

GRADUATE PROGRAMS

DEGREE COMPLETION PROGRAMS

Pfeiffer University/Charlotte  
4701 Park Road  
Charlotte, N.C. 28209  
704-521-9116  
FAX 704-521-8617

Pfeiffer University/Raleigh-Durham  
2880 Slater Road, Suite 100  
Morrisville, N.C. 27560  
919-238-2400  
FAX 919-238-2401

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Pfeiffer University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award bachelor's and master's degrees. Pfeiffer University is approved by the University Senate of The United Methodist Church as a United Methodist-related Institution.

Revised 08/07/14

# NOTICE OF COMPLIANCE WITH FEDERAL LAW

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

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

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

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

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

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

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

Pfeiffer University further complies with the provisions of the Family Educational Rights and Privacy Act of 1974, 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. See page 22 for more information.

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

This catalog is not to be regarded as an irrevocable contract between a student and Pfeiffer University. The information in this catalog applies to the academic year 2014-2015 and is accurate and current, to the best of our knowledge, as of June 2014. Pfeiffer University reserves the right to change fees, programs of study, academic requirements, faculty, the academic calendar, and other items described herein without prior notice, in accordance with established procedures.

# MISSION STATEMENT



## MISSION STATEMENT

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

## GENERAL EDUCATIONAL 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

## **4/General Education Philosophy**

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.

### **Educational Goals for the Graduate Program**

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

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

**CHARLOTTE CAMPUS LOCATION**

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

**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 the Enterprise building.

**ADDITIONAL LOCATIONS**

**GRADUATE STUDIES:**

- |  |  |
|--|--|
| <b>1. Rex Healthcare</b><br>4420 Lake Boone Trail<br>Raleigh-Durham , NC 27607                 | <b>7. Blue Cross Blue Shield</b><br>5635 Hanes Mall Rd.<br>Winston-Salem, NC 27105             |
| <b>2. WakeMed</b><br>3000 New Bern Ave.<br>Raleigh-Durham , NC 27610                           | <b>8. Carolinas Medical Center-North-East</b><br>920 Church Street, North<br>Concord, NC 28025 |
| <b>3. Presbyterian Hospital</b><br>200 Hawthorne Lane<br>Charlotte, NC 28204                   | <b>9. Moses Cone Hospital</b><br>1200 North Elm St.<br>Greensboro, NC 27401                    |
| <b>4. Blue Cross Blue Shield of North Carolina</b><br>5901 Chapel Hill Rd.<br>Durham, NC 27707 | <b>10. Durham Regional Hospital</b><br>3643 North Roxboro Road<br>Durham, NC 27704             |
| <b>5. High Point Regional Health System</b><br>601 North Elm Street<br>High Point, NC 27262    | <b>11. Randolph Community College</b><br>629 Industrial Park<br>Asheboro, NC 27205             |
| <b>6. Forsyth Medical Center</b><br>3333 Silas Creek Parkway<br>Winston-Salem, NC 27103        | <b>12. Stanly Community College</b><br>102 Stanly Parkway<br>Locust, NC 28097                  |

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The Pfeiffer University catalog for Graduate Programs and Degree Completion Programs is a reference manual for current students, faculty, staff, and others. It describes the University programs for the 2014-2015 academic year and provides other information about Pfeiffer’s graduate and 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 2014-2015; and other information.

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# **ABOUT PFEIFFER UNIVERSITY'S GRADUATE PROGRAMS AND UNDERGRADUATE 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 undergraduate, 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 4701 Park Road in the South Park area of Charlotte. The five-acre urban campus complex includes computer facilities, library, classrooms, student center, bookstore, and the Mack C. Jay, III International Center for Executive Leadership. Pfeiffer University Raleigh-Durham is located at 2880 Slater Road, Suite 100, Morrisville, NC.

## **UNDERGRADUATE**

Located on the Charlotte campus, the University's Center for Professional Advancement supports the mission of the University by administering the deliver of quality undergraduate programs for adult learners. In conjunction with the University's academic departments, degree-completion programs in Business Management and Leadership, Health Administration, Human Relations, Criminal Justice, and Interdisciplinary Studies are offered in an accelerated format to accommodate the working adult.

Courses are offered in two, eight week sessions each fall and spring semester. Typically students take four courses in the fall and spring, and two courses in the summer. Each course meets one night per week for three hours and forty-five minutes. Classes are offered Monday through Thursday evenings, Saturdays, and online.

Certificates in Accounting, Spanish for Law Enforcement, Long Term Care Management and Medical Practice Management are also available as for credit programs.

## **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, Business Administration/Health Administration, Health Administration, Elementary Education, Special Education, 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, and online classes are available. Graduate certificates in Health Service Administration and Leadership are also offered. Pfeiffer University Raleigh-Durham offers the same quality Master's degrees in Business Administration, Health Administration, and Marriage and Family Therapy.

## **BUSINESS OFFICE HOURS**

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

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Messages may be left 24 hours a day.

### FOR MORE INFORMATION CONTACT:

Admissions Office  
Pfeiffer University at Charlotte  
4701 Park Road  
Charlotte, NC 28209  
PHONE (704) 945-7356 or 7357  
FAX (704) 945-7330  
[degreecompletion@pfeiffer.edu](mailto:degreecompletion@pfeiffer.edu)  
[gradadmissions@pfeiffer.edu](mailto:gradadmissions@pfeiffer.edu)

Pfeiffer University Raleigh-Durham  
Director of Pfeiffer University Raleigh-Durham  
2880 Slater Road, Suite 100  
Morrisville, NC 27560  
PHONE (919) 941-2400  
FAX (919) 941-2401  
[gradadmissions@pfeiffer.edu](mailto:gradadmissions@pfeiffer.edu)

# DEGREE COMPLETION ADMISSIONS PROCEDURES

## UNDERGRADUATE ADMISSIONS

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

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

### Admission on Academic Probation

Students who do not meet the admissions criteria but show unusual promise for becoming a successful Pfeiffer University student may request admission on academic probation. In those instances the student application, along with a letter of explanation, will be reviewed by an admissions review committee for consideration. When admitted on academic probation, undergraduate students must attain a cumulative GPA of at least a 2.0 for their first 12 hours of study taken at Pfeiffer University, or they will be subject to academic suspension.

Persons considering applying to Pfeiffer University at Charlotte can apply online at [www.pfeiffer.edu](http://www.pfeiffer.edu) or by writing:

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

or by calling: (704) 945-7357, by faxing: (704) 945-7330. or email: [degreecompletion@pfeiffer.edu](mailto:degreecompletion@pfeiffer.edu)

### Admission Requirements for Degree-Seeking Candidates:

1. Evidence of 45 transferable credit hours
2. Transcripts from all colleges attended
3. 2.0 GPA in previous college work
4. 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)
5. Students enrolling in any of our degree completion programs must either own or have



access to a computer

### Instructions for Degree-Seeking Candidates

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

1. A completed application and \$60 application fee.
2. An official transcript from each college or university attended. Students may instead complete and sign a transcript request form authorizing Pfeiffer University to request transcripts from other schools on their behalf.

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

### Instructions for Non-Degree Applicants:

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

### Instructions for Applicants for Readmission:

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

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

### Instructions for International Applicants:

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

### ROLLING ADMISSION

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

### CAMPUS VISITS

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

## GRADUATE ADMISSIONS

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

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

Provisional Admission:

Promising applicants who hold a baccalaureate degree but do not meet the formal requirements

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may be granted provisional admission. Full graduate standing is granted when these students satisfactorily complete prescribed courses or otherwise remove deficiencies. They must meet any special conditions attached to their admission, by either The Graduate Council or their major department, no later than upon the completion of 12 semester hours of graduate credit.

Applicants must:

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

All inquiries and correspondence for programs should be sent to:

Director of Admissions  
Pfeiffer University at Charlotte  
4701 Park Road  
Charlotte, North Carolina 28209-3217  
Voice: (704) 945-7357  
Fax: (704) 945-7330

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

### TECHNOLOGY REQUIREMENTS:

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

Windows Systems:

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

Macintosh Systems:

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

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

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

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

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

### Student Purchase Program:

To facilitate availability and affordability of supported laptops, the University has entered into

partnerships with Lenovo to make laptop computers available to Pfeiffer students at discounted prices. It is the student's responsibility to ensure that any laptop purchased through this program or directly by the student meets the requirements outlined above. Please contact the IT department for more information about computer purchases.

**Pfeiffer University Email Accounts:**

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

**Technology Assistance:**

Pfeiffer University offers technology assistance to its students via its Service Desk service . This service is staffed by Pfeiffer IT staff and student employees Monday-Friday 8 AM - 8 PM and can be reached at 704-463-3002 . A menu of self-service options after hours is available at the same number, 704-463-3002.

Support for student-owned computers is limited to needs relating to network connectivity on the university campuses, my.pfeiffer, Blackboard and other university-provided systems. Other services are provided on a time and effort available basis.

**LIBRARY ACCESS**

In order to facilitate access to a wide array of library services, Pfeiffer University provides a library on the Charlotte campus with a 12,000 volume book collection, print periodicals, graduate testing and developmental materials, and computer workstations which provide access to vast 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>.

**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.*

**CENTER FOR PROFESSIONAL ADVANCEMENT TUITION AND FEES: 2014-2015**

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.

<b>Tuition Charges and Fees</b>	<b>Per Semester Hour</b>
Full Time Tuition.....	\$395.00
Part Time Tuition.....	\$395.00
Audit Fee*.....	\$395.00
Challenge Exam Fee.....	\$287.50

<b>Technology Fees</b>	<b>Per Semester</b>
Technology Fee - Fall Semester .....	\$207.50
Technology Fee - Spring Semester.....	\$207.50
Technology Fee - Summer.....	\$125.00

<b>Other Fees and Charges</b>	<b>Fee Amount</b>
Application Fee.....	\$60.00

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Directed Study.....	\$395.00
Readmission Fee.....	\$60.00
Late Payment Fee.....	\$100.00
Late Graduation Fee.....	\$75.00
Late Registration Fee.....	\$75.00
Returned Check Fee - per check.....	\$25.00
Transcripts.....	\$8.00
Graduation Fee .....	\$95.00

Fees are non-refundable.

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

## 2014-2015 GRADUATE TUITION AND FEES

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

<b>Tuition Charges and Fees</b>	<b>Per Semester Hour</b>
Programs with Traditional Classroom Delivery* .....	\$575.00
Programs at Regional/Satellite Campuses .....	\$640.00
Programs Incorporating Distance Delivery On-Line ..	\$640.00
Prerequisite Courses .....	\$540.00
Audit Fee** .....	\$575.00

<b>Technology Fees</b>	<b>Per Semester</b>
Technology Fee - Fall Semester .....	\$207.50
Technology Fee - Spring Semester.....	\$207.50
Technology Fee - Summer.....	\$125.00

<b>Other Graduate Fees and Charges</b>	<b>Fee Amount</b>
Application Fee .....	\$75.00
Readmission Fee.....	\$75.00
Late Registration Fee.....	\$75.00
Late Payment Fee.....	\$100.00
Late Graduation Fee.....	\$75.00
Miller Analogies Test (MAT) .....	\$85.00
European Trip Surcharge.....	TBD
Graduation Fee .....	\$95.00
MMFT 690 Lab Fee - per semester .....	\$125.00
Prerequisite Waiver Fee per Course.....	\$25.00
Returned Check Fee - per check .....	\$25.00
Transcripts .....	\$8.00
Fees are non-refundable.	

*\*Traditional campus delivery at Pfeiffer's graduate campus locations, including Misenheimer, Charlotte, and Raleigh-Durham .*

*\*\*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. Cash and personal check payments can be made in person in the Cashier's Office.

### PAYMENT PLAN

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

## Costs and Financial Policies/13

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. The Registrar's Office is located in the Student Services Suite.

#### 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 (NCNBG). 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, NCNBG 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 = Number of Days Completed / Total Days in Semester

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

Percentage of Tuition Earned = Percentage of Aid Earned

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

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

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

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and 11) the student.

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

### Example

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

**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 at the Registrar's Office. The Registrar's Office is located in the Student Services Suite.

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

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

### 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 and at the Registrar's Office. The Registrar's Office is located in the Student Services Suite.

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.

### BUSINESS OFFICE HOURS

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

### FINANCIAL AID

For information on loans and other levels of Financial Aid assistance, contact the Office of Financial Aid. Refer to page 16 for additional details.

### BOOKSTORE POLICIES

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

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

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

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

## FINANCIAL AID

### APPLICATION PROCEDURE

1. Apply for admission to Pfeiffer University and be prepared to forward proof of admission to the Financial Aid Office.
2. Complete the required Free Application for Federal Student Aid (FAFSA) form which must be resubmitted

annually. The FAFSA must be completed on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

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

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

- SATISFACTORY ACADEMIC PROGRESS/FINANCIAL AID**

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

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

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

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

## OTHER INFORMATION

Financial Aid applications and information may be obtained from the Financial Aid Office at Pfeiffer University at Charlotte. The Office is open from 10:00 a.m. to 7:30 p.m., Monday - Thursday and 10:00 a.m. to 4:00 p.m., on Friday. For information about these and other special programs or further clarification on costs, calculating need, or eligibility for financial aid, contact:

The Office of Financial Aid, Pfeiffer University  
P.O. Box 960 4701 Park Road  
Misenheimer, NC 28109 or Charlotte, NC 28209  
704-463-3044 704-945-7309



# ACADEMIC ASSESSMENT

## A. Degree Completion Programs

### Admission Requirements for Degree-Seeking Candidates:

1. Evidence of 45 transferable credit hours
2. Transcripts from all colleges attended
3. 2.0 GPA in previous college work
4. 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)
5. Students enrolling in any of our degree completion programs must either own or have access to a computer

### Instructions for Applicants for Readmission:

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

### Standardized Testing/Assessments:

1. ETS Proficiency Profile
2. Major Field Test
3. ETS *iSkills*™ Test
4. 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.

The *iSkills*™ assessment is designed to measure and validate advanced critical thinking skills in a technological context and features real-world, scenario-based tasks. Data can be used for accreditation and accountability, as well as curriculum improvement. ETS offers a certificate for those who achieve at or above a certain level of proficiency on the assessment.

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

### Instructions for International Applicants:

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

## B. Graduate Programs

### 1. Graduate Admission Criteria

Graduate school applicants must document that they have:

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

### 2. Advisory Boards

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

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## 3. MBA Exit Exams

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

## 4. MFT Exit Exams

Students who are seeking a MFT degree must earn a passing grade on the MFT Comprehensive Exit Exam or successfully complete PSYC 630 and PSYC 635 (thesis option).

## C. Surveys for Degree Completion and Graduate Programs:

Surveys are used to collect information relating to institutional effectiveness.

### 1. Faculty Self-Evaluations

The primary purpose of these evaluations is to assist faculty members in assessing their teaching performance and involvement in other professionally related activities.

### 2. Student Evaluation of Instruction

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

### 3. Student Review of University Programs and Services

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

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

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

### 5. Survey of Graduates and Employers of Graduates

On a periodic basis graduates of Pfeiffer are asked to complete surveys that enable the University to determine graduates' attitudes toward the educational preparation they received at Pfeiffer after they have become actively involved in their chosen occupations, graduate or professional programs. The University also periodically surveys employers of Pfeiffer graduates. Employers can furnish a unique perspective on institutional effectiveness.

### 6. Planning and Assessment

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

### 7. Advising Survey

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

## D. Academic Program Assessment of Students

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

## REGISTRATION AND/OR ADDING A COURSE

Students are expected to register for the following semester, on the dates designated in the academic calendar. Those who miss the prescribed registration dates may register any time before the beginning of the new semester and up to the 6th day of classes or the 1st day of classes during the summer. Advisors assist students in arranging a class schedule consistent with their interests and needs.

## GRADUATE AND UNDERGRADUATE WITHDRAWAL POLICIES

### DROPPING OR WITHDRAWING FROM A COURSE

Undergraduate students including those in the Center for Professional Advancement may officially drop a course during the first 6 calendar days of a regular semester without having the course appear on their record. After the add/drop period, first semester full-time freshman will be assigned a "W" if they withdraw from a course, up to the withdraw deadline published in the Pfeiffer University Calendar. All other undergraduate students will be assigned a grade of "WF" (withdrew failing) or "WP" (withdrew passing) by the instructor according to the student's progress in the course up to the time of the withdrawal. Students are advised to consult with the instructor and their advisor as soon as they make the decision to withdraw from a course, and if the decision to withdraw becomes firm, to process the appropriate *Course Withdrawal* form without delay. Withdrawal forms are available from the website at [my.pfeiffer.edu](http://my.pfeiffer.edu) and from the Registrar's Office. Withdrawals without notifying the Registrar will result in a failing grade (WF, AW, or F)\*. Students who withdraw from courses to below full-time status (12sh) may have their financial assistance including any VA benefits and scholarships adjusted, which may result in a debt to the University. Students are

advised to consult with the FA office, and/or the VA Coordinator, before dropping their enrollment status to less than 12sh. In addition to this, student athletes may see their scholarships eliminated or reduced, and their athletic eligibility cancelled.

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

Students may not withdraw from a course during the last 28 calendar days prior to the end of classes 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, undergraduate students may withdraw from the University at any point. However, depending on the time of the semester when a student withdraws from the University, the student may have the financial assistance including any VA benefits and scholarships adjusted, which may result in a debt to the University. Students are advised to consult with the FA office, and/or the VA Coordinator, before they withdraw from the University. *Withdrawal from the University* forms are available from the website at [my.pfeiffer.edu](http://my.pfeiffer.edu) and from the Registrar's Office. Students must submit withdrawals to the Registrar's Office in person, or email *Withdrawal from the University* forms to: [registrar@pfeiffer.edu](mailto:registrar@pfeiffer.edu) or fax to: (704) 463-0308 Attn. Registrar. Charlotte students in the undergraduate degree completion program may email their *Withdrawal from the University* form to [Rick.Kivior@pfeiffer.edu](mailto:Rick.Kivior@pfeiffer.edu)

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

### **MEDICAL WITHDRAWAL**

Students with medical documentation may be granted a medical withdrawal for the term and will receive a mark of "W" in all courses, unless the attendance policy was violated prior to the medical problem. A medical withdrawal extends to all the courses in the term and not to individual courses. Students from the Center for Professional Advancement in need of a medical withdrawal must contact Dr. Deborah Lung, Director of Graduate Student Development and Academic Success at [deborah.lung@pfeiffer.edu](mailto:deborah.lung@pfeiffer.edu). Misenheimer and RCC students must contact the Dean of Students at (704) 463-3400.

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

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

### **RE-ADMISSION TO PFEIFFER UNIVERSITY –UNDERGRADUATE STUDENTS**

- Students returning to Pfeiffer University after an absence of 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. Readmitted students must be in good academic standing.

- Students who left while on academic probation or suspension should have a mathematical chance that the GPA will raise to meet the Undergraduate Academic Standing Scale during an additional probationary period. Students are strongly advised to repeat any course with an "F" grade as soon as they return to the University.

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

## **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.

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### AUXILIARY SERVICES

Students may purchase course related texts and supplies through the Pfeiffer University at Charlotte Bookstore, also some texts available to rent.

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

### STUDENT DISABILITY SERVICES

All students requesting reasonable accommodations for special academic needs must:

1. Provide professional documentation of disabilities to Dr. Deborah Lung, Director of Graduate Student Development and Academic Success at [deborah.lung@pfeiffer.edu](mailto:deborah.lung@pfeiffer.edu).
2. Request accommodations in writing and negotiate the accommodations with faculty and staff.
3. Sign written release statements for the transfer of information to designated parties.

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

Please schedule an appointment with the Director of Graduate Student Development and Academic Success at [deborah.lung@pfeiffer.edu](mailto:deborah.lung@pfeiffer.edu) to discuss these issues.

### ACADEMIC SUPPORT SERVICES

1. **Grammarly.EDU:** Web-based automated grammar tutor and revision tool to assist with academic writing, sentence-level writing skills, preventing plagiarism, and reinforcing proper revision habits. To access the program, go to [www.Grammarly.com/EDU/](http://www.Grammarly.com/EDU/) and register using your institutional email address and access code (SYiJfUg9CPeUVGtz). Once you have registered, you will receive an email confirming your registration. Click on the link in the confirmation email and you will have full access to Grammarly@EDU at no charge.

2. **Smarthinking (Charlotte and RTP Campuses):** Provides live, online tutoring 24/7 available to all Pfeiffer students.

Subjects include:

Writing

Mathematics (Calculus, Advance Statistics, Geometry, etc.)

Science (Organic Chemistry, Biology, Physics, etc.)

Business (Accounting, Finance, Statistics, Economics, etc.)

English for speakers of other languages

Spanish

Nursing & Allied Health

Computers and Technology

Please contact Dr. Jim Gulledge, Director of Academic Affairs at [jim.gulledge@pfeiffer.edu](mailto:jim.gulledge@pfeiffer.edu) to get a password and approved access to Smarthinking.

3. **Huntington Learning Center (Charlotte Campus):** Provides one-to-one assistance in improving writing and editing skills, APA and MLA formatting, and assistance with constructing persuasive arguments, developing prose style, using sources more effectively, and mastering the art of revision. Writing Lab hours Tuesday and Wednesday evenings, 6-8 pm. Please call ahead to make an appointment at 704.522.7511.

4. **College Central Network:** All students are eligible to use the Pfeiffer University online job board after completing the following registration process through a site that has been especially designed by College Central Network.

Follow these simple steps:

Go to: [www.collegecentral.com/Pfeiffer](http://www.collegecentral.com/Pfeiffer)

Select the Student icon, and read the information and announcements on the next page.

Go to the Register Now link.

Create an Access ID and a Password.

Continue Registration.

For more information, please contact Dr. Deborah Lung, Director of Graduate Student Development and Academic Success at [deborah.lung@pfeiffer.edu](mailto:deborah.lung@pfeiffer.edu)

## STUDENT CONDUCT STATEMENT

In applying for admission to the Graduate or 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

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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](http://www.pfeiffer.edu))**):

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

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

## Center for Professional Advancement and Graduate School Honor System Procedures

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

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

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

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

C. 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:

- a. Two students would be selected, one of which should be from the charged student's program of study;
- b. Two faculty members (excluding the faculty member involved with the Honor Code violation),

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c.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.

1.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.

2.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.

3.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.

4.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.

### D. Dispensations and Appeal

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

- a. counseling
- b. fines
- c. service hours
- d. loss of privileges
- e. reduction of grade (zero on assignment, "F" in course, etc.)
- f. probation
- g. deferred or immediate suspension
- h. dismissal
- i. any other penalties deemed advisable

2. Appeal of Honor Code dispensations:

- a. 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.
- b. Decisions rendered by the Appeals Committee or through Student Options are not subject to appeal.
- c. No voting member of the Honor Board may participate in the Appeals Committee review.

### STUDENT RESPONSIBILITIES

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

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

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

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

### FACULTY/STAFF RESPONSIBILITIES

1. To serve as appropriate role models for ethical behavior.

2. To inform students in their classes of faculty expectations of student behavior as it relates to the Honor Code.

3. To report all violations of the Honor Code.

4. To inform students in violation that they have been reported.

5. To abide by agreements made under Student/Faculty Options or by decisions of the Honor Board of the Academic Leadership Team.

## RECORDS AND DISCLOSURES

### POLICY ON RECORDS

Academic files are maintained for enrolled students in the Registrar's Office. These files are maintained for at least 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

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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 discs maintained at off-campus sites.

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

### ACADEMIC TRANSCRIPTS

Pfeiffer University only issues official transcripts. To request an academic transcript log in to [www.getmytranscript.com](http://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**

Academic Records  
Academic Honor Offense Files

#### **File maintained by:**

Registrar  
Vice President for Academic Affairs

Admission File	Registrar
Enrolled students	Director of Admissions
Non-enrolled students	Director of Financial Aid
Financial Aid Files	Vice President of Finance
Financial File	Director of Health Service
Medical Records	Vice President and Dean of Student Development
Student Development/Conduct Files	

THE VILLAGE CHURCH OF PFEIFFER UNIVERSITY

The Village Church of Pfeiffer University is the faith community at Pfeiffer. Organized as a chartered congregation of The United Methodist Church, it is one expression of our institutional mission “to be recognized as the model church-related university.” Everyone who is a part of Pfeiffer is a part of the parish and invited to participate in its ministries. Full members recognize the Village Church as their home congregation. Affiliate and associate members retain membership in their home congregation and hold dual membership in the Village Church. Our ministries include: online worship available during the academic hands-on domestic and foreign mission opportunities, and pastoral care and support.

Additionally The Office of the Minister to University, housed in Misenheimer also serves as liason to the Western North Carolina Conference of the United Methodist Church. This office helps maintain our historic, 125 year old connection with the denomination that provided the foundation for our University.

For more information click on The Village Church link on [www.pfeiffer.edu](http://www.pfeiffer.edu).





# CENTER FOR PROFESSIONAL ADVANCEMENT DEGREE COMPLETION PROGRAMS

Undergraduate Programs in:

- Business Management and Leadership
- Criminal Justice
- Health Administration
- Human Relations
- Interdisciplinary Studies

Certificate Program in:

- Health Administration
- Long Term Care Management
- Medical Practice Management
- Spanish Language for Law Enforcement

The Center for Professional Advancement serves working adults by providing undergraduate instruction at convenient times in classroom settings and online. Classes are offered at Pfeiffer's Charlotte campus at 4701 Park Rd. Telephone (704) 521-9116; Fax (704) 521-8617.

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# UNDERGRADUATE ACADEMIC POLICIES

## DECLARATION OR CHANGE OF MAJOR/MINOR

All students are required to declare a major by completing a Declaration of Change of Major/Minor Form no later than the second semester of their sophomore year. Students may also use the same form to declare a second major, to change majors or to declare or change minors.

## 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 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.

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

## DUAL UNDERGRADUATE/GRADUATE REGISTRATION

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

1. The student has achieved a satisfactory score on the appropriate graduate admissions test.
2. The student meets the grade point average requirement for admission to the graduate degree program in which the courses are taught and has satisfied the prerequisites of the graduate

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courses in which enrollment is sought.

3. The student submits to the Dean of the School housing the program a Special Request for Dual Undergraduate/Graduate Registration approved by the academic advisor and the Dean of the School in which the student is enrolled (e.g., Business for MBA, MHA, MS in Leadership; Religion for MAPT; Education for MS in Elementary Education). An official degree audit from the Registrar must accompany the Special Request. The Dean of the School approves or denies the Special Request.
4. The courses in which the undergraduate is requesting permission to enroll are not closed. Because of this restriction, undergraduates may not preregister for graduate courses.

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

### TRANSFER CREDIT

Pfeiffer University accepts courses earned at other institutions provided that:

1. The courses represent collegiate coursework relevant to the degree program being pursued at Pfeiffer University, and was completed at a regionally accredited institution.
2. The grade earned for the course was a C- or higher.
3. The course content, level of instruction, and resulting competencies are equivalent to those offered by the University.
4. Official University Transcripts from each institution previously attended are received before transfer credits may be awarded.
5. Students may not transfer in more than 50 percent of the credits required in the major. Students may not transfer in more than 50 percent of the credits for a minor.
6. To receive a Pfeiffer degree, students must complete a minimum of 45 credits in residence at Pfeiffer University with the exception of the Bachelors in Interdisciplinary Studies.
7. A maximum of 64 credits from 2 year colleges and 75 credits from four year colleges (or combination) will be accepted towards a Pfeiffer B.A. or B.S. degree, with the exception of the Bachelors in Interdisciplinary Studies.
8. The Registrar determines the applicability of transfer credits toward the general education requirements at Pfeiffer. The academic departments determine the applicability of transfer credits for the majors.
9. Students who have earned a two year Associate of Arts or Associate of Science degree from a member college of the North Carolina Community College System shall be considered to have completed all the General Education requirements towards their Pfeiffer Degree. For more information please read the North Carolina Community College System Articulation Agreement below.
10. Two year college graduates who have earned a an Associate of Arts or Associate of Science degree from any regionally accredited institution in the U.S.A. shall be considered to have completed all the General Education requirements towards their Pfeiffer Degree as long as each course was completed with a C- or higher.
11. 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.
12. 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

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year 1997-98 and continuing until such time as this agreement is terminated by Pfeiffer University or by the State Board of Community Colleges.

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

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

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

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

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

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.

1.The College Board's Advanced Placement Program (AP): Pfeiffer University awards credit to students who have passed certain AP Examinations at an acceptable level. These tests may be taken prior to enrollment. The dean of 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	Semester Hours Awarded
ECONOMICS		
Microeconomics	3, 4, 5	3
Macroeconomics	3, 4, 5	3
ENGLISH		
Literature and Composition	3, 4, 5	3
Language and Composition	3, 4, 5	3
GOVERNMENT AND POLITICS		
American Government and Politics	3, 4, 5	3
Comparative Government and Politics	3, 4, 5	3
HISTORY		

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American History	4	3
American History	5	6
European History	4	3
European History	5	6
<b>HUMANITIES</b>		
Art History/Studio Drawing/General	3, 4, 5	3
Music Theory	3, 4, 5	6
Music Listening and Literature	3, 4, 5	3
<b>LANGUAGES</b>		
French/Spanish/German Literature	3, 4, 5	6
French/Spanish/German Language	3, 4, 5	6
Latin Vergil/Catullus-Horace	3, 4, 5	12
<b>MATH</b>		
Calculus AB	3, 4, 5	4
Calculus BC	3, 4, 5	8
<b>SCIENCES</b>		
Biology	4	4
Biology	5	8
Chemistry	4	4
Chemistry	5	8
Physics B	4	4
Physics B	5	8
Physics C: Mechanics	4, 5	4
Physics C: Electricity & Magnetism	4, 5	4
Psychology	3, 4, 5	4
Computer Science A	3, 4, 5	3
Computer Science AB	3, 4, 5	6

2. The College Board's College Level Examination Program (CLEP): Pfeiffer University awards credit to students who have passed certain CLEP examinations at an acceptable level. These tests may be taken prior to enrollment or after a student has actually begun studies at the University. In rare cases, an optional essay is also required. 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.

<u>CLEP EXAMINATION</u>	<u>Required Score</u>	<u>Semester Hours Awarded</u>
<b>COMPOSITION AND LITERATURE</b>		
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
<b>FOREIGN LANGUAGES</b>		
College French Level 1	50	6
College German Level 1	50	6
College Spanish Level 1	50	6
College French Level 2	59	12
College German Level 2	60	12
College Spanish Level 2	63	12
<b>HISTORY AND SOCIAL SCIENCES</b>		
American Government	50	3
Human Growth and Development	50	3
Intro. to Educational Psychology	50	3
Introductory Psychology	50	3
Introductory Sociology	50	3
Principles of Macroeconomics	50	3

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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
<b>SCIENCE AND MATHEMATICS</b>		
Biology	50	6
Calculus	50	3
Chemistry	50	6
College Algebra	50	3
College Mathematics	50	6
Natural Sciences	50	6
Precalculus	50	3
<b>BUSINESS</b>		
Financial Accounting	50	3
Introductory Business Law	50	3
Information Sys & Computer Applications	50	3
Principles of Management	50	3
Principles of Marketing	50	3

**3. Military Credit:** Pfeiffer University is a Servicemembers Opportunity College (SOC) and grants 4 activity credits for military training and other credit on a course 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 have other learning experiences not served by departmental examination or by national standardized examination, they may be advised to consider prior learning assessment by port folio. 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 port folio 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.

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## 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 IDS program which only requires 30 semester hours in residence.

## 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:

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

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

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

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

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

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

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

\* Marks of W, WP, IP and X are not calculated in the GPA, nor are hours attempted charged. Marks of WF, AW, and I are calculated as F in the GPA.

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

### ATTENDANCE

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

Classes meeting 1 time a week ..... 2 absences

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

### GRADING NOTATIONS

- A** = Excellent  
**B** = Good  
**C** = Average  
**D** = Below Average  
**F** = Failure  
**W** = Withdraw - Students may withdraw from classes:  
1. Last day to withdraw without academic record  
2. Last day to withdraw to receive a "W" grade on the transcript. Record will indicate if it is to be recorded as a withdraw passing or a withdraw failing. All withdraws must be signed by the student's academic advisor.  
**WF** = Withdrew Failing (Calculates the same as an "F")  
**WP** = Withdrew Passing  
**AW** = Administrative Withdrawal  
**IP** = In Progress (mid-term reports only)  
**X** = No Grade reported by the instructor  
**I** = Incomplete - This grade is assigned where satisfactory progress is being made, but due to reasons beyond the student's control, final course requirements cannot be completed in time. Such records must be cleared 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 academic calendar for the official date of the midpoint.  
**R** = Repeat  
**AU** = Audit

### "D" GRADES

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

### INCOMPLETES

At the discretion of the instructor, an "I" grade may be assigned when a student, who is otherwise passing the course has not, due to circumstances beyond his or her control, completed all the work in the course. When the "I" grade is submitted to the Registrar, the instructor must also submit a written reason for the "I", and the assignments to be completed.

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. Previous grades will not be calculated into hours or averages.



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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 for a course to be repeated\*. "C" grades may be repeated, but this practice is not encouraged since a lower grade could result.

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

\*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 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.

### DROPPING OR WITHDRAWING FROM A COURSE

Students may officially drop a course during the first 6 calendar days of a regular session without having the course appear on their record. Thereafter, the instructor must assign a "WF" (withdrew failing) or "WP" (withdrew passing). During the first 2 semesters of enrollment at Pfeiffer University, a student may be assigned a "W" if the student's advisor, the faculty member for the course, and the Dean of Continuing Education and Adult Studies give their approval. **Withdrawal without notifying the Registrar results in a grade of "F"**. Students may not withdraw from a course during the last 7 calendar days prior to the end of classes. A "WF" and an "AW" are computed in the academic average as an "F".

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### WITHDRAWAL FROM PFEIFFER

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

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

Students granted a valid medical withdrawal will receive a mark of "W" in all courses unless the attendance policy was violated prior to the medical problem. Students suspended for disciplinary reasons will receive a grade of "AW." Only students with a valid medical excuse may withdraw from classes during the final 7 days of a semester.

### 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 from the Center for Professional Advancement in need of a medical withdrawal must contact Dr. Deborah Lung, Director of Graduate Student Development and Academic Success at [deborah.lung@pfeiffer.edu](mailto:deborah.lung@pfeiffer.edu). Misenheimer and RCC students must contact the Dean of Students at (704) 463-3400.

### WITHDRAWAL POLICY FOR MILITARY CALL-UP

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

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

### 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

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.

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- 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.

Forms are available in the Registrar's Office or Registrar's website.

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

### APPLICATION FOR DEGREE

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

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

**CHECKLIST** to aid in preparing for graduation audit:

1. One year prior to your anticipated graduation (May, August, December), stop by the Registrar's office or download the application for degree from MyPfeiffer.
2. Meet with your Academic Advisor to review degree audit and proposed graduation date.
3. Submit completed paperwork, along with copy of completed Student/Advisor audit showing any changes/substitutions in course requirements. This is to be done prior to the deadline posted in the catalog and online.
4. After the Registrar's office has reviewed the degree audit, the student will receive an email 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.

### COMMENCEMENT

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

### SATISFACTORY ACADEMIC PROGRESS/ACADEMIC STANDING

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

- Qualitative progress is based on-grade point average or GPA
- Quantitative progress refers to the rate of hours attempted vrs, hours earned per the

**Undergraduate Academic Standing Scale** below (students must earned at least 67% of the hours that they attempt towards the degree).

- Maximum time frame – Students must complete their degree requirements within 150 percent

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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.

### Undergraduate Academic Standing Scale

Hours attempted**	Required Hours Earned	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.

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

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

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

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

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

#### Academic Suspension

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

#### Academic Dismissal

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

### Academic Plan

The Academic Plan is a signed contract between the student and the Office of the 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 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](http://www.pfeiffer.edu). The student must complete the appeals process, for each semester the student is placed on academic probation.

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

### Conditions to appeal

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

- Death of a student's close member in the family (parents, grandparents, children, close friend or spouse).
- Serious illness of the student or a close family member that can be documented
- Other mitigating circumstances on a case by case basis

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

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

### CHARLOTTE AREA EDUCATIONAL CONSORTIUM

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

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

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

### STUDY ABROAD PROGRAMS

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

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

## UNDERGRADUATE ACADEMIC PROGRAM

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

**Major:** A major is a sequence of courses in an academic 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.

The following is a list of the majors available through the Center for Professional Advancement's Degree Completion programs:

#### Major

- Business Management and Leadership
- Criminal Justice
- Health Administration
- Human Relations
- Interdisciplinary Studies

**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 courses - Gen Ed courses with no prerequisites, activity courses, UNIV courses
200-299	Freshman and sophomore level courses - Gen Ed 2nd part course sequences, lower level elective courses with no prerequisites, foundation, survey courses, UNIV courses
300-399	Sophomore and junior level courses - required courses across disciplines, upper level Gen Ed, major courses
400-499	Junior and senior level courses - required courses across disciplines with pre-requisites, major courses, upper level elective courses with prerequisites, topics courses
500-599	Capstone courses, Seminar courses, Research, Internships, upper level electives for specialization, graduate school, licensure, or certification

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

**Independent Study:** Most academic areas offer opportunities for Independent Study. In an Independent Study, students work under the guidance of a faculty member to explore an area of interest which is not normally taught in the Pfeiffer curriculum. In order to register for an Independent Study, students must have taken at least 2 courses in the discipline or disciplines represented in the study and have earned a GPA of 3.0. Independent Studies numbers may vary depending upon the level. The credit to be earned is determined by a "contract" between the student and the instructor. Policies and procedures for Independent Study appear on pages 35.

**Directed Study:** Students who have a cumulative average of at least 2.0 may register for a Directed Study. A Directed Study offers students opportunities to take regular Pfeiffer courses on an individual basis. Students may register for a Directed Study only when it is impossible for them to take the course at the time when it is normally offered. Policies and procedures for Directed Study are listed on page 35.

**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.

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## 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

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

## REQUIREMENTS FOR THE DEGREE (GRADUATION REQUIREMENTS)

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

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

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

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

General Education Requirement	Number of Credit Hours Required	Explanation of Requirement	Courses that Meet Requirement
Freshman Experience Seminar	3SH	Required of all students who enter Pfeiffer with fewer than 26 SH	UNIV 125, UNIV 126, or Honors: UNIV 128 and UNIV 129
Writing	3SH-6SH	ENGL 101, Introduction to College Writing (with a grade of C- or better) or exemption. To place out, a student would need <b>at least two</b> of the three requirements below: 1) At least 500 on SATV 2) At least 500 on SATW 3) At least 3.5 high school GPA (and no less than a 3.0) ENGL 102W, College Writing (with a grade of C- or better ; required of all students except those who have had an equivalent course). Students must remain continuously enrolled in ENGL 101 or 102 until the requirement of passing the course(s) with at least a grade of C- has been met. ENGL 102W College Writing is prerequisite for all writing intensive course.	ENGL 101 and ENGL 102W or ENGL 102W only based on an approved exemption
Language & Literature	6SH	Two electives, one of which must be a literature course (Foreign Language courses above the introductory level--300 level or above--may be substituted for one of these English electives.)	
History/Political Science	6SH	If History is selected, a two-course sequence is recommended.	

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Music/Art/Theatre	3SH	The course must be a 3 SH course from the 200 level or above offerings. Courses listed as ENGL do not satisfy the requirement. satisfy this requirement.	ART 111V, 121V, 122V, 114V, 131V, 215V, 465, 385, MUSI 120V
Natural Sciences	8SH	A two-course sequence in a laboratory science	BIOL 211N-212N, EXSC 303-312, CHEM 301-302
Economics/Psychology/Sociology	6SH		CRIM 501, SOCY 201, SOCY 204, SOCY 206, SOCY 408, and/or SOCY 450, EDUC 322
Religion	3SH	RELG, PHIL and CHED, one of which must be in RELG	
Mathematics	3SH	One course in Mathematics (200 level or above) <b>or</b> Statistics for Psychology <b>or</b> Calculus for Business <b>or</b> Business Statistics	

## General Education Requirements for Fall 2014 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   |

Students will receive introduction or reinforcement in the broad general education competency areas as follows:

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

A course may not be used to meet two general education requirements. A course may be used to meet both a general education requirement and a major/minor requirement.

**A course may not be used to meet two general education requirements. A course may be used to meet both a general education requirement and a major/minor requirement.**

- III. **Completion of at least three writing intensive (WI) courses**, at least one of which must be outside the student's major, with a grade of C- or better (in many majors, one of these courses will be the senior seminar or senior capstone course). A writing intensive course requires at least 15 pages of graded writing. At least one writing assignment must allow for guided student revisions of work. The evaluation of written assignments must make up at least 25% of the final grade in the course. Enrollments in writing intensive courses will be capped at 20. Writing intensive courses are identified in this catalog by a **WI** notation after the course title in the list of course offerings. Additional writing intensive courses may be taught each semester on a trial basis or in Special Topics. These additional courses will be designated by a WI notation on the semester course schedule. All writing intensive courses must be completed at Pfeiffer University. ENGL 102 College Writing or the equivalent is prerequisite for all writing intensive courses.
- IV. 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.

- V. Complete a major. A list of the majors offered by Pfeiffer University may be found on pages 33-34, and the requirements for the majors and courses offered may be found on pages 40-167. Pfeiffer graduates complete at least one major and may complete more than one major. Because of the extensive and varying requirements of each program's major, Pfeiffer University calls to the attention of prospective and enrolled students the critical nature of an early and continuous advisement process.
- VI. File an Application for Degree with the Registrar's Office at least one year in advance of the expected graduation date.
- VII. Have a cumulative academic average of at least **2.000** on work attempted at Pfeiffer University.
- VIII. Complete all requirements of the current assessment plan (See pages 18-19).
- IX. Complete the senior project as designated by each major.
- X. A minimum of SIX (6) non-activity hours must be earned as unrestricted electives. These must be from courses which are not used to satisfy the general education requirements OR any major/minor requirements. (The purpose of this requirement is to ensure that students complete 120 academic hours.)

## UNDERGRADUATE ACADEMIC HONORS AND ORGANIZATIONS

### DEAN'S LIST

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

### GRADUATION WITH HONORS

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

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

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

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

### PHI DELTA SIGMA

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

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

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### 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.

# Business Management and Leadership (BMALD)

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.

**General Education, please refer to pages 39-41.**

## Major

### BUSINESS MANAGEMENT AND LEADERSHIP

#### Core Requirements (42 SH):

ACCT 201	Introduction: Financial Accounting	BMAL 311	Business Statistics
ACCT 202	Introduction: Managerial Accounting	BMAL 371	Organizational Behavior
BMAL 241	Marketing	BMAL 381	International Business
BMAL 251	Business Law I	BMAL 432	Financial Management
BMAL 261	Principles of Management	BMAL 491	Business Strategy
BMAL 271	Survey of Leadership	ECON 221	Principles of Macroeconomics
BMAL 301	Ethics in Business	ECON 222	Principles of Microeconomics

### 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 Communications

# Business Management and Leadership/43

## 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

<b>BMAL 201</b>	<b>Principles of Business</b>	<b>3 SH</b>
	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.	
<b>BMAL 241</b> (WI)	<b>Marketing</b>	<b>3 SH</b>
	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.	
<b>BMAL 251</b>	<b>Business Law I</b>	<b>3 SH</b>
	Legal concepts evolved through government regulation, administrative agencies, environmental law and community planning, consumer protection, and contracts.	
<b>BMAL 261</b>	<b>Principles of Management</b>	<b>3 SH</b>
	The study of management principles and techniques for all fields of business including business objectives, policies, functions, leadership, organization structure and morale, operative procedures.	
<b>BMAL 271</b>	<b>Survey of Leadership</b>	<b>3 SH</b>
	This course is built on the premise that leadership is a dynamic process. Students will: (1) explore leadership's multifaceted process; (2) broaden their understanding of the implications of effective leadership in their specific career choice; (3) examine the role of ethical behavior in both leadership and management; (4) discuss the process of change and leadership's role as "change agent"; (5) apply leadership and learning theories to the process of experiential training.	
<b>BMAL 301</b>	<b>Ethics in Business</b>	<b>3 SH</b>
	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.	
<b>BMAL 311</b>	<b>Business Statistics</b>	<b>3 SH</b>
	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.	
<b>BMAL 331</b>	<b>Risk Management and Insurance</b>	<b>3 SH</b>
	Principles of risk; methods of handling self-insurance; principles of insurance and application to life, property, & casualty insurance. Prerequisite: BMAL 261.	
<b>BMAL 332</b>	<b>Investments</b>	<b>3 SH</b>
	Fundamental principles of investment; analysis of financial data; types of securities; security market operations and portfolio planning. Prerequisite: BMAL 231.	
<b>BMAL 371</b>	<b>Organizational Behavior</b>	<b>3 SH</b>
	The study of the managerial consequences of behavioral concepts and the environmental	

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variables. Prerequisite: BMAL 271.

<b>BMAL 381</b>	<b>International Business</b>	<b>3 SH</b>
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.		
<b>BMAL 432</b>	<b>Financial Management</b>	<b>3 SH</b>
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.		
<b>BMAL 461</b>	<b>Management of Human Resources</b>	<b>3 SH</b>
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.		
<b>BMAL 471</b>	<b>Organizational Change</b>	<b>3 SH</b>
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.		
<b>BMAL 491</b> (WI)	<b>Business Strategy</b>	<b>F 3 SH</b>
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.		

**NOTE:** To register for SPECIAL TOPICS OR INDEPENDENT STUDY, refer to pages 35-39

## Criminal Justice (CRIMA)

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

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

**General Education: Please refer to pages 39-41.**

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## Major

### CRIMINAL JUSTICE

#### Required Courses (30 Semester Hours):

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

#### Financial Fraud and Fraud Examination Concentration - 15 SH

FFFE 425	White Collar Crime Investigations	FFFE 507	Forensic Accounting
FFFE 501	Senior Seminar I	COMP 265	Introduction to CIS
FFFE 502	Senior Seminar II		

#### Homeland Security Concentration - 15 SH

CRIM 222	Criminal Justice Administration	CRIM 442	Terrorism
CRIM 340	Emergency Management	PLSC 405	Public Policy
CRIM 345	Homeland Security		

#### Pre-Law Concentration - 15 SH

PLSC 303	Introduction to Law	PLSC 411	Constitutional Law I
PLSC 307	Law and Society	PLSC 412	Constitutional Law II
PLSC 405	Public Policy		

## 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.

<b>CRIM 202</b>	<b>Introduction to Criminal Justice</b> 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.	<b>3 SH</b>
<b>CRIM 203</b>	<b>Criminal Investigation</b> 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.	<b>3 SH</b>
<b>CRIM 204</b>	<b>Juvenile Justice</b> Studies traditional and contemporary views of juvenile delinquency. Historical development of juvenile law and the juvenile justice system within the context of the criminal justice system. Future trends in juvenile justice are examined. Prerequisite: CRIM 202 or SOCY 201.	<b>3 SH</b>
<b>CRIM 205</b>	<b>Introduction to Criminology</b> The nature and scope of crime with emphasis on the social and psychological causes is studied. Emphasis will be placed on criminological theories and the application of theories and current crime issues. Prerequisites: SOCY 201, or CRIM 202, <b>and</b> Senior status <b>or</b> permission of the instructor.	<b>3 SH</b>
<b>CRIM 206</b>	<b>Corrections</b> 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	<b>3 SH</b>

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of prison labor will also be examined.. Prerequisite: CRIM 202.

<b>CRIM 207</b>	<b>Criminal Justice and Society</b> 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.	<b>3 SH</b>
<b>CRIM 215</b>	<b>Substantive Criminal Law</b> 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.	<b>3 SH</b>
<b>CRIM 220</b>	<b>Ethics in Criminal Justice</b> Potential ethical controversies confronting the criminal justice process and law enforcement agencies. Special attention given to contemporary ethical issues in the administration of justice.	<b>3 SH</b>
<b>CRIM 222</b>	<b>Criminal Justice Administration</b> 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.	<b>3 SH</b>
<b>CRIM 240</b>	<b>Law Enforcement Operations</b> 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 issues within the policing subsystem. Prerequisite: CRIM 202.	<b>3 SH</b>
<b>CRIM 305</b>	<b>Criminal Law II: Procedural</b> 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 502.	<b>3 SH</b>
<b>CRIM 340</b>	<b>Emergency Management</b> 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.	<b>3SH</b>
<b>CRIM 345</b>	<b>Homeland Security</b> 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.	<b>3 SH</b>
<b>CRIM 390 (WI)</b>	<b>Research Methods in Criminal Justice</b> Basic research techniques and statistical analyses used in criminal justice, field observation, survey methods, and experimental designs; evaluation of social programs; uses of computers in the social sciences. All students are required to design an original research project with data that is collected through individuals or community agencies that contribute to a specific need in the local criminal justice community. Prerequisite: CRIM 202.	<b>3 SH</b>

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<b>CRIM 407</b>	<b>Criminal Procedure II</b> Criminal Procedure II examines the concepts of pre-arrest, arrest, search and seizure relative to exceptions to the search warrant requirement, consent to search, plain view searches and seizures of evidence, vehicle searches and seizures, opens fields and abandoned property. Emphasis is placed on criminal procedure and the fifth and sixth amendments pertinent to Interrogations, admissions, confessions, and pretrial visual identification procedures. Prerequisites: CRIM 202, CRIM 215.	<b>3 SH</b>
<b>CRIM 425</b>	<b>White Collar Crime Investigations</b> 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.	<b>3 SH</b>
<b>CRIM 442</b>	<b>Terrorism</b> 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.	<b>3 SH</b>
<b>CRIM 520 (WI)</b>	<b>Senior Seminar in Criminal Justice</b> This course is designed as a capstone to integrate the knowledge and skills of the criminal justice major. A journal of contemporary criminal justice issues, multiple class presentations and a research project and paper are requirements. Prerequisite: Senior status, CRIM 202 and CRIM 390 or permission of the instructor.	<b>3 SH</b>
<b>CRIM 555</b>	<b>Internship in Criminal Justice</b> Provides an opportunity to develop professional skills in a law enforcement setting. Requires a minimum of 100 hours of field work for the semester. A weekly seminar with a faculty member provides guidance and evaluation of the learning experience. Prerequisites: Senior status and approval by the department.	<b>3 SH</b>
<b>CRIM 556</b>	<b>Internship in Criminal Justice</b> Provides an opportunity to develop professional skills in a criminal justice setting. Requires a minimum of 200 hours of field work for the semester. A weekly seminar with a faculty member provides guidance and evaluation of the learning experience. Prerequisites: Senior status and approval by the department.	<b>6 SH</b>

**NOTE:** To register for SPECIAL TOPICS or INDEPENDENT STUDY, refer to pages 35-39.

## Health Administration (HA)

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

Students in the Health Administration Program complete courses such as healthcare management, healthcare economics, health policy and healthcare strategy. Students 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.

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

## Major

### HEALTH ADMINISTRATION

#### Required Core Courses (54 semester hours)

ACCT	201	Introduction: Financial Accounting	HA	404	Healthcare Economics
ACCT	202	Introduction: Managerial Accounting	HA	405	Medical Communications
BMAL	311	Business Statistics	HA	406	Healthcare Insurance and Managed Care
BMAL	432	Financial Management			
COMP	110	Microcomputer Applications	HA	414	Legal & Ethical Enviroment of Healthcare
ECON	221	Principles of Macroeconomics			
ECON	222	Principles of Microeconomics	HA	502	Healthcare Budgeting & Control
HA	300	Principles of Healthcare Management	HA	504	Health Policy
			HA	505	Healthcare Planning and Strategy
HA	302	Introduction to Public Health	HA	520	Special Topics
HA	310	Healthcare Marketing			

#### Electives:

36 SH of electives are required.

**General Education:** Please refer to pages 39-41 as necessary with catalog revision.

### 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 (54 semester hours) for the Health Administration degree. In addition, they must also successfully complete the five (5) concentration requirement courses and five (5) electives of their choice.

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

- HA 407 Long Term Care Management
- HA 506 Clinical Aspects of Aging
- HA 508 Contemporary Issues in Long Term Care

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

#### Five Electives of Choice (15 SH)

#### Medical Practice Management Concentration:

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

Students enrolled in the undergraduate Health Administration Program who elect to pursue the Medical Practice Management concentration must successfully complete the specified required Core Courses (54 semester hours) for the Health Administration degree. In addition, they must also successfully complete the five (5) concentration requirement courses and five (5) electives of their choice.

#### Concentration Electives in Medical Practice Management (15 SH):

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



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## Five Electives of Choice (15 SH)

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

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

### Certificate in Health Administration(18 SH):

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

HA 300 Principles of Healthcare Management

HA 310 Healthcare Marketing

HA 414 Legal & Ethical Environment of Healthcare

HA 502 Healthcare Budgeting and Control (prerequisites: ACCT 201, 202)

HA 504 Health Policy

### Elective

### Certificate in Long Term Care Management (15 SH):

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

### Certificate in Medical Practice Management (15 SH):

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

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

## Courses Offered

<b>HA 300</b>	<b>Principles of Healthcare Management</b> A general introduction to the process of management and the application of administrative techniques to the healthcare sector.	<b>3 SH</b>
<b>HA 302</b>	<b>Introduction to Public Health</b> 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 studies 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.	<b>3 SH</b>
<b>HA 310</b>	<b>Healthcare Marketing</b> A survey of marketing organization and methods in healthcare settings. The course reviews the evolution of healthcare marketing activities and the integration of marketing with other organizational activities.	<b>3 SH</b>
<b>HA 404</b>	<b>Healthcare Economics</b> Introduction to the economics of healthcare through an exploration of the supply and demand of services in a pluralistic marketplace. Economic theories related to production and consumption of healthcare services. Supply-demand analyses as applied to specific markets in the healthcare sector. Public and private interface in production and distribution of healthcare. Prerequisites: ECON 221, ECON 222.	<b>3 SH</b>
<b>HA 405</b>	<b>Medical Communications</b> Business communications in healthcare settings. Emphasis on medical terminology. Focus on professionalism in communicating with multiple stakeholders.	<b>3 SH</b>

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HA 406	<b>Healthcare Insurance and Managed Care</b> Overview of the various private and public sources of reimbursement in the United States including Medicare, Medicaid, and managed care organizations. Selected contracting and financial incentives and the effect on quality and cost containment are emphasized.	3 SH
HA 407	<b>Long Term Care Management</b> An overview of various provider settings and services in long term care. Emphasis upon management of long term care facilities and the issues specific to the clients seeking those services. Reimbursement and regulation of long term care providers are addressed as well as topics of human resources, marketing, environmental and operational management.	3 SH
HA 409	<b>Healthcare Information Management</b> Overview of clinical and administrative information systems with a particular emphasis on systems integration. Processes necessary to comply with mandated reporting to regulatory agencies and financial organizations. Development of a technology security process.	3 SH
HA 412	<b>Healthcare Human Resource Management</b> Development of systems, processes and structure for administrative and clinical operations. Development of compensation and benefit plans. Design of performance appraisal processes. Knowledge of pertinent employment laws and regulatory standards.	3 SH
HA 413	<b>Risk Management and Insurance</b> Detailed understanding of third party reimbursement processes. Focus on governmental and private sector cost containment arrangements. Processes and procedures to manage individual and corporate risk. Development of risk management plans. Implementation of compliance programs for federal and state laws and regulations.	3 SH
HA 414 (WI)	<b>Legal &amp; Ethical Environment of Healthcare</b> Role of ethics and law in the management of healthcare services. Examines self-exploration in ethical based, principle based, values based, economic based and legal based decision making. Emphasis is placed on strategies to provide appropriate services while avoiding potential litigation.	3 SH
HA 502	<b>Budgeting and Control</b> Focus on budget formulation, analysis and control within organizational parameters. Detailed preparation of both organizational and program budgets. Analysis and resolution of variance. Preparation and written/oral presentation of budget reports. Prerequisites: ACCT 221, ACCT 223.	3 SH
HA 504	<b>Health Policy</b> Relationship between the politics of healthcare and the health policymaking process in both public and private sectors. Roles of government, bureaucratic agencies, organizations, consumers, political action groups and health care providers explored. Focus on policy formulation, implementation and modification.	3 SH
HA 505 (WI)	<b>Healthcare Planning and Strategy</b> This integrative course incorporates the knowledge and skills acquired in previous coursework in order to formulate and implement management policies and strategies. Special emphasis placed on the manager's capacity to manage cost management with quality management. Students will individually or collectively as a team, create a strategic plan as a final project. Prerequisite: Senior status.	3 SH
HA 506	<b>Clinical Aspects of Aging</b> 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.	3 SH
HA 507	<b>Healthcare Quality Management</b> Development of quality management systems. Focus on programming for credentialing and	3 SH

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licensure. Internal processes and systems for maintaining practice performance standards, patient satisfaction, and peer review processes.

- HA 508**      **Contemporary Issues in Aging**      **3 SH**  
Examination of current and future issues of aging in the United States. Long term care trends reflective of the Boomer generation with managerial implications for structuring and providing services.
- HA 509**      **Medical Practice Operations Management**      **3 SH**  
Design, implementation and monitoring of business operations plans. Arrangements for purchase of equipment and materials. Facilities planning and maintenance. Processes for identification and utilization of outsourced expertise.
- HA 520**      **Special Topics**      **3 SH**  
Formal courses on topics or special interest subjects presented periodically as required. A specific title will be used in each instance and such will be entered on the student's transcript. Subject areas include, but are not limited to: chronic disease management, administrative ethics in healthcare and managerial epidemiology.

**NOTE:** To register for SPECIAL TOPICS or INDEPENDENT STUDY, refer to pages 35-39.

# 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, business management, 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 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 33 SH of major coursework plus required general education requirements and electives. All 11 core courses are seated and are completed over an 8-week compressed schedule that meets once a week from 6-9:45/p except for PSYC 323. Elective coursework and general education requirements may be offered in online or seated formats.

**General Education: Please refer to pages 39-41.**

## Major

### Human Relations

**Required Core Courses (33 semester hours):**

#### First Semester:

MFT 301      Dating, Marriage, and Interpersonal Relationships  
PSYC 295      Psychological Development Across the Lifespan

#### Second Semester:

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MFT 302 Systems Foundations of Relationships  
PSYC 323 Psychology of Adjustment

### Third Semester:

MFT 325 Introduction to Research Methods\*  
MFT 330 Personal Wellness in Modern Society

### Fourth Semester:

MFT 403 Skills for Relationships  
MFT 450 General Ethics & Morality\*

### Fifth Semester:

MFT 520 Human Sexuality  
PSYC 450 Personality\*  
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.

\*Designates Writing Intensive

## Courses Offered

<b>MFT 301</b>	<b>Dating, Marriage, and Interpersonal Relationships</b>	<b>3 SH</b>
	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.	
<b>MFT 302</b>	<b>Systems Foundations of Relationships</b>	<b>3 SH</b>
	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.	
<b>MFT 325 (WI)</b>	<b>Introduction to Research Methods</b>	<b>3 SH</b>
	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.	
<b>MFT 330</b>	<b>Personal Wellness in Modern Society</b>	<b>3 SH</b>
	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.	
<b>MFT 403</b>	<b>Skills for Relationships</b>	<b>3 SH</b>
	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.	
<b>MFT 450 (WI)</b>	<b>General Ethics &amp; Morality</b>	<b>3 SH</b>
	Introduction to the main approaches of ethical and moral analysis. The process of ethical thinking and moral decision-making is applied to contemporary issues including but not	

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limited to cloning and reproductive technologies, war and terrorism, diversity and equality, animal rights, world hunger and poverty, environmental ethics, and cyberethics. The process of ethical thinking is refined and expanded through this application process. This is a writing intensive course.

<b>MFT 520</b>	<b>Human Sexuality</b>	<b>3 SH</b>
	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.	
<b>MFT 530</b>	<b>Human Relations Internship</b>	<b>3 SH</b>
	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.	
<b>PSYC 295</b>	<b>Psychological Development across the Lifespan</b>	<b>3 SH</b>
	This courses 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).	
<b>PSYC 323</b>	<b>Psychology of Adjustment</b>	<b>3 SH</b>
	Discovering and applying dynamic, positive principles of constructive behavior. Emphasis is placed on applying course concepts to students' individual life experiences as well as potential therapeutic applications. Involvement with a campus or community service project assists students in applying course knowledge to everyday life.	
<b>PSYC 450 (WI)</b>	<b>Personality</b>	<b>3 SH</b>
	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. This is a writing intensive course.	

### Area of Concentration:

In addition to the required coursework for any undergraduate major (also includes Misenheimer students), each student majoring in HMRL or other major has an option to complete the following area of concentration in 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.

### Substance Abuse Concentration (19 SH):

SAB 401	Introduction to Substance Abuse = 3 SH
SAB 402	Contemporary Issues in Substance Abuse = 3 SH
SAB 403	Substance Abuse Treatment Beyond Microskills = 3 SH
SAB 404	Substance Abuse Issues with Special Populations = 3 SH
SAB 405	Substance Abuse Certification Prep Seminar = 1 SH
SAB 490*	Substance Abuse Internship (2 semesters = 300 total hours) = 3+3 = 6 SH (this course is cross listed with MFT 530)

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\*Note: Prior to registration for the SAB 490 internship, all students who wish to pursue Certification as a Substance Abuse Counselor (CSAC), 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 CCS or CCS intern.

# Interdisciplinary Studies (IDS)

Interdisciplinary Studies is a generalist major designed for students seeking a Bachelor's degree that combines flexibility with a focus on developing college level skills and knowledge in writing, oral communication, research, and critical thinking with a global perspective on contemporary issues. The requirements for the major can be completed in 18 months and will feature a problem-based and team learning pedagogy.

Students completing the major in Interdisciplinary Studies will have

- developed a predisposition for actively engaging in problem-solving
- documented skill in forming cross-functional teams that work collaboratively to achieve their goals
- integrated insights from a variety of academic disciplines to acquire knowledge and solve problems
- demonstrated the ability to produce clear and effective oral and written communication
- employed technology to support integrative learning, team based problem-solving, and critical thinking

**General Education: Please refer to pages 39-41.**

## Major

**Required Courses (30 SH):**

IDS 301	Introduction to Interdisciplinary Studies
ENGL 360	Rhetoric
MFT 325	Introduction to Research Methods
COMM 355	Diversity Issues in a Global Context
HSTY 210	Current Events
IDS 430	Seminar in Interdisciplinary Studies
BMAL 371	Organizational Behavior
COMM 414	Conflict Transformation
ART 385	Art and the Human Experience
IDS 490	Senior Seminar

**General Education Requirements (30 SH)**

**Electives (46-49 SH)**

## Courses Offered

<b>ART 385</b>	<b>Art and the Human Experience</b>	<b>3 SH</b>
	Directed study of the relationships between art, its history, and everyday culture. A variety of visual cues and motivations will be analyzed such as photography, film, symbols, pop culture and graphic design all within an art historical context.	
<b>COMM 355</b>	<b>Diversity Issues in a Global Context</b>	<b>3 SH</b>
	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 ethnocentrist standpoint. The impact of variations in communication strategies on significant life issues will be explored.	
<b>COMM 414 (WI)</b>	<b>Conflict Transformation</b>	<b>3 SH</b>
	Study of conflict management theory and skill processes, including active listening, assertion, negotiation, and mediation. Students will develop knowledge about the nature of conflict, the growing opportunities to utilize conflict management skills, and will develop awareness of personal styles of dealing with communicative discord. This is a writing intensive course.	
<b>ENGL 360 (WI)</b>	<b>Rhetoric</b>	<b>3 SH</b>
	Introduction to the field of rhetoric, including study of major rhetoricians from Plato to Burke and the changing position of rhetoric in the field of literary and communication studies. This is a writing intensive course.	

## Undergraduate Programs/55

<b>HSTY 210</b>	<b>Current Events</b> Significant current events, issues, or movements such as the growth of Islamic fundamentalism, global terrorism, the Arab-Israeli conflict, economic crisis in the European Union, China's emergence as a world power, the Iranian nuclear program, and climate change are studied in their historical context. Events in the United States are covered, but the focus of the course is international. A research/service project may be required.	<b>3 SH</b>
<b>IDS 301</b>	<b>Introduction to Interdisciplinary Studies</b> Provides students with an overview of the traditional academic disciplines and the various ways in which they have been combined to develop new disciplines, transdisciplines, and interdisciplinary practices. The focus will be on interdisciplinary approaches to knowledge creation and problem solving.	<b>3 SH</b>
<b>IDS 430</b>	<b>Seminar in Interdisciplinary Studies</b> Topical, interdisciplinary seminars focusing on the approaches different disciplines take to a specific contemporary or historical issue in a global perspective. Prerequisites: Junior standing, ENGL 102, and PHIL 304 or ENGL 360.	<b>3 SH</b>
<b>IDS 490 (WI)</b>	<b>Senior Seminar</b> A faculty-supervised capstone course for Liberal Arts majors. Students will explore issues and themes in a chosen area of the Liberal Arts and utilize research techniques in the process. Emphasis will be placed on research methods as well as the research of others from professional publications. The research process includes the submission and approval of a topic outline, a proposal, and a final report as well as an oral presentation. Prerequisite: Senior status <b>or</b> permission of the Dean.	<b>3 SH</b>
<b>MFT 325 (WI)</b>	<b>Introduction to Research Methods</b> 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.	<b>3 SH</b>
<b>BMAL 371</b>	<b>Organizational Behavior</b> The study of the managerial consequences of behavioral concepts and the environmental variables. Prerequisite: Junior standing.	<b>3 SH</b>

# 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

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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	<b>Spanish I (15-16 weeks)</b>	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	<b>Spanish II (15-16 weeks)</b>	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	<b>Spanish III (12 weeks)</b>	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	<b>Cultural Understanding I: Latin American Politics &amp; its Socioeconomic reality (8 weeks)</b>	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	<b>Cultural Understanding II: Cultural Diversity: Latinos in the US (8 weeks)</b>	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	<b>Introduction to Financial Accounting</b>	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	<b>Introduction to Managerial Accounting</b>	S	3 SH



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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.

<b>ACCT 310</b>	<b>Cost Accounting</b>	<b>3 SH</b>
	Determination of costs in inventory valuation and performance evaluation; standard costs and variance analysis. Prerequisite: ACCT 223 and BMAL 211.	
<b>ACCT 421</b>	<b>Managerial Accounting</b>	<b>3 SH</b>
	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.	
<b>ART 111V</b>	<b>Introduction to Art</b>	<b>3 SH</b>
	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.	
<b>BMAL 201</b>	<b>Principles of Business</b>	<b>3 SH</b>
	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.	
<b>BMAL 231</b>	<b>Personal Finance</b>	<b>3 SH</b>
	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.	
<b>BMAL 371</b>	<b>Organizational Behavior</b>	<b>3 SH</b>
	The study of the managerial consequences of behavioral concepts and the environmental variables. Prerequisite: BMAL 271	
<b>CHEM 201N</b>	<b>Science, Technology and Modern Society I</b>	<b>4 SH</b>
	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.	
<b>COMM 200S</b>	<b>Public Speaking</b>	<b>3SH</b>
	Speech-making; students prepare and deliver short, informative, entertaining and persuasive presentations.	
<b>COMM 481</b>	<b>Advanced Topics in Organizational Communication</b>	<b>3 SH</b>
	This course involves intensive study of a particular aspect of organization communication. Students may take this course twice providing different topics are offered each time. Prerequisite: Junior standing.	
<b>COMP 300</b>	<b>Programming Essentials</b>	<b>3 SH</b>
	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.	
<b>ECON 221</b>	<b>Principles of Macroeconomics</b>	<b>3 SH</b>
	Economic theory and public policy; national income; money and banking; economic growth;	

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business fluctuations.

<b>ECON 222</b>	<b>Principles of Microeconomics</b>	<b>3 SH</b>
	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.	
<b>ECON 326</b>	<b>Comparative Economic Systems</b>	<b>3 SH</b>
	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.	
<b>ECON 331</b>	<b>Public Finance</b>	<b>3 SH</b>
	Taxation, public finance, and fiscal policy at all levels of government; relationships between public finance and economic well-being. Prerequisite: ECON 221.	
<b>ECON 421</b>	<b>Money and Banking</b>	<b>3 SH</b>
	Analysis of the financial system, financial instruments, interest rates, and the relationship between money, credit, and economic activity. Prerequisites: ECON 221, ECON 222.	
<b>ENGL 101</b>	<b>Introduction to College Writing</b>	<b>3 SH</b>
	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.	
<b>ENGL 102W</b>	<b>College Writing</b>	<b>3 SH</b>
	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.	
<b>ENGL 206</b>	<b>Approaches to Literature</b>	<b>3 SH</b>
	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.	
<b>ENGL 208 (WI)</b>	<b>Introduction to Poetry</b>	<b>3 SH</b>
	Study of forms and practices related to the creation, criticism and interpretation of poetry.	
<b>ENGL 214 (WI)</b>	<b>Introduction to Literary Studies</b>	<b>3 SH</b>
	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.	
<b>ENGL 215 (WI)</b>	<b>Creative Writing I</b>	<b>3 SH</b>
	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.	

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<b>ENGL 217L</b>	<b>American Literature to 1865</b> Survey of American poetry, drama, and fiction from the precolumbian period through 1865.	<b>3 SH</b>
<b>ENGL 218</b>	<b>American Literature from 1865 to the Present</b> Survey of American poetry, drama, and fiction from 1865 to the present.	<b>3 SH</b>
<b>ENGL 319 (WI)</b>	<b>Topics in Literature</b> 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.	<b>3 SH</b>
<b>ENGL 360 (WI)</b>	<b>Rhetoric</b> 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.	<b>3 SH</b>
<b>ENGL 411</b>	<b>Children's Literature</b> 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.	<b>3 SH</b>
<b>ENGL 415</b>	<b>Creative Writing II</b> 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 <b>and</b> Junior standing <b>or</b> instructor's permission.	<b>3 SH</b>
<b>GEOG 202</b>	<b>World Regions</b> Survey of eight world regions, including their world importance, geographical characteristics, and major problems.	<b>3 SH</b>
<b>HSTY 203</b>	<b>North Carolina History</b> Social, political, and economic development from colonial times to the present. Prerequisite: Declared major or minor in History, Social Studies, <b>or</b> Education.	<b>3 SH</b>
<b>HSTY 210</b>	<b>Current Events</b> 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.	<b>3 SH</b>
<b>MATH 210M</b>	<b>Basic Mathematical Concepts I</b> 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.	<b>3 SH</b>
<b>MATH 220M</b>	<b>College Algebra</b> 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.	<b>3 SH</b>
<b>MUSI 120V</b>	<b>Introduction to Music</b> Introduction to music history and practice with a focus on basic notation and sight reading, audiation, 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.	<b>3 SH</b>
<b>PHIL 203 (WI)</b>	<b>Introduction to Philosophy</b> 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	<b>3 SH</b>

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political philosophy, and philosophy of religion. This course gives students a knowledge of philosophical theories and assists them in developing their own analytical and critical skills in doing philosophical reflection.

<b>PHIL 205 (WI)</b>	<b>Philosophical and Christian Ethics</b> An exploration of various theories and approaches in philosophical and Christian ethics and their application to current social issues. This course gives students a knowledge of theory and method in both philosophical and Christian ethics and assist them in developing their own analytical and critical skills in doing ethical assessment.	<b>3 SH</b>
<b>PHIL 304</b>	<b>Introduction to Logic and Critical Thinking</b> An introduction to the study and practice of reasoning. This course assists students in analyzing various types of arguments by identifying stated and unstated assumptions, evaluating the use of, recognizing the ambiguity in language, and spotting faulty reasoning. It also helps students to present coherent and logical arguments of their own.	<b>3 SH</b>
<b>PHIL 308 (WI)</b>	<b>Social Justice and the Common Good</b> A philosophical examination of social injustice, namely racism, sexism, classism, heterosexism, and ableism, as well as a philosophical exploration of both theoretical and practical approaches to social justice and a common good. This course gives students a knowledge of social and political philosophy and assists them in developing their analytical and critical skills for ethical assessment of social issues. This course includes a service-learning project that puts theory into practice and contributes to a more just society.	<b>3 SH</b>
<b>PHIL 598 (WI)</b>	<b>Special Topics</b> Topics for the class are chosen from a wide range of possibilities, such as computers and the human mind, existentialism, theories of knowledge, images of the human; or studies of individual philosophers or schools of philosophy.	<b>3 SH</b>
<b>PHYS 125</b>	<b>Physics Behind Music and the Arts</b> 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.	<b>4 SH</b>
<b>PLSC 201S</b>	<b>American Government</b> 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.	<b>3 SH</b>
<b>PLSC 289</b>	<b>Topics in Political Science</b> 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.	<b>3 SH</b>
<b>PLSC 225</b>	<b>Introduction to Law</b> 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.	<b>3 SH</b>
<b>PLSC 307</b>	<b>Law and Society</b> 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.	<b>3 SH</b>

## Supplemental Courses/61

<b>PLSC 402</b>	<b>Modern Political Thought</b> 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.	<b>3 SH</b>
<b>PLSC 411</b>	<b>Constitutional Law I - Powers</b> 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.	<b>3 SH</b>
<b>PLSC 412</b>	<b>Constitutional Law II - Rights</b> 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.	<b>3 SH</b>
<b>PSYC 202S</b>	<b>Introduction to Psychology</b> Psychology as a science of human behavior; the work of the psychologist; modes of thought and methods of study; motivation; sensing; learning; preceiving; thinking; emotion; personality; testing. The first course in Psychology for all students regardless of major.	<b>3 SH</b>
<b>PSYC 225 (WI)</b>	<b>Social Psychology</b> 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.	<b>3 SH</b>
<b>PSYC 226 (WI)</b>	<b>Abnormal Psychology</b> 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.	<b>3 SH</b>
<b>PSYC 295</b>	<b>Psychological Development across the Lifespan</b> 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.	<b>3 SH</b>
<b>PSYC 323</b>	<b>Psychology of Adjustment</b> 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.	<b>3 SH</b>
<b>PSYC 420</b>	<b>Group Processes</b> 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.	<b>3 SH</b>
<b>PSYC 450 (WI)</b>	<b>Personality</b> 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	<b>3 SH</b>

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

<b>RAPT 205R</b>	<b>Old Testament</b> 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.	<b>3 SH</b>
<b>RAPT 206</b>	<b>New Testament</b> 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.	<b>3 SH</b>
<b>RAPT 215R</b>	<b>World Religions</b> 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.	<b>3 SH</b>
<b>RAPT 230</b>	<b>Vocation and Servant Leadership</b> 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.	<b>3 SH</b>
<b>RAPT 510</b>	<b>Special Topics in Religion and Practical Theology</b> 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.	<b>3 SH</b>
<b>SOCY 201</b>	<b>Introduction to Sociology</b> 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.	<b>3 SH</b>
<b>SOCY 204</b>	<b>Social Problems</b> 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.	<b>3 SH</b>
<b>SOCY 206</b>	<b>Sociology of the Family</b> 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.	<b>3 SH</b>
<b>SOCY 408</b>	<b>Social Theory</b> 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.	<b>3 SH</b>
<b>SOCY 425</b>	<b>Sociology of Death and Dying</b> 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.	<b>3 SH</b>

## Supplemental Courses/63

<b>SOCY 450</b>	<b>Race and Ethnic Relations</b> 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.	<b>3 SH</b>
<b>SPAN 101G</b>	<b>Spanish I</b> Exercises in pronunciation; fundamental grammar; reading, composition, and simple conversation. 3 hours of classroom work and 1 hour of laboratory work each week.	<b>3 SH</b>
<b>SPAN 102G</b>	<b>Spanish II</b> Continuation of SPAN 101G.	<b>3 SH</b>
<b>SPAN 210</b>	<b>Intermediate Spanish I</b> This is an intermediate level course intended to improve the conversation skills needed for a wide variety of communicative contexts. To accomplish this goal, classes are devoted primarily to speaking and listening activities designed to give students practice in different conversational registers: everyday and practical interaction, expressing and defending opinions, and literary and cultural analysis. This course uses learning tools such as movies and music, paintings, and photography. Readings include periodical articles, essays, short stories, and poetry. Prerequisite: Spanish 101G and 102G or the equivalent in the Spanish placement exam.	<b>3 SH</b>
<b>SPAN 211</b>	<b>Intermediate Spanish II</b> 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.	<b>3 SH</b>
<b>THTR 200</b>	<b>Theatre Appreciation</b> 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.	<b>3 SH</b>
<b>THTR 310</b>	<b>Introduction to Acting</b> 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.	<b>3 SH</b>

**NOTE:** To register for SPECIAL TOPICS or INDEPENDENT STUDY, refer to pages 35-39.



## GRADUATE PROGRAMS

Master's Degree Programs in:

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

Certificate Program in:

- Health Services Administration
- Leadership

Licensure-Only Program in:

- Academically and intellectually Gifted (AIG) Education

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Graduate Programs serve working adults by providing graduate instruction at convenient times in classroom settings and online. Classes are offered at Pfeiffer's Charlotte campus located at 4701 Park Rd, Charlotte, and at Pfeiffer's Raleigh-Durham campus, located at 2880 Slater Rd., Morrisville. Charlotte contact information: (704)521-9116; Fax (704)521-8617; Raleigh-Durham contact information: Phone (919)238-2400; Fax (919)238-2401.



# GRADUATE ACADEMIC PROGRAMS AND POLICIES

## GRADUATE ACADEMIC POLICIES

### GRADUATION REQUIREMENTS

Students must complete their graduate degree program with a minimum GPA of 3.0, a "B", on work attempted at Pfeiffer University. Not more than two (2) grades of "C" are allowed towards the satisfaction of graduation requirements. Additionally, in the 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. 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.

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

### APPLICATION FOR CANDIDACY/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 MyPfeiffer. Failure to complete the application for degree prior to one year before graduation will result in additional charges (late fee) and a delay in processing your graduation audit.

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

### CHECKLIST to aid in preparing for graduation audit:

1. One semester prior to your anticipated graduation (May, August, December), stop by the Registrar's office or download the application for degree from MyPfeiffer.
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:

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

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.

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

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

## 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 vrs, 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)

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**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 probationary 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.

### 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. MBA/MHA students may transfer up to nine (9) semester hours of comparable business-related graduate level studies and nine (9) semester hours of comparable health administration-related graduate level studies into the Pfeiffer program. MBA/MSL students may transfer up to nine (9) semester hours of comparable business-related graduate level studies and nine (9) semester hours of comparable organizational management-related graduate level studies into the Pfeiffer program. Students in the MFT program may transfer up to nine (9) semester hours of comparable COAMFTE accredited marriage and family program-related graduate level course work with case by case approval as evidenced by an official transcript, and catalog course description and course syllabus concurrent with the semester the course was taken. These courses must be taken within two years of Pfeiffer MFT application. Students in the Master

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of Science in Elementary Education, Master of Arts in Teaching Special Education, and the Master of Arts in Teaching Elementary Education may transfer up to nine (9) semester hours of comparable elementary education graduate level work into the Pfeiffer program. The following provisions apply to transfer credits:

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

### 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 also required to have the computer hardware and software required to access the course information. The grading standards and all other academic policies of the Graduate Programs apply to online courses. The cost for online courses (distance delivery) is specified on p. 12.

### 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 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.

### 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 is assigned where satisfactory progress is being made, but due to reasons beyond the student's control, final course requirements cannot be completed. Such records must be cleared 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 academic calendar for official date of the midpoint.

**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**

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**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 Degree Completion Program (p. 31) 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.

## ACADEMIC LOAD

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

## NON-DEGREE STUDENTS

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

## GRADUATE ENTRANCE EXAMS

Pfeiffer University accepts scores from several recognized graduate entrance assessment sources, including the Graduate Management Admissions Test (GMAT), Graduate Record Examination (GRE), and the Miller Analogy Test (MAT). Pfeiffer will accept the entrance assessment scores from the GMAT, GRE, LSAT, MAT, and MCAT. However, the MFT 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.

## 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

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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.

### GRADUATE ATTENDANCE POLICY

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

Student attendance in online courses is defined as active participation in the course as described in the individual course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following methods:

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

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

### APPEALS FOR GRADE CHANGES

All appeals for grade changes must be presented to the student's Program Director no later than 30 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 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.

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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.

## DROPPING OR WITHDRAWING FROM A COURSE

Graduate students across the University may 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, graduate students will be assigned a "W" if they withdraw from a course, up to the withdraw deadline published in the Pfeiffer University Calendar. 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 a Course Withdrawal form without delay. Course Withdrawal forms are available from the website at [my.pfeiffer.edu](http://my.pfeiffer.edu) and from the Registrar's Office. Withdrawals without notifying the Registrar will result in a failing grade (AW, or F)\*. Graduate students who withdraw from courses to below full-time status (6sh) may have their financial assistance including any VA benefits adjusted, which may result in a debt to the University. Graduate students are advised to consult with the FA office, and/or the VA Coordinator, before dropping their enrollment status to less than 6sh.

\*"AW" grades are computed in the academic average as an "F".

Graduate students may not withdraw from a course after the deadline published in the University Graduate Calendar.

## WITHDRAWAL FROM THE UNIVERSITY

After a conversation with their academic advisor, graduate 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 student loans adjusted, which may result in a debt to the University. Students are advised to consult with the FA office, and/or the VA Coordinator, before they withdraw from the University. Withdrawal from the University forms are available from the website at [my.pfeiffer.edu](http://my.pfeiffer.edu) and from the Registrar's Office. Email Withdrawals from the University forms to: [Rick.Kivior@pfeiffer.edu](mailto:Rick.Kivior@pfeiffer.edu) or fax to: (704) 945-7330 Attn. Rick Kivior

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.

## 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. Graduate students in need of a medical withdrawal must contact Dr. Deborah Lung, Director of Graduate Student Development and Academic Success at [deborah.lung@pfeiffer.edu](mailto:deborah.lung@pfeiffer.edu).

## WITHDRAWAL FROM THE UNIVERSITY DUE TO MILITARY CALL-UP- GRADUATE STUDENTS

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

## RE-ADMISSION TO PFEIFFER UNIVERSITY – GRADUATE STUDENTS

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

-Students who left while on academic probation or suspension should have a mathematical chance that the GPA will raise to meet the Graduate Academic Standing Scale during an additional probationary period (two semesters). Graduate students **must** repeat any course with an "F" grade as soon as they return to the University.

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

# Master of Business Administration

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

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

It is intended to provide individuals seeking or holding management positions with advanced knowledge and competence in the key functional areas that modern day managers 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.

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

## 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 who have earned a previous graduate degree from an accredited institution. The graduate entrance assessment requirement must be satisfied prior to beginning graduate studies.

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

## NON-DEGREE STUDENTS

Applicants who, at the time of their application, do not intend to pursue the MBA degree at Pfeiffer University at Charlotte, 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 and Accounting II

## Statistics

## Microeconomics and Macroeconomics

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	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

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

**MASTER OF BUSINESS ADMINISTRATION: CORPORATE RESPONSIBILITY AND SUSTAINABILITY 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	720	Introduction to Sustainability Science
MBA	725	Domestic and International Environmental Law
MBA	735	Ecosystem Services and Sustainability Science

**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	710	Effective Leadership	MSL	750	Organizational Change Mgmt.
MSL	730	Human Resource Mgmt.			

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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	Negotiation and Conflict Resolution
MSL	750	Organizational Change Management

## MASTER OF BUSINESS ADMINISTRATION: NON-PROFIT 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. or Law Elective
MBA	705	Economics for Leadership	MBA	799	Strategic Management and Leadership
MSL	702	Organizational Behavior			

**Electives:**

MBA	737	Fund Acquisition and Management
MBA	744	Board Operations and Relationship
MBA	748	Public Relations and Community Outreach

Expected MBA offerings Fall 2013 through Summer 2015

Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
701	701	701	701	701	701
703	704	703	703	703	703
706	705	706	706	704	704
730	706	706	706	705	705
740	740	740	740	706	706
750	794	799	750	707	710
790	790	trip	790	790	799
799	799		799	794	trip
				799	

### Courses Offered

<b>MBA 599</b>	<b>Introduction to Graduate Studies</b> 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.	<b>3 SH</b>
<b>MBA 701</b>	<b>Organizational Communications</b> Oral and written forms of business communications; interpersonal and organizational communications; skills development; psychology, human relations, and ethical considerations in communications; report writing.	<b>3 SH</b>
<b>MBA 703</b>	<b>Quantitative Decision Making</b> The use of mathematical models, statistical analysis and management information systems to improve individual and organizational decision making. Prerequisite: BUAD 321.	<b>3 SH</b>
<b>MBA 704</b>	<b>Managerial Accounting</b> Development and use of accounting information for management planning, control, and decision making. Prerequisites: ACCT 221 and ACCT 223; MBA 701, MSL 702.	<b>3 SH</b>
<b>MBA 705</b>	<b>Economics for Leadership</b> 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.	<b>3 SH</b>
<b>MBA 706</b>	<b>Managerial Finance</b> 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 divided policy. Prerequisites: ACCT 221 and ACCT 223; MBA 704.	<b>3 SH</b>
<b>MBA 707</b>	<b>Marketing Management</b> 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.	<b>3 SH</b>
<b>MBA 709</b>	<b>Professional Speaking and Presentation</b> 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.	<b>3 SH</b>
<b>MBA 711</b>	<b>Operations Management</b> Management of the functions required to produce goods or services by an organization. Focus will be on open systems approach. Emphasis will be placed on manufacturing, but service industries and not-for-profit organizations will be integrated into the theory. Prerequisite: MBA 606 Managerial Finance.	<b>3 SH</b>
<b>MBA 720</b>	<b>Introduction to Sustainability Science</b> This course will introduce the field of environmental science and its sub-disciplines. Topics of study will include ecology and wildlife; NGOs, government, and the private sector in environmental science; the history of the modern green movement; policy and law in environmental science; domestic and international interface global issues and local solu-	<b>3 SH</b>

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tions; greenhouse effect and warming; species, extinction, and the private sector; markets and the environment; fuels and alternatives; energy, sources, and resources; and regional (globally speaking) commonalities and differences.

<b>MBA 725</b>	<b>Domestic and International Environmental Law</b> 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.	<b>3 SH</b>
<b>MBA 730</b>	<b>International Business</b> 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.	<b>3 SH</b>
<b>MBA 731</b>	<b>Seminar in International Business Understanding</b> 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.	<b>1 SH</b>
<b>MBA 735</b>	<b>Ecosystem Services and Sustainability Science</b> Introduction to ecosystem services as a concept; gas exchange, deforestation, market growth, and sustainability; water filtration, watersheds, development, and sustainability; aesthetics, real estate, and sustainability.	<b>3 SH</b>
<b>MBA 737</b>	<b>Fund Acquisition and Management</b> This course will introduce the fundamentals of accounting and finance associated with governmental and nonprofit organizations, including entities such as state and local governments, hospitals, schools, voluntary health and welfare organizations, and colleges and universities. It will emphasize the issues related to fund accounting, including general and special revenue funds, capital project funds, debt service funds, internal service funds, enterprise and fiduciary funds, long-term debt and fixed-asset accounting groups, and planning and control of cash and temporary investments. Other topics include budgeting, budgetary control, budgetary reporting, full accrual and modified-accrual accounting, cost determination, tax levies, auditing, preparation of financial statements, and other financial reporting principles and practices. Finally the course examines how corporations can use their philanthropic efforts to further the strategy and goals of the business.	<b>3 SH</b>
<b>MBA 740</b>	<b>Legal and Ethical Environment of Business</b> Legal and ethical issues affecting the manner in which businesses operate, including contracts, product liability, regulation, anti-trust, and employment.	<b>3 SH</b>
<b>MBA 741</b>	<b>MIS Theory and Design</b> 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.	<b>3 SH</b>
<b>MBA 744</b>	<b>Board Operations and Relationship</b> This course will focus on the reformation of corporate governance and its effects on business and nonprofit management practice. Topics will include the role of transparency, new forms of accountability, governance risk, and organizational strategies of response. General theories of governance provide a foundation for an examination of the role governance decisions play in promoting the long-run sustainability of the community in which the firm operates. The identification and training of governing board members and the inter-relationships between leader/manager and the board will be reviewed.	<b>3 SH</b>

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<b>MBA 746</b>	<b>Managerial Negotiations</b> Explores the processes of bargaining and negotiation as social and managerial activities. Emphasis is given to areas of interpersonal and intergroup conflict resolution.	<b>3 SH</b>
<b>MBA 748</b>	<b>Public Relations and Community Outreach</b> Students will be exposed to the marketing concepts and principles that can be applied to change individuals' attitudes and behaviors toward a variety of social issues, including health, housing, environment, culture, education and poverty. A semester-long field project in which student groups will address a specific problem for a real social-cause organization and provide the organization with a set of actionable recommendations will help students realize the need for quality communication.	<b>3 SH</b>
<b>MBA 750</b>	<b>Social Entrepreneurship and Microfinance</b> 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 MFIs.	<b>3 SH</b>
<b>MBA 752</b>	<b>International Finance</b> 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.	<b>3 SH</b>
<b>MBA 776</b>	<b>MBA International Experience</b> 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.	<b>3 SH</b>
<b>MBA 790</b>	<b>Applied Field Project</b> 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.	<b>3 SH</b>
<b>MBA 793</b>	<b>Applied Field and Research Project</b> 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.	<b>3 SH</b>
<b>MBA 794</b>	<b>Comparative International Business Law</b> Comparative International Business Law is designed to cover the basic laws of international	<b>3 SH</b>

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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.

- |                |  |             |
|----------------|--|-------------|
| <b>MBA 795</b> | <b>Applied Research in Business</b>  | <b>3 SH</b> |
|                | 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.  |             |
| <b>MBA 798</b> | <b>Special Topics</b>  | <b>3 SH</b> |
|                | 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.  |             |
| <b>MBA 799</b> | <b>Strategic Management and Leadership</b>   | <b>3 SH</b> |
|                | 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. This project will require a substantial additional time commitment (135 hours) more than a normal course and will be worked on the entire semester. 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 Health Administration/Master of Business Administration

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 MBA or a separate MHA; rather, the joint Degree MBA/MHA is an intensive single degree program. The program is intended primarily for clinicians and healthcare managers whose career paths require advanced competencies in both quantitative and qualitative aspects of management. A highlight of the program is an eight to ten day international study where students travel to Canada, Germany, Austria, 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.

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- 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 who have earned a previous graduate degree from an accredited institution. The graduate entrance assessment requirement must be satisfied prior to beginning graduate studies.

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

### NON-DEGREE STUDENTS

Applicants who, at the time of their application, do not intend to pursue the MHA/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.

### 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 health care 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 requirements for the MHA/MBA joint degree program:

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

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.

### 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 and Accounting II  
Math 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.

### MBA Curriculum Requirements - 18 Semester Hours

All MHA/MBA students must satisfactorily complete a six (6) 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.

### MHA Curriculum Requirements - 30 Semester Hours

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

MHA	710	Contemporary Health Administration	MHA	776	Comparative International Health In Healthcare Administration
MHA	715	Legal & Ethical Perspectives			OR
MHA	720	Health Services Marketing	MHA	777	Comparative International Health Study
MHA	725	Health Services Policy			

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MHA	730	Health Economics	MHA	790	Practicum in Health Administration
MHA	735	Health Services Information	OR		
MHA	740	Health Services Financial Management	MHA	795	Applied Research in Health Administration
			MHA	799	Strategic Health Services Management

### MSL Curriculum Requirements -- 6 Semester Hours

All MBA/MHA students must select and satisfactorily complete two (2) Leadership courses.

### TOTAL JOINT MBA/MHA DEGREE CURRICULUM REQUIREMENTS - 54

# Master of Business Administration/Master of Science in Leadership

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 who have earned a previous graduate degree from an accredited institution. The graduate entrance assessment requirement must be satisfied prior to beginning graduate studies.

**Students may be accepted into the program and will have until the end of the first year of graduate study to satisfy the undergraduate prerequisite. 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 and Accounting II  
Microeconomics and Macroeconomics  
or course equivalent to ECON 591

Math and Statistics

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		<b>or</b>
MBA 705	Managerial Economics	MBA 730	International Business
MBA 706	Managerial Finance	MBA 740	Legal and Ethical Environment of Business or Law Elective
MBA 707	Marketing Management		

**MSL Curriculum Requirements -- 27 Semester Hours**

MSL 710	Effective Leadership	MSL 751	Strategies for Building High Performance Organizations and Teams
MSL 712	Ethical Behavior and Employment Law		
MSL 715	Critical Thinking for Continuous Improvement	MSL	Elective (six hours from any other MSL course or, another course from the MBA curriculum with the approval of the program director)
	<b>or</b>		
MSL 720	Managing a Diverse Workforce		
MSL 730	Human Resource Management		
	<b>or</b>		
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. A highlight of the program is a seven (7) to ten (10) day international study where students travel to either Austria, Canada, Germany, England, 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.
- satisfactory completion of either (1) the Miller Analogies Test (MAT), (2) Graduate Management

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Admissions Test (GMAT), (3) Graduate Record Examination (GRE) or of another standardized graduate admissions test. This requirement is waived for applicants who have earned a previous graduate degree from an accredited institution. The graduate entrance assessment requirement must be satisfied prior to beginning graduate studies.

## NON-DEGREE STUDENTS

Applicants who, at the time of their application, 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.

## 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	720	Health Services Marketing
MHA	725	Health Services Policy
MHA	730	Health Economics
MHA	735	Health Services Information Management
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 or MHA curriculum.		

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

## CONCENTRATION OPTION:

### Leadership Concentration:

#### Concentration Curriculum Requirement - 36 Semester Hours

The Leadership concentration is designed to provide practical applications from both the health service and business leadership fields of knowledge. The four MSL courses provided in the concentration will provide the student with the essential specialized competencies necessary for successful leadership in the rapidly changing and extraordinarily complex health service enterprise of the 21st Century. NOTE: This concentration is available only on the Charlotte Campus, the Raleigh Campus, online or with special permission of the Department Chairperson.

## MHA Curriculum Requirements - 21 Semester Hours

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

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

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MHA	735	Health Services Information Management
MHA	776	Comparative International Health <b>OR</b>
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	740	Negotiations and Conflict
MSL	710	Effective Leadership	MSL	750	Organizational Change

## Courses Offered

<b>MHA 710</b>	<b>Contemporary Health Administration</b>	<b>3 SH</b>
	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.	
<b>MHA 712</b>	<b>Population Health</b>	<b>3 SH</b>
	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. (Elective only)	
<b>MHA 715</b>	<b>Legal and Ethical Perspectives in Healthcare Administration</b>	<b>3 SH</b>
	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.	
<b>MHA 720</b>	<b>Health Services Marketing</b>	<b>3 SH</b>
	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.	
<b>MHA 725</b>	<b>Health Services Policy</b>	<b>3 SH</b>
	Policy making and strategy making in the public and private health sectors. Governmental and corporate management of issues associated with access, cost and quality; influences of biomedical and corporate ethics; processes of innovation. Particular emphasis is placed on the processes of policy formulation, implementation, assessment and modification.	
<b>MHA 730</b>	<b>Health Economics</b>	<b>3 SH</b>
	Economic and statistical analysis applied to health sector; concepts of efficiency and effectiveness applied to the production and distribution of health services; institutional description of health insurance, government programs, and health organizations; analysis of policy issues from economics point of view.	
<b>MHA 735</b>	<b>Health Services Information Management</b>	<b>3 SH</b>
	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.	
<b>MHA 738</b>	<b>Healthcare Human Resources Management</b>	<b>3SH</b>
	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.	
<b>MHA 740</b>	<b>Health Services Financial Management</b>	<b>3 SH</b>
	Application of accounting and finance to decision making for health care and managed	

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care professionals; emphasis on financial statement analysis, working capital management, capital, cash and accrual budgets and capital budgeting techniques; and cost benefit analysis of projects.

### **MHA 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 up to two semesters to complete the practicum.

### **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 Science in Leadership

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 will provide the latest knowledge and skills necessary to effectively manage others and to successfully implement change initiatives. In so doing, the individual will be better prepared for leadership in the rapidly changing and extraordinarily complex health service environment of the 21st Century.

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

## ADMISSION

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

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

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

## GRADUATE CERTIFICATE IN HEALTH SERVICES ADMINISTRATION

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

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

MHA/MSL JOINT DEGREE CURRICULUM REQUIREMENTS - 54 Semester Hours

MHA Curriculum Requirements - 33 Semester Hours

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

MBA	701	Organizational Communications	MHA	740	Health Services Financial Management
MHA	712	Population Health	MHA	715	Legal and Ethical Perspectives Health in Health Administration or
MHA	776	Comparative International	MHA	777	Comparative International Study
MHA	720	Health Services Marketing	MHA	790	Practicum in Health Administration or
MHA	725	Health Services Policy			
MHA	730	Health Economics			
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	712	Ethical Behavior and Employment Law			
MSL	715	Critical Thinking for Continuous Improvement OR	MSL	750	Organizational Change Management
MSL	720	Managing a Diverse Workforce	MSL	751	Strategies for Building High Performance Organizations and Teams

Total MHA/MSL JOINT DEGREE CURRICULUM REQUIREMENTS - 54 semester hours

# Master of Science in Leadership

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

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research/practicum experience within an organization. This unique feature of the program serves as a capstone integrative application of the knowledge, skills and tools obtained in the MSL curriculum, applied to the resolution of an organizational problem or to the design and implementation of a performance-enhancing project. The student or project team will work directly under the facilitating guidance of a Pfeiffer graduate faculty member in a one-on-one basis in the design, research, data collection, analysis and feedback and action planning elements of the project.

### ADMISSION

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

- an earned baccalaureate degree with a satisfactory grade point average (GPA) from an accredited college or university.
- three letters of recommendation.
- satisfactory completion of either (1) the 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 who have earned a previous graduate degree from an accredited institution. The graduate entrance assessment requirement must be satisfied prior to beginning graduate studies.

### NON-DEGREE STUDENTS

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

### CURRICULUM REQUIREMENTS - 36 Semester Hours

#### MSL Curriculum Requirements - 36 Semester Hours

##### Core Requirements:

MBA	701	Organizational Communications			
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 High Performance Teams
MSL	730	Human Resource Management	MSL	799	Strategic Management and Leadership

##### General electives:

Nine (9) SH from MSL courses.

### MASTER OF SCIENCE IN LEADERSHIP: CONCENTRATION IN HUMAN RESOURCES:

##### Core Requirements:

MBA	701	Organizational Communications			
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 High Performance Teams
MSL	730	Human Resource Management	MSL	799	Strategic Management and Leadership

##### Concentration Requirements:

MSL	720	Managing a Diverse Workforce
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 Orga-

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nizational 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	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 High Performance Teams
			MSL	799	Strategic Management and Leadership
MSL	730	Human Resource Management			

Concentration Requirements:

MBA	794	Comparative International Business Law
MSL	735	International Human Resources Management
MSL	752	Global Management

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

Expected MSL offerings Spring 2014 through Summer 2015

Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
701	701	701	701	701
702	702	702	702	702
704	703	703	703	703
705	706	706	704	704
706	706	706	705	705
710	710	710	706	706
740	740	740	707	710
794	799	750	710	799
751	trip	751	751	trip
799		799	794	
			799	

Courses Offered

MSL 702	<b>Organizational Behavior</b> Organizational structure and theory, work redesign, perception and attribution, learning, motivation, groups, conflict, power, influence, leadership, and decision-making. Organizational behavior within complex work organizations.	3 SH
MSL 710	<b>Effective Leadership</b> 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.	3 SH



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<b>MSL 712</b>	<b>Ethical Behavior and Employment Law</b> 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.	<b>3 SH</b>
<b>MSL 715</b>	<b>Critical Thinking for Continuous Improvement</b> 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.	<b>3 SH</b>
<b>MSL 720</b>	<b>Managing a Diverse Workforce</b> 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.	<b>3 SH</b>
<b>MSL 725</b>	<b>Ethical Issues in Organizations</b> The study of ethical behavior is important because of the impact it has on businesses, management, and employees. This course focuses on (1) the reintroduction of the impact of ethics on business operations, (2) the development of an ethical model appropriate for all organizations, (3) how ethical behavior impacts the interactions of organizations as they produce products or services, (4) an understanding of how international cultural-ethical perceptions differ and the impact of those differences on successful management of international operations. Prerequisite: MSL 710.	<b>3 SH</b>
<b>MSL 730</b>	<b>Human Resource Management</b> 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.	<b>3 SH</b>
<b>MSL 731</b>	<b>Human Resource Development</b> 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.	<b>3 SH</b>
<b>MSL 735</b>	<b>International Human Resource Management</b> 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.	<b>3 SH</b>
<b>MSL 740</b>	<b>Negotiations and Conflict Resolution</b> 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.	<b>3 SH</b>

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<b>MSL 750</b>	<b>Organizational Change Management</b>	<b>3 SH</b>
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.		
<b>MSL 751</b>	<b>Strategies for Building High Performance Teams and Organizations</b>	<b>3 SH</b>
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.		
<b>MSL 752</b>	<b>Global Management</b>	<b>3 SH</b>
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.		
<b>MSL 790</b>	<b>Applied Field Practicum in Leadership and Organizational Change</b>	<b>3 SH</b>
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.		
<b>MSL 799</b>	<b>Strategic Management and Leadership</b>	<b>3 SH</b>
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. This project will require a substantial additional time commitment (135 hours) more than a normal course and will be worked on the entire semester. 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 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 degree is offered on both the Charlotte and Raleigh/Durham campuses. In collaboration with the American Association for Marriage and Family Therapy (AAMFT), the MMFT programs in Charlotte and Raleigh are accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). See accredited MFT graduate schools at [www.aamft.org](http://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 (250 individual and

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250 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 nine (9) 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. Note: Clinical supervision will be provided by an AAMFT Approved Supervisor or AAMFT Supervisory Candidate.

**DELTA KAPPA HONOR SOCIETY** - 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.

### 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, including recent employers and/or academic professionals/instructors attesting to your ability.
- A writing sample describing how your degree and experiential training will influence your personal and professional goals.
- Current resume.
- Personal interview with 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

##### 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 (12SH):

- |          |  |
|----------|--|
| MMFT 600 | Emerging Cross-Cultural Issues in Families and Communities |
| MMFT 606 | Therapeutic Alliance - Pre-Internship                      |
| 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 MFT Theories and Procedures |

##### VII. Clinical Practice (9-15 SH):

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MMFT 690 Internship in Marriage & Family Therapy

### VIII. Additional Core Coursework (12 SH):

MMFT 603 Theory and Practice of Group Therapy  
MMFT 605 Addiction in Family Systems  
MMFT 608 Crisis Intervention  
PSYC 610 Advanced Theories of Personality in Family Dynamics

### VIII. Thesis: Optional (6 SH):

PSYC 630 Statistical Application and Research Design  
PSYC 635 Thesis

1. Supervisors for MMFT 690 are AAMFT Approved Supervisors or AAMFT Supervisory Candidates under current ongoing supervision. The clinical internship will cover a minimum of (3) consecutive semesters, and include a full summer semester. Additional semesters may be required for those students who are not able to fulfill the clinical hour requirement in (3) semesters. Students will receive 1 hour of individual supervision and 2 hours of group supervision weekly. Please note that in order for applicants to be issued a license by the NCLMFT Board, the applicant must receive a passing grade on the Marriage and Family Therapy (AMFTRB) national examination, complete 1,500 hours of clinical experience in the practice of marriage and family therapy, (not more than 500 hours of which were obtained while the candidate was a student in a master's degree program and at least 1,000 of which were obtained after the applicant was granted a degree in the field of marriage and family therapy or an allied mental health field), and document ongoing supervision and coursework consistent with standards approved by the NCLMFT Board). Students may register and take the AMFTRB national examination during the last semester of their enrollment.

2. 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 21 semester hours as documented by the following coursework: MMFT 601, MMFT 602, MMFT 604, MMFT 606, MMFT 610, MMFT 630, and MMFT 680. Internship approval will require completion of the MFT Internship Candidacy Form and the consensus of all current MFT Program Faculty, the Clinic Director, and the Program Director.

3. 500 minimum clinical face-to-face hours (250 individual & 250 relational), mastery of specified COAMFTE competencies, a passing grade on the comprehensive exit exam, and a minimum of 66 graduate semester hours will be required for graduation. In lieu of the comprehensive practice exam, students may opt to take PSYC 630 AND PSYC 635 to write a thesis upon faculty recommendation and the approval of the Program Director. Note: The successful completion of PSYC 630 with at least a grade of "B" is a prerequisite to enroll in PSYC 635.

4. An additional lab fee for clinical training (MMFT 690) is charged each semester in the amount of \$125.00 per intern to defray the cost of clinic operating expenses and educational supplies.

5. The MFT program does not discriminate based on age, culture, ethnicity, gender, physical disability, race, religion, or sexual orientation.

## Courses Offered

<b>MMFT 600</b>	<b>Emerging Cross-Cultural Issues in Families &amp; Communities F</b>	<b>3 SH</b>
	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 be also be addressed.	
<b>MMFT 601</b>	<b>Introduction to Family Systems F</b>	<b>3 SH</b>
	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.	

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<b>MMFT 602</b>	<b>Family Therapy Theories</b> 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.	<b>S</b>	<b>3 SH</b>
<b>MMFT 603</b>	<b>Theory and Practice of Group Therapy</b> 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.	<b>F</b>	<b>3 SH</b>
<b>MMFT 604</b>	<b>Diagnosis of Diagnosis of Mental and Emotional Disorders in Family Systems</b> 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.	<b>F</b>	<b>3 SH</b>
<b>MMFT 605</b>	<b>Addiction in Family Systems</b> This course examines the disease model vs. systemic views of addiction and treatment. Markers of abuse and dependence are identified as well as its impact on individuals, couples, and families. Specific attention to a systems perspective and various therapeutic approaches for the treatment of chemical dependency and substance abuse will serve as a critical guide to assessment and intervention efforts. Prerequisites: MMFT 610, 680.	<b>Sum</b>	<b>3 SH</b>
<b>MMFT 606</b>	<b>Therapeutic Alliance--Pre Internship</b> The study of theory, processes, and techniques involved in establishing and maintaining the therapeutic alliance with individuals, couples, and family systems. This course is designed as a pre-internship experience, specifically the transition from the classroom to the clinical experience, and includes the application of basic attending skills, accurate assessment, and effective treatment through laboratory demonstration and direct supervisory appraisal to develop and maintain therapeutic alliance. Prerequisites: MMFT 601, 602, 604, 630.	<b>F</b>	<b>3 SH</b>
<b>MMFT 608</b>	<b>Crisis Intervention</b> 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.	<b>S</b>	<b>3 SH</b>
<b>MMFT 610</b>	<b>Professional Identity &amp; Issues in Marriage &amp; Family Therapy</b> 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.	<b>Sum</b>	<b>3 SH</b>
<b>MMFT 620</b>	<b>Couples Therapy, Theory, and Techniques</b> This course provides theoretical and practical foundations for the practice of couples therapy including marital and pre-marital work. Students will experience the application of current evidence-based methods for assessing and treating relationship problems from a systems perspective. Students will also have an opportunity to explore a variety of dyadic relationships in	<b>S</b>	<b>3 SH</b>

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which individuals are struggling with common clinical issues that cause distress and dysfunction as well as problems in the therapeutic discourse. Attention will be given to the influence and impact of socio-economic and socio-cultural factors on couple relationships including gender and power, jealousy, infidelity, partner abuse/violence, and sexual abuse. Prerequisites: MMFT 601, 602, 604, 630.

<b>MMFT 621</b>	<b>Advanced MFT Theories and Procedures</b>	<b>F</b>	<b>3 SH</b>
Special focus will be given to advanced techniques and practical applications to individual, marital, couple, family, and group psychotherapy in the clinical setting, including an introduction to family mediation as an approach to helping families deal effectively with separation and divorce. Normative family transitions and processes, family competence, family resilience, and interactional patterns in marital success or failure are addressed. Interventions for the enhancement of family coping strategies also include special issues of diversity, acute relationship distress, child, spouse, and elder abuse in the family setting, disability, death, crisis intervention, and grief and loss. Prerequisites: MMFT 601, 602, 604, 620, 630 & 670.			
<b>MMFT 630</b>	<b>Assessment and Treatment Planning in Family Therapy</b>	<b>S</b>	<b>3 SH</b>
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.			
<b>MMFT 640</b>	<b>Family Therapy: Children and Adolescents</b>	<b>Sum</b>	<b>3 SH</b>
This course will present principles of healthy child/adolescent development and techniques used in establishing effective parent-child relationships from the perspective of marriage and family systems. Research, theory, and practice regarding childhood/adolescent diagnostic categories of the DSM-IV-TR will also be studied. Special issues regarding therapy with minors and creative approaches for building mutually desired outcomes including the facilitation of play therapy will be explored. Prerequisites: MMFT 610 & 680.			
<b>MMFT 670</b>	<b>Human Sexuality &amp; Contextual Sex Therapy</b>	<b>S</b>	<b>3 SH</b>
Introduction to the theory and practice of sex therapy will be presented to investigate the dominant issues of dysfunctional and pathological sexual functioning, and its effects on individuals, couples, and family systems. Appropriate assessment and intervention methods utilizing a contextual approach will be studied. Prerequisites: MMFT 601, 602, 604, & 630.			
<b>MMFT 680</b>	<b>Legal &amp; Ethical Issues in Marriage &amp; Family Therapy</b>	<b>Sum</b>	<b>3 SH</b>
This comprehensive overview stresses the ethical standards of professional therapy, ethical and legal issues, and their applications to various marriage and family tasks. Ethical dilemmas will be examined through a case approach and preparation and procedure for legal processes and court testimony will be addressed.			
<b>MMFT 690</b>	<b>Internship in Marriage &amp; Family Therapy</b>	<b>F; S; Sum</b>	<b>9 SH</b>
The central goal of this course is to assist students in applying theory, modalities, and methods of therapeutic process to face-to-face counseling sessions. Interns will learn the process of proper record keeping, confidentiality, intake processes, and treatment planning. Interns will participate in the process of supervision of counseling and case conferencing which are processes that must evolve following graduation from the MFT program in preparation for licensure and onto clinical practice. Interns will be encouraged to integrate theory and practice into their client sessions. This class is designed for structured supervision of advanced students in Marriage and Family Therapy. Appropriate placement in a clinical marriage and family therapy setting will include 500 hours of client contact hours (250 individual & 250 relational) over a minimum of 3 consecutive semesters, and a total of 100 hours of supervision by an AAMFT Approved Supervisor or AAMFT Supervisory Candidate (30 hours of individual supervision and 70 hours of group supervision). Note: Of the 100 required hours, 50 must be live supervision. Lab fee: \$125.00 per semester. Prerequisite: Permission of MFT Program Faculty, Clinic Director, and Program Director.			
<b>MMFT 690A</b>	<b>Internship in Marriage &amp; Family Therapy</b>	<b>F; S; Sum</b>	<b>3 SH</b>
This course designation is 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			

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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.

<b>MMFT 698</b>	<b>Special Topics</b>	<b>F; S; Sum</b>	<b>3 SH</b>
Formal courses of specialized interest will be offered on a rotating basis. At least one topic may be offered during any one semester as an elective course. A specific title will be used for each course and will be entered on the student's transcript. The intention of this course is to permit the student to pursue special topics in professional therapy, e.g., Career Development and Life Skills, Analysis of the Individual, Play Therapy, Gerontological Counseling, Art Therapy, etc.			
<b>PSYC 600</b>	<b>Advanced Human Growth &amp; Development</b>	<b>S</b>	<b>3 SH</b>
An examination of the principles of human development and a survey of the stages of lifespan development from prenatal & neonatal development to death and bereavement with emphasis on the resultant issues influencing family development and its subsequent therapeutic process. Developmental crises, play therapy, elder care, addictive behavior, psychopathology, biopsychosocial factors, and environmental influences are discussed.			
<b>PSYC 610</b>	<b>Advanced Theories of Personality in Family Dynamics</b>	<b>F</b>	<b>3 SH</b>
This is an advanced course designed to expose students to the most prominent theories of personality with emphasis on the various theoretical models, the historical context in which they were developed, and how the empirical research has been informed by these theories. In order to establish a therapeutic alliance with clients, students will effect therapeutic change by developing a better understanding of their own personality and the personalities of others. Special attention will be given to "positive psychology," and the knowledge about what makes human life most worth living.			
<b>PSYC 615</b>	<b>Advanced Psychopathology in the Family Context</b>	<b>S</b>	<b>3 SH</b>
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.			
<b>PSYC 625</b>	<b>Research Methods &amp; Program Evaluation</b>	<b>F</b>	<b>3 SH</b>
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.			
<b>PSYC 630</b>	<b>Optional: Statistical Application and Research Design</b>	<b>S</b>	<b>3 SH</b>
This course includes an overview of statistical theory and application for students planning to complete a master's thesis in marriage and family therapy. Students will learn basic statistical concepts including appropriate research design, and how to conduct research aimed at enhancing their studies in marriage and family counseling. An original research project will be required using the SPSS computerized data analysis method. Prerequisite: Permission of MFT Program Faculty and Program Director.			
<b>PSYC 635</b>	<b>Optional: Thesis Completion</b>	<b>Sum</b>	<b>3 SH</b>
Prerequisite: Permission of MFT Program Faculty and Program Director.			

## 96/Master of Arts in Practical Theology

# 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 Dean of the School of Religion and the Director of the MAPT program.

### NON-DEGREE STUDENTS

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



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## DEGREE CANDIDACY

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

Master of Arts in Practical Theology degree requirements must be completed within seven (7) years after enrolling in the program.

## CURRICULUM REQUIREMENTS 42 Semester Hours

### Core Courses (24 SH):

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

## SPECIALIZATION TRACKS FOR THE MAPT DEGREES

### 1. CHRISTIAN EDUCATION/AGE-LEVEL MINISTRIES (9 SH)

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. *"Plus an additional nine semester hours (3 courses) from Electives".*

#### 1a.Christian Education/Youth Ministries Specialization (18SH)

MAPT 608 Teaching/Learning: Foundations for Christian Education

MAPT 642 Teaching for Biblical Faith and Spiritual Formation

MAPT 613 Christian Education with Youth

MAPT 661 Field Work with Youth

Choose one age level course from the following: MAPT 611, MAPT 614, MAPT 623

#### 1b. Christian Education/Children's Ministries Specialization (18SH)

MAPT 608 Teaching/Learning: Foundations for Christian Education

MAPT 611 Ministries with Children and Families

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

MAPT 642 Teaching for Biblical Faith and Spiritual Formation

MAPT 660 Field Work with Children

Choose one age level course from the following: MAPT 612, MAPT 613, MAPT 614

### 2. PASTORAL CARE & COUNSELING (12 SH) (\*with Carolina Health Care System)

\*MAPT 601 Integrative Pastoral Psychotherapy

\*MAPT 603 Pastoral Theological Method in Pastoral Psychotherapy

MAPT 619 Spiritual Direction

MAPT 641 Counseling

*"Plus an additional six semester hours (2 courses) from Electives".*

### 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

*"Plus an additional six semester hours (2 courses) from Electives"*

### 4. CHURCH ADMINISTRATION (12 SH)

MAPT 642 Teaching for Biblical Faith and Spiritual Formation

MBA 702 Organizational Behavior

MSL 730 Human Resource Development

MSL 750 Organizational Change Management

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*"Plus an additional six semester hours (2 courses) from Electives"*

### 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 665	Parcticum in Spiritual Direction/Companionship
MAPT 697	Special Topics in Bible
MAPT 698	Special Topics
MAPT 699	Independent Study

### 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 and Music, and Spiritual Formation. These courses are offered in both the undergraduate and graduate curriculum. Undergraduate courses may not be applied toward the graduate degree. Please contact the Director of the Masters Program for more detailed information.

## Courses Offered

<b>MAPT 601</b>	<b>Integrative Pastoral Psychotherapy</b>	<b>3 SH</b>
	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.	
<b>MAPT 602</b>	<b>Introduction to the History of the Church</b>	<b>3 SH</b>
	Students survey the Christian movement beginning with the first century through the medieval period and the Protestant Reformation to the Enlightenment.	
<b>MAPT 603</b>	<b>Pastoral Theological Method in Pastoral Psychotherapy</b>	<b>3 SH</b>
	This course is an introduction to methods for integrating theological reflection and pastoral	

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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.
- MAPT 608      Teaching/Learning: Foundations for Christian Education      3 SH**  
This course surveys historical, theological, and philosophical bases of Christian Education with attention to ways that people learn. It includes how to facilitate learning, what to teach, choosing and creating appropriate curriculum resources. It is the foundational course for anyone engaged in educational ministries. This course meets the requirements for certification in Christian Education for The United Methodist Church.
- MAPT 609      Servant Leadership in the Church      3 SH**  
An introduction to the administrative and educational ministries of the Church. This course involves an examination of leadership styles, church organizational structures, group processes, recruitment and training as both professional and lay persons join together in the Christian Educational ministry of the Church. May be taken by non-degree students for undergraduate credit.
- MAPT 611      Ministries with Children and Families      3 SH**  
This course assists Christian religious educators with their ministries with children and families. Students learn prevalent developmental theories and philosophies about accompanying children, parents, siblings and other significant mentors on their spiritual journeys. They examine resources, programs, weekday education, policies, supervision, and methodologies for effective ways that the church can meet the needs of contemporary families.
- MAPT 612      Adolescent World      3 SH**  
A course designed to develop an understanding of youth in today's world. Attention will be given to the personal, moral, social and religious development of youth and how these factors impact the educational ministry with youth.

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<b>MAPT 613</b>	<b>Ministries with Youth</b> 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.	<b>3 SH</b>
<b>MAPT 614</b>	<b>Ministries with Adults</b> 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.	<b>3 SH</b>
<b>MAPT 615</b>	<b>Systematic Theology in the Contemporary World</b> 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.	<b>3 SH</b>
<b>MAPT 616</b>	<b>Critical Issues in Christian Ethics</b> 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.	<b>3 SH</b>
<b>MAPT 618</b>	<b>Spiritual Formation</b> 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.	<b>3 SH</b>
<b>MAPT 619</b>	<b>Spiritual Formation - Spiritual Direction/Companionship</b> 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.	<b>3 SH</b>
<b>MAPT 620</b>	<b>United Methodist History, Doctrine and Polity</b> 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.	<b>3 SH</b>
<b>MAPT 623</b>	<b>Godly Play: A Ministry of Christian Formation for Children</b> 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.	<b>3 SH</b>
<b>MAPT 625</b>	<b>Christian Worship</b> 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.	<b>3 SH</b>
<b>MAPT 626</b>	<b>Theology and Christian Education</b> This course will examine traditional Christian doctrines through the writings and teachings of selected twentieth century theologians. Students will learn both the historical development	<b>3 SH</b>

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of major doctrines and the particular meanings offered by contemporary interpreters. The course will also include the use given to these doctrines in the faith, worship, and work of the modern Church community. May be taken by non-degree students for undergraduate credit.

- MAPT 627      Communication Through Creative Arts Media      3 SH**  
An introduction to various ways of expressing Biblical stories, religious and theological thoughts and concepts. The course varies depending on the selection of subject matter. Some possible topics are: mime, storytelling, puppetry, and the use of media in Christian Education.
- MAPT 630      Survey of the Old Testament      3 SH**  
A survey of the Old Testament and the issues most relevant to its academic study. Both historical and theological approaches to the text will be emphasized, as well as the integration of these approaches with the tasks of Christian Education.
- MAPT 631      Survey of the New Testament      3 SH**  
A survey of the New Testament and the issues most relevant to its academic study. Both historical and theological approaches to the text are emphasized, as well as the integration of these approaches with the tasks of Christian Education.
- MAPT 640      World Religions in America      3 SH**  
This course is an exploration into the major religious traditions in America.
- MAPT 641      Counseling      3 SH**  
An introduction to basic theories and skills related to an understanding of the human personality and the ministry of counseling in the effort to establish helping relationships in Christian Education.
- MAPT 642      Teaching for Biblical Faith and Spiritual Formation      3 SH**  
This course is a study of the biblical message, the nature of the Bible, its role in congregational contexts and processes that nurture spiritual formation and discipleship. Students ascertain the relation of the Bible to Christian Education and Spiritual Formation. They experience teaching approaches and methodologies appropriate for the Church's book of faith and life.
- MAPT 651      Practical Theology Seminar      3 SH**  
This seminar offers an orientation to the field of Practical Theology and an overview of methodologies for doing practical theological reflection in a variety of contexts. Practical Theology is concerned with Christian action; therefore we utilize practical theological methods to help us explore the connections between our religious traditions and convictions and the way that we do ministry.
- MAPT 652      Master's Culminating Experience      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 from the following segments to meet the requirements for this course. Note: CPE is the required segment for students on the Pastoral Care and Counseling track. Students will submit an extensive proposal for their Master's Culminating Experience to the program director by August 1 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. Students planning on doing Field or CPE segments should notify program director of their intentions a minimum of one semester prior to their planned experience. Faculty will review and approve proposals and assign faculty advisors and on-site supervisors as necessary.

### Research Segment

The student will present a research proposal of 250-500 words that describe the research, including requests (if any) for a particular faculty supervisor, to the Director of the M.A. Program in Christian Education. Proposals must be submitted no later than April 1 for a fall semester research paper and November 1 for a spring research paper. No summer offering of this segment is available. A word of caution: many proposals are either too

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vague OR too specific.

## Field Segment

This segment involves students in a structured experience in an approved ministry setting. This segment is especially recommended for students with limited church experience. Students may take this segment after 33 SH have been earned. During this segment students will: (1) Submit a Learning-Service Covenant with specific learning goals and means of establishing those goals to the directing professor; (2) Submit evaluations of their ministry; (3) Meet at least weekly with an on-site supervisor; (4) Meet, if possible, with a peer group to evaluate and explore ministry issues; (5) Set up evaluation consultations with an on-site supervisor to discuss self AND supervisor-evaluations; (6) Submit evaluations from the supervisor and one's self to the directing professor.

## Project Segment

The project segment is designed to be flexible to meet the established of the institution and the student. Students are eligible to take this segment after 33 SH have been completed. . It is helpful, but not required, that prior faculty consent to help with this project be obtained. Consent is evidenced by the faculty member signing the submitted proposal. Projects can take many forms such as: the producing of specific curriculum, drama, video, photo-essay, program development, multimedia expression, course development and teaching, mission development, etc.

## 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 & 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.

<b>MAPT 660</b>	<b>Field Work With Children</b>	<b>3 SH</b>
	This course provides opportunities for observation and practice in the field of children's ministry under the guidance of a supervisor. The purpose of this field work is to focus on children's ministry within the context of the local church. This course is a requirement for specialization in children's ministry.	
<b>MAPT 661</b>	<b>Field Work With Youth</b>	<b>3 SH</b>
	This course provides opportunities for observation and practice in the field of youth ministry under the guidance of a supervisor. The purpose of this field work is to focus on youth ministry within the context of the local church. This course is a requirement for specialization in youth ministry.	
<b>MAPT 662</b>	<b>Field Study</b>	<b>3 SH</b>
	This is a semester-long field education placement that is required for specialization in Youth Ministries or Children's Ministries.	
<b>MAPT 665</b>	<b>Practicum in Spiritual Direction/Companionship</b>	<b>3 SH</b>
	The practicum provides supervised field education in spiritual guidance of individuals and groups, extending over an academic year. This includes students' own regular engagement with a spiritual director, monthly participation in a peer supervision group, personal written reflection, and a minimum of one spiritual retreat with professor. Prerequisite: CHED 618 and CHED 619. This course is required for Spiritual Formation Certification in The United Methodist Church.	
<b>MAPT 697</b>	<b>Special Topics in the Bible</b>	<b>3 SH</b>
	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 Special Education

The Master of Arts in Teaching -Special Education (MAT-SPED) is a 37-semester hour degree program. It is designed to prepare special education teachers for students with high incidence disabilities in 21st Century schools, characterized by diversity and continuing improvement.

### CONCEPTUAL FRAMEWORK

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

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

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

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

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

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

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**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 pass the required licensure will qualify for a recommendation for initial North Carolina Standard Professional I licensure. With completion of Phase II and two years of successful fulltime teaching experience, candidates will be recommended for the advanced ("M") license. In Phase II of the program, candidates must meet the advanced level standards specified by the North Carolina Department of Public Instruction.

## ADD-ON LICENSURE

Persons who hold a North Carolina license in a teaching area and have at least three (3) years of experience as a teacher may be recommended for licensure upon successful completion of SPED 602 and the 15 semester hours in specialty courses. Also, the candidate must pass the required licensure examinations.

Persons who already hold a North Carolina license in a teacher area but who do not have classroom experience must complete EDUC 602, EDUC 621, and the 15 semester hours in the specialty courses.

**A special fee of \$150 is assessed during the internship semester.** These candidates also must pass the required 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 Graduate Committee, based on the applicant's request, a review of the candidate's transcripts, documented experiences, and recommendation by the Teacher Education Program's licensure officer. The Division of Education Graduate Committee is composed of the Division of Education's graduate faculty.

## REQUIREMENTS FOR ADMISSION

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

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

## ADMISSION TO THE TEACHER EDUCATION PROGRAM

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

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

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

If an applicant is **not** admitted to the Teacher Education Program at the time of admission to the University,



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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 Committee reviews the student's qualifications for admission to the Teacher Education Program. The Division of Education Graduate Committee will assess the candidate on the following standards: content knowledge, and dispositions in the four domains of the conceptual framework. The following data will be used for this assessment.

- A grade of "B" or higher on six (6) semester hours of course work in the MAT-SPED program.
- Score on the 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.

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

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 Committee for review. Candidates will be informed in writing of the committee's 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 elementary education graduate level work into the Pfeiffer University program. All credits transferred into Pfeiffer University must meet the following criteria and be approved by the Program Director:

1. The credits must have been earned from a regionally accredited institution.
2. A grade of at least "B," or its equivalent, must have been earned.
3. The credits must satisfy a program requirement.
4. The credits must be less than five (5) years old 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 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**

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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 School of Education Graduate Committee. Applicants will be notified in writing of the committee's decision.

## ACADEMIC DEFICIENCIES

The Division of Education Graduate Committee reviews each candidate's undergraduate transcript for specific content competencies. Content deficiencies are reported to the candidate and the Program Director. The University reserves the right to make curricular recommendations to the candidate's program. These recommendations could require that the candidate take undergraduate courses without receiving credit toward the MAT-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 Committee. Candidates who have been suspended from the program may reapply after two (2) semesters, not including summer terms. Readmission is not guaranteed. Readmitted candidates must achieve a GPA of 3.0 in the semester in which the candidates reenter the program. The Division of Education Graduate Committee will review candidates who do not maintain a 3.0 GPA for possible suspension. A second suspension will result in permanent dismissal. Only course work at Pfeiffer University is used in calculating the GPA.

## CONTINUOUS ENROLLMENT

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

## ATTENDANCE

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

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level license, including any testing requirements, before Pfeiffer University's Licensure Officer can make a recommendation for the license being sought.

### CURRICULUM REQUIREMENTS

#### Phase I (25 SH):

Professional Core and General Education Courses:

EDUC 475B	Licensure Preparation
EDUC 611	Mathematics: Curriculum, instruction, and Assessment
EDUC 654	Reading: Curriculum, Instruction, and Assessment
EDUC 662	Theories of Thinking and Learning
EDUC 665	Seminar in Ethics and Professional Behavior
SPED 621A	Internship

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

Specialty Courses:

SPED 610	High Incidence Exceptionalities: An Introduction
SPED 612	Assessment of Students with Diverse Learning Needs
SPED 614	Differentiating the School Curriculum
SPED 618	Collaboration for Student Success
SPED 622	Workshop in Behavior Management
SPED 624	Workshop in Language Development
SPED 628	Individualized Education Plan Development

#### Phase II (12 SH):

EDUC 601	Introduction to Educational Research
EDUC 607	Servant Leadership Seminar
EDUC 608	Servant Leadership Internship
EDUC 614	Master's Project
EDUC 659	Clinical Experience and Seminar

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

# Master of Science in Elementary Education

The Master of Science degree in Elementary Education (MSEE) is designed for teachers who possess elementary 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 elementary education. These skills are evaluated in each course as well as in a culminating experience.

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

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

Since 1970, the primary focus of the Pfeiffer Teacher Education Program has been articulated as "Developing Servant Leaders." Consistent with the vision and mission of Pfeiffer University, this concept remains in place as the goal toward which our program strives. The **teacher as servant leader** helps to set high standards for the learning community in which they serve. Through daily interaction, teachers encourage academic and civic excellence among the students they serve. Moreover, because of their unique position

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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.

The Pfeiffer University Master of Science in Elementary Education degree program enables teachers to achieve the advanced level standards of the North Carolina Department of Public Instruction for advanced teacher preparation. Completion of the MSEE degree leads to 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.E. program will be admitted to the University after submitting the following to the Director of Admissions - Charlotte Campus:

- Completed application form with a nonrefundable fee of \$75.00 made payable to Pfeiffer University.
- Official transcript indicating an earned bachelor's degree from a regionally accredited college or university.
- Official transcripts of all undergraduate work and graduate work, if any.
- An essay in response to a prompt asking the applicant to describe and reflect on two or more experiences that demonstrate the applicant's commitment to lifelong learning, enthusiasm for teaching, and ability to establish productive and ethical relationships with others.
- Three letters of recommendation from 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 at the elementary school level.
- A Graduate Record Examination (GRE) score or a Miller Analogy Test score.

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

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

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

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

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

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

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

## TRANSFER CREDITS

Students may transfer up to nine (9) semester hours of comparable elementary education graduate level work into the Pfeiffer University program. A candidate seeking to have course requirements waived should request an application from the advisor. 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.

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

## SPECIAL ADMISSIONS

The Office of Admissions may admit a student as a non-degree seeking or transient student. **Non-degree Seeking Student** is an applicant who does not intend to pursue a graduate degree but wants to enroll in courses for renewal or professional development purposes. This student may take a maximum of 6 semester hours. An application must be completed and submitted to the 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.

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## 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.

## 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 ("A") 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

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

Students will take the following:

#### Core:

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

#### Specialty -- Elementary Education:

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

## 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.

## CONCEPTUAL FRAMEWORK

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

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

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

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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:

- 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 Committee 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 to 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.

## TRANSFER CREDITS

Students may transfer up to three (3) semester hours of comparable gifted education graduate level work into the Pfeiffer University program. All credits transferred into Pfeiffer University must meet the following criteria and be approved by the program director:

1. The credits must have been earned from a regionally accredited institution.
2. A grade of at least "B", or its equivalent, must have been earned.
3. The credits must satisfy a program requirement.
4. The credits must be less than five (5) years old 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 GPA. Grades in courses transferred do not affect the official grade point average.

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## 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 Division of Education Graduate Committee. Applicants will be notified in writing of the committee's 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 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 Committee. Candidates who have been suspended from the program may reapply after two (2) semesters, not including summer terms. Readmission is not guaranteed. Readmitted candidates must achieve a GPA of 3.0 in the semester in which the candidates reenter the program. The Division of Education Graduate Committee will review candidates who do not maintain a 3.0 GPA for possible suspension. A second suspension will result in permanent dismissal. Only course work at Pfeiffer University is used in calculation the GPA.

## CONTINUOUS ENROLLMENT

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

## ATTENDANCE

Attendance is expected at all class sessions. Candidates must meet with the course instructor to discuss any absences. If candidates know they will miss a class session, regardless of reason, they must inform the instructor of the impending 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 but the Registrar's Office. Thereafter, the instructor must assign a "WF" (withdrew failing) or "WP" (withdrew



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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.

### CURRICULUM REQUIREMENTS

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

<b>EDUC 570</b>	<b>Licensure Preparation</b> This course will prepare candidates preparing to fulfill criteria for North Carolina licensure. Specifically, candidates will receive assistance in synthesizing knowledge and skills acquired throughout the master's degree program to effectively respond to tasks on the licensure examination. This course is required prior to taking EDUC 621A, EDUC 621B, or EDUC 621C.	<b>1 SH</b>
<b>EDUC 601</b>	<b>Introduction to Educational Research</b> 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.	<b>3 SH</b>
<b>EDUC 602</b>	<b>Managing The Instructional Environment</b> This course focuses upon the most recent research findings relative to managing the instructional environment. Teachers analyze various instructional management procedures and review numerous active learning strategies to involve all students in the learning process. Several theoretical approaches to discipline are addressed. This course includes 10 hours of supervised field experience for students in the MAT program.	<b>3 SH</b>
<b>EDUC 603</b>	<b>Advanced Technology in Education</b> 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.	<b>3 SH</b>
<b>EDUC 607</b>	<b>Servant Leadership Seminar</b> 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.	<b>1 SH</b>
<b>EDUC 608</b>	<b>Servant Leadership Internship</b> 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 <i>National Board for Professional Teaching Standards</i> . 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.	<b>2 SH</b>
<b>EDUC 611</b>	<b>Mathematics: Curriculum, Instruction &amp; Assessment</b> The focus of this course is upon the review of research relative to mathematics education in grades K through 6. The teacher analyzes and discusses current research findings and applications to classroom practice. A variety of instructional materials and approaches are evaluated for their effectiveness to meet the needs of diverse learners including students at risk. Teachers demonstrate their knowledge of content by developing lessons that integrate the <i>National Council of Teachers of Mathematics</i> standards and the competencies from the <i>North Carolina Standard</i>	<b>3 SH</b>

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*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 \$150.**
- EDUC 644A Children's Literature (PK-8) 3 SH**  
This course provides an overview of the history and development of literature for children in grades pk-8. The various genres of literature will be explored. Book selection, evaluation, and resources will be included in this exploration. Students will engage in learning experiences that involve literary criticism, relationships between principles of human development and text interpretation, and applications of course content to teaching practice and curriculum organization.
- EDUC 644B Adolescent Literature (6-12) 3 SH**  
This course provides an overview of the history and development of literature for children in grades 6-12. The various genres of literature will be explored. Book selection, evaluation, and resources will be included in this exploration. Students will engage in learning experiences that involve literary criticism, relationships between principles of human development and text interpretation, and applications of course content to teaching practice and curriculum organization. Connections to content area reading will also be examined.
- EDUC 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.

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- 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.
- 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 Internship 3 SH**

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This course is the culminating experience in the program of studies leading to initial certification. The course provides one semester of supervised experience in a public school classroom. Emphasis is placed on the student's demonstration of the standards for licensure and on the ability to integrate content area knowledge, and pedagogical theory and practice. The course will include on-site observation by a University supervisor and weekly seminars that address challenges in teaching that are experienced in the classroom. SPED 621A is designed for the student with no classroom experience. On-site observation will be differentiated across SPED 621A, B, and C. **Fee of \$150.**

### **SPED 621B Internship 3 SH**

This course is the culminating experience in the program of studies leading to initial certification. The course provides one semester of supervised experience in a public school classroom. Emphasis is placed on the student's demonstration of the standards for licensure and on the ability to integrate content area knowledge, and pedagogical theory and practice. The course will include on-site observation by a University supervisor and weekly seminars that address challenges in teaching that are experienced in the classroom. SPED 621B is designed for the student who has served as a teacher assistant. On-site observation will be differentiated across SPED 621A, B, and C. **Fee of \$150.**

### **SPED 621C Internship 3 SH**

This course is the culminating experience in the program of studies leading to initial certification. The course provides one semester of supervised experience in a public school classroom. Emphasis is placed on the student's demonstration of the standards for licensure and on the ability to integrate content area knowledge, and pedagogical theory and practice. The course includes on-site observation by a University supervisor and weekly seminars that address challenges in teaching that are experienced in the classroom. SPED 621C is designed for the student who is a lateral entry teacher. On-site observation will be differentiated across SPED 621A, B, and C. **Fee of \$150.**

### **SPED 622 Workshop in Behavior Management 3 SH**

This course focuses on the practices and problems associated with the development, monitoring, and organization of multiple school based special education services. By emphasizing collaborative relationships within the school community and the development of consultation skills, students will learn how to manage compliance across programs, working with families, preparation of IEP team meetings, and delivery of services. Students will also develop skill in the design of individual education programs, the arrangement and adaptation of learning environments, and using school and community resources to develop transition plans for career development. Includes a field experience component.

### **SPED 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 1 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 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..
- SPED 662 Theories of Thinking and Learning 2 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.
- SPED 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.

## 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 Master of Science programs in elementary education. Highly motivated candidates will have the opportunity to complete the two degree programs in a five-year span. Successful program completers will be eligible for advanced licensure from the North Carolina Department of Public Instruction (NCDPI) and will be more highly qualified for initial employment in the elementary school setting.

### CONCEPTUAL FRAMEWORK

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

Since 1970, the primary focus of the Pfeiffer Teacher Education Program has been articulated as "Developing Servant Leaders." Consistent with the vision and mission of Pfeiffer University, this concept remains in place as the goal toward which our program strives. The teacher as servant leader helps to set high standards for the learning community in which they serve. Through daily interaction, teachers encourage

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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 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.

## REQUIREMENTS FOR ADMISSION TO THE GRADUATE PROGRAM

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

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

## ADMISSION TO THE TEACHER EDUCATION PROGRAM

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

## TRANSFER CREDITS

Students may transfer up to three (3) semester hours of comparable gifted education graduate level work into the Pfeiffer University program. All credits transferred into Pfeiffer University must meet the following criteria and be approved by the Program Director:

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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.

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

### **SPECIAL ADMISSIONS**

Due to the nature of the 3-2 Program in Elementary Education, the Office of Admissions will NOT admit a student as non-degree seeking or transient.

### **CREDITS FOR CORRESPONDENCE COURSES AND WORKSHOPS**

Credits earned in workshops may not be counted toward a master's degree in the 3-2 Program in Elementary Education. 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 3-2 Program in Elementary Education, 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, candidates are responsible for monitoring their own academic performance.**

### **ACADEMIC LOAD**

A full academic load in the Division of Graduate Studies is defined as a minimum of six (6) semester 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 an overload (10 or more semester hours) in any semester must submit a written request to their respective advisors. These requests will be reviewed by the Division of Education Graduate Committee. Applicants will be notified in writing of the committee's 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 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 Committee. Candidates who have been suspended from the program may reapply after two (2) semesters, not including summer terms. Readmission is not guaranteed. Readmitted candidates must achieve a GPA of 3.0 in the semester in which the candidates reenter the program. The Division of Education Graduate Committee will review candidates who do not maintain a 3.0 GPA for possible suspension. A second suspension will result in permanent dismissal. Only course work at Pfeiffer University is used in calculating the GPA.

### **CONTINUOUS ENROLLMENT**

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

### **ATTENDANCE**

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

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## EXTENDED FIELD EXPERIENCE

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

## 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 master's phase of the program.

## 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.

## CURRICULUM REQUIREMENTS

### Education Major - Elementary Education: 60 SH Minimum

#### Professional Core Studies: (28 SH)

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

#### Specialty Studies: (32 SH)

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

### Content Studies (Elementary K-6 Licensure)

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

#### Writing (3 SH)

ENGL 102 College Writing

#### Literary Study (3 SH general education)

ENGL/EDUC 299 Children's Literature

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

HSTY 103 US History to 1865 OR



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HSTY 104 US History since 1865  
HSTY 203 North Carolina History

### **Global Awareness (3 SH)**

EDUC 321 Problems & Research in Education

### **Study in Religion (3 SH)**

One course

### **Visual and Performing Arts (3 SH)**

One course

### **Social and Behavioral Sciences (3 SH)**

One course

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

BIOL 211N General Biology I  
CHEM 201N Science, Technology and Modern Society I  
CHEM 202 Science, Technology and Modern Society II

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

MATH 210M Basic Math Concepts I **OR**  
MATH 220M College Algebra  
MATH 211M Basic Math Concepts II

### **Additional University Requirements (16 SH)**

#### **The Pfeiffer Journey (9 SH)**

UNIV 201 Pfeiffer Journey  
UNIV 275 Second Year Seminar  
UNIV 375 Third Year Seminar

#### **Activities (4 SH)**

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

#### **Electives (3 SH)**

One Elective

### **Master of Science in Elementary Education (30 sh)**

EDUC 601	Introduction to Educational Research	3
EDUC 602	Managing the Instructional Environment	3
EDUC 607	Servant Leadership Internship	1
EDUC 608	Servant Leadership Seminar	2
EDUC 614	Master's Project	3
EDUC 615	Assessment in the Instructional Program	3
EDUC 616	Contemporary Issues in Education	3
EDUC 655	School Law and Professional Ethics	3
EDUC 656	Diagnostic and Corrective Reading	3
EDUC 659	Clinical Experience and Seminar	3
SPED 604	Differentiated instruction for Students w/Special Needs	3

The ten-semester sequence of coursework developed for this 3-2 Program in Elementary Education is as follows:

# 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, law

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suits 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.

## Core Courses:

FFI	701	Internal Controls & Corporate Governance
FFI	702	Fraud and the Law
FFI	706	Legal Elements of Fraud & Litigation Support
FFI	708	Introduction to Computer Forensics
FFI	735	Advanced Topics in Fraud Examinations
MBA	701	Organizational Communication
MBA	703	Quantitative Decision Making

**Areas of Specilization:** 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.**

## Cybercrime:

FFI	712	Information Security Assurance I
FFI	714	Information Security Assurance II
FFI	717	Advanced issues in Cybercrime

## Law Enforcement

FFI	717	Advanced Issues in Cybercrime
FFI	720	Advanced Topics in Criminal Investigations
FFI	725	Contemporary Issues in Forensic Accounting Theory

## Security Specialist

FFI	712	Information Security Assurance I
FFI	722	Advanced Topics in Corporate Investigation
FFI	725	Contemporary Issues in Forensic Accounting Theory

## Civil Litigation

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

## Concentration for MBA/MHA/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 702	Fraud & the Law
FFI 725	Contemporary Issues in Forensic Accounting	Elective from offered courses in fraud	
FFI 706	Legal Elements of Fraud & Litigation Support		

## Certi icate in Cybercrime

FFI 701	Internal Controls & Corporate Governance	FFI 714	Information & Security II
FFI 717	Advanced Topics in Cybercrime	FFI 708	Computer Forensics
FFI 712	Information & Security I		

## Courses for the Master's in Financial Fraud Investigations

### FFI 701 Internal Controls & Corporate Governance

This course will examine the critical nature of the relationship that exists between corporate

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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**

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 706 Legal Elements of Fraud & Litigation Support**

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 708 Introduction to Computer Forensics**

An introduction to the art of computer forensics and the role it plays in fraud examinations. The course will also introduce students to cyber security and cybercrime. Students will conduct research studies of fraud cases and the limitations of information systems.

### **FFI 712 Information Security Assurance I**

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**

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**

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**

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 722 Advanced Topics in Corporate Investigations**

The course will cover topics specific to employee law and rights, common issues in fraud examinations as internal security measures, and case studies of civil and criminal cases of internal investigations. Students will also cover the timing of calling in law enforcement and how to document and collect evidence prior to the calling in law enforcement.

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### **FFI 725 Contemporary Issues in Forensic Accounting Theory**

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**

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 Civil Litigation**

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**

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.

# FACULTY

- Duane Aagaard (2012). *Assistant Professor of Sports Management*. B.S., Liberty University, 2000; M.S., Virginia Commonwealth 2003; Ph.D., Northwestern University, 2014.
- Wendy W. Achilles (2014). *Assistant Professor of Accounting*. B.S. & M.S., East Carolina University, 1994; Ph.D. Virginia Commonwealth University, 2006.
- Jimmy Atkins (2013). *Assistant Dean of Business Division and Director of Graduate Programs*. B.A., North Carolina A&T State University, 1998; M.A., University of Delaware, 2000; Ph.D., Regent University, 2012.
- Miranda Beam (2012). *Assistant Professor of Chemistry*. B.A., Berea College, 2003; Ph.D., University of Kentucky, 2008.
- Matthew Belles(2013). *Assistant Professor of Education*. B.S., University of NC at Charlotte, 1999; M.S., University of NC at Charlotte, 2003; North Carolina Physical Education License, Pfeiffer University, 2006.
- Amiee Ryan Bellmore (2013). *Assistant Professor of Human Services*. B.S., Leslie University, 1996, M.A., Naropa University, 2000; Ph.D., Portland State University, 2011.
- George W. Bitar (2009). *Associate Professor of Marriage and Family Therapy*. B.A., Abilene Christian University, 1999; M.M.F.T., Abilene Christian University, 2002; Ph.D., Texas Tech University, 2007.
- Christopher S. Boe (2005). *Professor of Elementary Education and Director, Charlotte Teacher Education Program*. B.A., University of North Carolina at Asheville, 1992; M.Ed., University of NC at Charlotte, 1996; Ed.D, Gardner-Webb University, 2013.
- Martha Bramlett (2012). *Assistant Professor of Nursing*. B.S.N., University of NC at Chapel Hill, 1975; B.S., University of NC at Charlotte, 1977; M.S.N., University of NC at Greensboro, 1981; Ph.D., Medical College of Georgia, 1990.
- Ross A. Braymer (2006). *Assistant Professor of Mathematics*. B.S., Pennsylvania State University, 2004; M.O.R., North Carolina State University, 2006.
- Laura Bryan (2011). *Assistant Professor of Marriage and Family Therapy and Clinic Director of the MFT Clinic, Raleigh Location*. B.A.,
- Furman University, 1993; M.S., Texas Tech University, 1998; Ph.D., Texas Tech University, 2003.
- Heather C. Burkard (2014). *Assistant Professor of Sociology/CJ*. B.A., St. Leo University, 2000. MFS, National University, 2006. Ph.D. Capella University, 2013.
- Deborah Burris (1997). *Assistant Professor of Communications and Chair of the Department of Communication Studies*. B.A., North Carolina StateUniversity, 1976; M.A., University of Kansas, 1984.
- Shaun L. Cashman (2010). *Assistant Professor of Communications*. B.A., University of North Carolina at Asheville, 1999; M.A., University of NC at Greensboro, 2006, Ph.D., North Carolina State University, 2010.
- Jennifer L. Cease (1999). *Cataloging Librarian and Assistant Professor of Library Science*. B.A.,Indiana University, 1994; M.L.S., Indiana University, 1997.
- Rachel Cozort (2012). *Assistant Professor of Nursing*. A.N.D., Western Piedmont Community College, 1982; B.S.N., University of North Carolina at Greensboro, 1994; M.S.N., University of NC at Greensboro, 1996; Ph.D., University of NC at Greensboro, 2008.
- Joshua V. Cross (2005). *Associate Professor of Art and Director of the Grace and Cameron West Gallery*. B.A., Southeast Missouri State University, 1998; M.F.A., Kansas State University, 2002.
- Ann Benson Crutchfield (2000). *Professor of Education*. A.B., Pfeiffer College, 1977; M.Ed., North Carolina State University, 1984; Ed.D., Teachers College, Columbia University, 1995.
- Dianne Yow Daniels (2008). *Associate Professor of Nursing and Chair of Nursing Program*. A.D.N. Stanly Community College, 1986; B.S.N. University of NC at Charlotte 1991; M.S.N. University of NC at Charlotte, 1996; Ph.D. University of NC at Charlotte 2007.
- Anamaria Calincan Dickson (2014). *Assistant Professor of Finance* MBA, Texas A&M University; Ph.D., (anticipated), University of Missouri
- Luke Dollar (2006). *Associate Professor of Biology* B.S., Duke University, 1995; Ph.D., Duke University, 2006.

- Kristi N. Embry (2010). *Assistant Professor of English*. B.A., Trevecca Nazarene University, 1998; M.A., Southeast Missouri State, 2000; Ph.D., Purdue University, 2008.
- Jason Matthew Emory (2014). *Assistant Professor of Chemistry*. B.S., University of NC-Charlotte 2004; Ph.D. Louisiana State University 2010.
- Tracy Espy (1999). *Provost and Vice President for Academic Affairs and Associate Professor of Sociology*. B.A., Berea College, 1987; M.S., Miami University, OH, 1993; M.A., Syracuse University, 1996; Ph.D., Syracuse University, 1998.
- Kelli Fellows (2011). *Associate Professor of Business Communications*. B.S., University of Southern Mississippi, 1993; M.S., University of Southern Mississippi, 2002; Ph.D., University of Georgia, 2006.
- Dane Fisher (2002). *Professor of Biology*. B.A., North Carolina State University, 1989; B.S., North Carolina State University, 1989; M.S., Pennsylvania State University, 1992; Ph.D., Pennsylvania State University, 1995.
- Susan Furr (2011). *Assistant Professor of Nursing*. M.S.W., Tulane University, 1979; B.S., Lenoir Rhyne, 1984; M.S.N., Gardner-Webb University, 2009
- Bradford R. Frazier (2007). *Associate Professor of Leadership*. A.B., Pfeiffer College, 1992; M.B.A., Pfeiffer University, 2004; Ph.D., Lynn University, 2009.
- Lane Graham (2011). *Assistant Professor of Special Education*. B.A., Catawba College, 1975; M.A., Appalachian State University, 1977; Ph.D., University of NC at Greensboro, 2007.
- Jim E. Gullette (1985). *Director of Academic Support Services and Assistant Professor of Developmental Studies*. A.B., Pfeiffer College, 1979; M.A., Clemson University, 1981; D.Min., Gordon-Conwell Theological Seminary, 2004.
- Jenny M. Haines (2013). *Assistant Professor of Marriage & Family Therapy and Clinic Director of the MFT Clinic, Charlotte Location*. B.A., Colorado Christian University, 1983; Ed.S., University of Tennessee-Knoxville, 1986; Ph.D., Saint Louis University, 2011.
- Stanley D. Hall (2013). *Assistant Professor of Marriage and Family Therapy in RTP*. M.S., University of Southern Mississippi, 2004; Ph.D., Brigham Young University, 2010
- Steve Harrill (2000). *Assistant Professor of Music*. A.B., Pfeiffer College, 1978; M.Mus., Converse College, 1982.
- David Heckel (1988). *Raymond Allen Jones Professor of English, Dean of the School of Humanities*. B.A., University of New Hampshire, 1975; M.A., St. Louis University, 1980; Ph.D., St. Louis University, 1984.
- Caroline Hohensee (2013). *Assistant Professor of Health Administration*. B.S., Loyola Marymount University, 1997; M.H.A. & M.S.G., University of Southern California, 2000; Ph.D., University of NC at Charlotte, 2012.
- David Wasson Hollar, Jr. (2013). *Assistant Professor of Health Administration-IT*. B.S., University of NC at Chapel Hill; M.S., Vanderbilt University, 1984; Ph.D., University of NC at Greensboro, 1997.
- Christopher S. Howard (2010). *Associate Professor of Business Administration and Chair of Business Administration*. B.S., Carson-Newman College, 1991; MBA, Saint Louis University, 1997; Ph.D. Regent University, 2009.
- Paul Hoying (1996). *Associate Professor of Business Administration*. B.S., University of Dayton, 1979; M.B.A., Queens College, Charlotte, 1989; J.D., The Ohio State University, 1984; C.P.A.; C.F.P.; C.M.A.
- Laura Hudson (2014). *Visiting Assistant Professor of Biology*. B.S., University of NC at Greensboro, 2001; M.S., University of Tennessee, 2003; Ph.D., North Carolina State University 2009.
- Douglas Hume (2007). *Associate Professor of Religion*. B.A., University of Louisville, 1990; M.Div., Princeton Theological Seminary, 2000; Ph.D., Princeton Theological Seminary, 2009.
- Deanna Hurley-Chamberlain (2007). *Assistant Professor of Education*. B.S., East Carolina University, 1989; M.A., East Carolina University, 1991; Ph.D. Candidate, University of NC at Greensboro.
- Jonathan C. Hutchinson (2001). *Archivist and Library Systems Administrator and Assistant Professor of Library Science*. A.A., Louisburg College, 1991; B.A., University of NC at Greensboro, 1993; M.L.I.S., University of NC at Greensboro, 1999.
- Thomas D. Hyde (1989). *Professor of Political Science and Director of the Pre-Law Program*. B.A., University of Maryland, 1970; M.A., Northern Illinois University, 1974; Ph.D., Northern Illinois University, 1989.

## 127/Faculty

- Edgar J. Ingram, Jr. (1977). *Assistant Professor of Sports Management and Chair of the Sports Management Department, Faculty Athletic Representative*. A.B., Pfeiffer College, 1974; M.S., University of NC at Chapel Hill, 1980.
- Joseph D. Judge (2008). *Assistant Professor and Director of Choral Activities*. B.A., Pfeiffer College, 1987; M.M., University of Colorado, Boulder, 1997.
- Angela Kern (2011). *Assistant Professor of Elementary Education and Coordinator of Undergraduate EE Cohort*. B.A., North Carolina State University, 1994; M.Ed., University of NC at Greensboro, 1995; Ed.D., University of NC at Chapel Hill, 2009.
- Rosalie Kern (2012). *Assistant Professor of Psychology*. B.S., Central Michigan University, 1996; M.S., Central Michigan University, 1998; Ph.D., Central Michigan University, 2001.
- Rebecca T. Klase (2013). *Dean of Engaged Learning/Director of QEP*. B.M. Wesleyan College, 1978; M.A. West Virginia University, 1998; Ph.D. West Virginia University, 2005.
- Jeffrey M. Krepps (2011). *Assistant Professor & Site Director of Marriage & Family Therapy, Raleigh Location*. B.S., Virginia Commonwealth University, 1994; M.A., Appalachian State University, 1997; Ph.D., Nova Southeastern University, 2004.
- Juanita F. Kruse (1982). *Professor of History*. B.S., Eastern Illinois University, 1975; M.A., Eastern Illinois University, 1976; Ph.D., Miami University-Ohio, 1982.
- Blake Lafond (2012). *Assistant Professor of Criminal Justice*. A.A.S., Rowan-Cabarrus Community College, 2003; B.A., University of NC at Charlotte, 2004; M.S., University of NC at Charlotte, 2006; Ph.D., Capella University, 2012.
- James C. Leist (2008). *Professor of Healthcare Management*. B.S.Ed., Southeast Missouri State University, 1964; M.S.Ed., Indiana University, 1966; Ed.D., Indiana University, 1972.
- Lara Little (1999). *Library Director, Reference/Periodicals Librarian and Assistant Professor of Library Science*. B.A., Duke University, 1994; M.L.S., University of NC at Greensboro, 1998.
- Laura Lowder (2012). *Assistant Professor of Education*. B.A., Pfeiffer University 2002; M.S., Jones International University, 2006.
- Ying Lu (2011). *Associate Professor of Computer Information Systems*. B.S., Sichuan University, 1991; M.S., Pennsylvania State University; Ph.D., University of Wisconsin at Milwaukee, 2006.
- Dawn W. Jacoby Lucas (1998). *Dean, Division of Education*. B.S., State University of New York, 1995; M.S., University of NC at Charlotte, 1998. Ed.D., Liberty University, 2012.
- Susan Luck (1996). *Professor of Business Administration*. B.A., Queens College, Charlotte, 1979; M.A., University of NC at Charlotte, 1983; Ph.D., University of South Carolina, 1990.
- Patrick Malloy (2009). *Associate Professor of Accounting*. B.A., Adelphi University, 1997; M.S., Adelphi University, 1998; D.B.A., Argosy University, 2011.
- Dana Martin (2011). *Assistant Professor of Nursing*. B.S.N., University of NC at Charlotte, 1997; M.S.N., University of NC at Charlotte, 2011.
- Jon M. Martin (2013). *Assistant Professor of Health Administration - Marketing*. B.S., University of NC at Chapel Hill, 1979; M.M., J.L. Kellogg Graduate School of Management, 1983; Ph.D., Capella University, 2012.
- Mark E. McCallum (1994). *Professor of Biology, Chair of the Biology Department, and Associate Provost and Vice President of Academic Affairs*. B.A., Wake Forest University, 1985; Ph.D., Georgia Institute of Technology, 1995.
- Jack R. McCaffery (2012). *Assistant Professor of Legal Studies*. B.A. National-Louis University, 1990; LL.M., St. Thomas University Miami 2002; J.D., Barry University, 2004; D.B.A., Argosy University, 2008; M.S.H.A., Strayer University, 2010.
- Charles W. Meadows, III (2014) *Assistant Professor of Communications*. B.M., Appalachian State University 2005; M.S., Appalachian State University 2007; Ph.D., University of Alabama, 2012.
- F. Elisa Melvin (2013). *Assistant Professor of Health Administration*. B.A., University of South Carolina, 1989; M.Ed., Augusta State University, 2006; Ph.D., Norman J. Arnold School of Public Health, University of South Carolina, 2012.
- Patricia Ann Meyers (2001). *Professor of Christian Education and Church Music and Chair of the Department of Christian Vocations*. B.M., Coe College, 1974; M.C.E., Garrett-Evangelical Theological Seminary, 1981; D. Min., Graduate

## 128/Faculty

- Theological Foundation, 1996; Ed. D., Seattle University, 1999.
- Vernease H. Miller (1998). *Director of Healthcare Programs and Professor of Health Law*. B.A., Chatham College, 1973; J.D., Washington College of Law, 1976; M.H.A., St. Joseph's University, 1983.
- Rosemary Minyard (2007). *Associate Professor of Economics & Finance*. B.A., New York University, 1970; M.A., Princeton University, 1973; Ph.D., Princeton University, 1979; C.P.A., 1996.
- Anne Murray (1999). *Professor of Organizational Management*. B.A., Wake Forest University, 1975; M.A., Wake Forest University, 1977; M.A., University of NC at Greensboro, 1982; Ph.D., University of NC at Greensboro, 1986.
- Jamal Nahavandi (2003). *Associate Professor of Economics*. B.A., University of NC at Charlotte, 1978; M.A., Tufts University, 1980; Ph.D., University of New Hampshire, 1991.
- San Gon Nam (2012). *Assistant Professor of Healthcare Administration-Epidemiology*. B.A., Handong Global University, 2002; M.S., Clemson University, 2007; Ph.D., University of Texas, 2012.
- Gerald Wayne Neal (2007). *Associate Professor of Education*. B.A., Western Carolina University, 1987; M.Ed., University of NC at Charlotte, 2005; Ed.S. & Ed.D., University of NC at Greensboro, 2006.
- Ashley Yarbrough Oliphant (2007). *Associate Professor of English and Faculty Fellow for the Francis Center for Servant Leadership*. B.A., University of NC at Charlotte, 1999; M.A., University of NC at Charlotte, 2002; Ph.D., University of NC at Greensboro, 2007.
- Nur M. Onvural (2002). *Associate Professor of Economics & Finance*. B.S., Middle East Technical University, 1981; MBA, North Carolina State University, 1986; Ph.D., North Carolina State University, 1990.
- Barnett R. Parker (1998). *Professor of Business and Health Administration, Chair, Department of Health Administration*. B.S., University of Massachusetts, 1966; M.S., University of Rochester, 1972; Ph.D., University of Rochester, 1976.
- Don Poe (2003). *Professor and Dean of the School of Social and Behavioral Sciences and Chair of Psychology Department*. B.A., Duke University, 1968; M.A., Virginia Polytechnic Institute and State University, 1975; Ph.D., Cornell University, 1980.
- Tina Preslar (2001). *Assistant Professor of Accounting*. B.S., Pfeiffer University, 1996; M. of Accounting, University of North Carolina at Charlotte, 2000.
- Jean L. Raines (1980). *Professor of Music*. B.S.E., Memphis State University, 1971; M.M.E., Memphis State University, 1973; Ph.D., Michigan State University, 1979.
- Marissa R. Schwalm (2014). *Assistant Professor of English*. B.A., Le Moyne College, 2005; MFA, Chatham University, 2008; Ph. D. ABD, Binghamton University, 2014.
- Mike Seda (2012). *Associate Professor of Accounting*. B.S., St. Johns University, 1971; M.B.A., St. Johns University, 1979; Ph.D., New York University, 1996; D.B.A., Argos University, 2008.
- Ali Sever (2002). *Professor of Computer Information Systems and Chair of the Computer Information Systems Department*. M.S., Ataturk University, 1989; Ph.D., Wichita State University, 1995.
- Anna Smith (2013). *Visiting Assistant Professor of Economics*. B.A.S., St. Petersburg College, 2006; M.A., University of South Florida, 2010.
- Dennis Souther (2012). *Visiting Assistant Professor of Criminal Justice*. A.A.S., Stanly Community College, 1987; B.S., University of NC at Charlotte, 1990; M.P.A., University of NC at Charlotte, 1996.
- Vinson H. Suttive, III (2001). *Professor of Exercise Science*. B.A., College of William and Mary, 1977; M.A. Ed., College of William and Mary, 1988; Ph.D., Indiana University at Bloomington, 1996.
- Marilyn Sutton-Haywood (2014). *Dean of the Division of Arts and Sciences*. B.S., North Carolina Central University, 1975; M.S., Atlanta University, 1977; Ph.D., Atlanta University, 1980.
- Gwyndolan L. Swain (2011). *Assistant Professor of Health Administration*. B.S.N., Dillard University, 1976; M.B.A./M.H.A., Pfeiffer University, 2004; D.H.A. Candidate, Medical University of South Carolina, 2012.
- Thomas Kevin Taylor (2012). *Assistant Professor of Religion*. B.A., Wake Forest University, 1994; M.Div., Princeton Theological Seminary, 1998; Ph.D., University of Cambridge, 2009.
- Michael Thompson (2000). *Professor of History, Chair of the History, Geography and Political*



*Science Department, and Historian-in-Residence.*  
B.A., Wake Forest University, 1993; M.A., University of Mississippi, 1995; Ph.D., Miami University, Ohio, 2000.

Joel E. Vickers (1997). *Professor of Health Administration.*  
A.B., University of NC at Chapel Hill, 1960; M.P.H., University of NC at Chapel Hill, 1973; Dr.P.H., University of North Carolina at Chapel Hill, 1980.

Carol A. Vogt (2007). *Professor of Health Administration.*  
B.S., Edinboro University of Pennsylvania, 1977; M.S.N., Edinboro University of Pennsylvania, 1985; Dr.PH. University of Pittsburgh, 1993.

James R. Vroom (2003). *Professor of Business.* B.A., Duke University, 1976; M.H.A., Duke University, 1978; D.H.A., Medical University of South Carolina, 2002.

Sherra' McMillan White (2014). *Substance Abuse-Assistant Professor of Human Relations/Coordinator*  
B.S., East Carolina University, 2004; M.A. East Carolina University, 2007; M.S., East Carolina University, 2010; Ph.D., East Carolina University, 2013.

Susan B. Wilkie (2006). *Program Director and Professor of Marriage and Family Therapy, AAMFT Approved Supervisor and LPC Supervisor.* B.S., University of Maryland, 1972; M.A. University of Alabama at Birmingham, 1975; M.Ed., University of New Orleans, 1991; Ph.D., University of New Orleans, 1994.

Pearl Wong (2009). *Associate Professor of Marriage and Family Therapy and AAMFT Approved Supervisor.*  
B.A., College of Charleston, 1998; Ed.S., Converse College, 2001; Ph.D., University of Louisiana at Monroe, 2005.

Naulchand Yaemsiri-King (1989). *Professor of Mathematics and Chair of the Mathematics Department.* B.Ed., Chulalongkorn University, Bangkok, 1979; M.Ed., North Carolina State University, 1982; M.S., North Carolina State University, 1985; Ph.D., North Carolina State University, 1988.

Weihong Yan (2007). *Assistant Professor of Chinese Language & Director of Chinese Program.* B.A., Shanxi University, 1989; M.A., Shanxi University, 2004.

# FACULTY EMERITI

William G. Benfield (1985). *Professor Emeritus of Religion and Christian Education*. A.B., High Point College, 1959; B.D., Emory University, 1962; M.A., Scarritt College, 1968; Ed.D., University of North Carolina at Greensboro, 1981.

Anne Justice Byrd (1970). *Professor Emerita of Sociology*. B.A., Wake Forest University, 1966; M.S.W., University of NC at Chapel Hill, 1969; Ph.D., University of NC at Greensboro, 1986.

Julius Griffin Campbell (1956). *Professor Emeritus of English*. A.B., University of South Carolina, 1947; M.A., University of South Carolina, 1954; Ph.D., University of South Carolina, 1961.

M. Susan Carmichael (1961). *Professor Emerita of Christian Education*. A.A., Jones County Junior College, 1943; A.B., Scarritt College, 1948; M.A., Scarritt College, 1959.

Robert H. Crowl (1964). *Professor Emeritus of Biology*. S.B., Harvard College, 1949; M.S., Miami University, 1950; Ph.D., Ohio State University, 1964.

Lawrence J. Durrett (1968). *Professor Emeritus of History*. A.B., Pfeiffer College, 1965; M.A., University of Virginia, 1967.

Barbara R. Earnhardt (1984). *Professor Emerita of Writing*. B.A., Ohio Wesleyan University 1956; M.A.T., University of NC at Chapel Hill, 1983.

Eugene I. Earnhardt (1966). *Professor Emeritus of History*. A.B., Northwestern University, 1956; Doctoral Studies, University of NC at Chapel Hill.

Joseph T. Echols (1967). *Professor Emeritus of Chemistry*. B.S., Belhaven College, 1959; Ph.D., University of Mississippi, 1963.

Vallin Dayton Estes, Jr. (1970). *Professor Emeritus of German*. A.B., University of NC at Chapel Hill, 1954; M.A., University of NC at Chapel Hill, 1964; Ph.D., University of NC at Chapel Hill, 1968.

William H. Faggart (1968). *Professor Emeritus of Sociology and Social Work*. A.B., Pfeiffer College, 1960; M. Div., Duke University, 1963; M.A., Appalachian State University, 1971.

Joseph S. Ferebee (1956). *Professor Emeritus of Health, Physical Education and Recreation*. A.B., Catawba College, 1942; M.A., University of North Carolina at Chapel Hill, 1947.

Margaret Sides Harman (1988). *Professor Emerita of English*. A.A., Central Piedmont Community College, 1976. B.A., University of NC at Charlotte, 1978. M.A., University of NC at Charlotte, 1979; Ph.D., Northern Illinois University, 1988.

James M. Haymaker (1965). *Professor Emeritus of Art*. A.B., University of NC at Chapel Hill, 1957; M. Ed., University of NC at Chapel Hill, 1961.

Nancy L. Henderson (1964). *Professor Emerita of Computer Information Systems*. A.B., Florida State University, 1961; M.A., Florida State University, 1964; M.S., University of Evansville, 1986.

Phyllis Gore Houghton (1961). *Professor Emerita of Education*. A.B., Albion College, 1941; M.Ed., University of NC at Chapel Hill, 1963; Ph.D., Walden University, 1976.

Donald C. Jackman (1966). *Professor Emeritus of Chemistry*. B.S., Maryville College, 1962; Ph.D., University of Tennessee, 1966.

Nancy D. McLaurin (1957). *Professor Emerita of English*. A.B., Coker College, 1945; M.A., University of NC at Chapel Hill, 1947; Ph.D., University of South Carolina, 1958.

Philip A. Pharr (1972). *Professor Emeritus of Religion*. A.B., Pfeiffer College, 1961; B.D., Duke Divinity School, 1964; M. Th., Duke Divinity School, 1965; Ph. D., Duke University, 1973.

J. Michael Riemann (1966). *Professor Emeritus of Chemistry*. B.A., Berea College, 1962; Ph.D., Ohio University, 1968.

Elizabeth Ann Shaffer (1952). *Professor Emerita of French*. B.A., Juniata College, 1946; M.A., University of Pennsylvania, 1949.

Norman B. Wilson (1970). *Professor Emeritus of Library Science*. B.S., Appalachian State University, 1964; M.A., Appalachian State University, 1969.

# ADMINISTRATION

## PFEIFFER UNIVERSITY AT MISENHEIMER

### Office of the President

Michael C. Miller (2010). *President*. B.A., University of NC at Chapel Hill, 1973; M.B.A., Wake Forest University, 1975; J.D., Wake Forest School of Law, 1978.

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

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

### Office of Advancement

Thad Henry (2012). *Special Assistant to the President for Leadership and Advancement*. B.A., Gordon College, 1982; M.A., West Virginia University, 1989.

Sherri Barnes (2012). *Associate Director for University and Church Relations*. B.S.B.A., Youngstown State University, 1981; M.Div., Duke University, 2000.

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

Amy Bunting (2014). *Alumni Director and Events Coordinator*. B.S., Troy University, 1996; M.S., Troy University, 1999.

Erica N. Burroughs (2011). *Director of Development*. B.A., Pfeiffer University, 2004.

Vivian Connor (2013). *Office Manager/Advancement Services*.

Holly Drummond (2013). *Campaign Manager*. B.A., Indiana University, 1992; M.A. Nova Southeastern, 2004.

Jenna K. Gulledge (2012). *Associate Director of Annual Fund*. B.S., Pfeiffer University, 2012.

Brian Joura (2014). *Website Content Manager*. B.S. Guilford College, 2005.

Carol C. May (2012). *Director of Institutional Advancement*. B.A., Michigan State University, 1982; M.B.A., Queens University, 2008.

Susan Messina (2011). *Director of Institutional Communication*. B.A., Millikin University, 1981.

Gary Veazey (2014). *Graphic Design & Communication Associate*. B.A., University of NC at Charlotte, 1997.

### Human Resources

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

Twyla Kidd (2008). *Assistant Director of Human Resources*. B.S., Pfeiffer University, 2014.

Diane Klop (2010). *Human Resource Assistant*. A.S., Davenport University, 1989.

### Office of Financial Affairs

Jeffrey Plyler (2013). *Vice President for Financial Affairs/Cheif Financial Officer*. A.A.S., Stanly Community College, 1991; B.S. Pfeiffer University, 2002.

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

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

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

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

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

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

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

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

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

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### Facilities

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

### Office of Instructional and Information Technology

William Seward (2012). *Director of Information Technology*. B.S., University of North Carolina at Greensboro, 1989.

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

Andrew Hurley (2012). *Server Manager*. B.S., Pfeiffer University, 2013.

Heath Luquire (2013). *Help Desk Manager*. A.A., Stanly Community College, 2011.

Scott Perry (2013). *Help Desk Technician*. A.A.S., Stanly Community College, 2013.

Alex Freeman (2014). *Help Desk Technician*. B.S., Pfeiffer University, 2014.

Jerry Zunino (2014). *Help Desk Technician*

### Office of Academic Affairs

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

Robin Morris (2013). *Administrative Assistant for Deans of Arts & Sciences and Business*. B.S., Pfeiffer University, 2007.

Larry Call (2009). *Assistant Registrar*. B.S., Pfeiffer University, 2009.

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

Todd E. Dennis (2012). *Coordinator of Learning Assistance*. B.S., Pfeiffer University, 2009; M.S., University of North Carolina at Charlotte, 2011.

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

Charles W. Hall (2013). *Assistant Director of*

*Institutional Research*. B.A., Virginia Tech, 1998; M.S., Virginia Commonwealth, 2000; Ed.D., North Carolina State University, 2011.

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

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

Robin W. Listerman (2006). *Manager, Office of Academic Affairs*. B.S. North Carolina State University, 2004; M.B.A., Pfeiffer University, 2009.

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

Damion D. Miller (2013). *Acquisitions and Collection Development Librarian*. B.A., Pfeiffer University, 2009; M.L.I.S., University of North Carolina at Greensboro, 2011.

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

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

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

Suzy Shue (2013). *Administrative Assistant for the Office of Academic Affairs*. A.A.S. Stanly Community College, 1992.

Kim Smith (2011). *Assistant Registrar/VA Officer*. Junior Degree, Salisbury Business College, 1988.

Deborah M. Wood (2004). *Administrative Assistant, Assessment*. B.S., Pfeiffer University, 2004. M.B.A., Pfeiffer University, 2009.

### Francis Center for Servant Leadership

Ashley Yarbrough Oliphant (2007). *Associate Professor of English and Faculty Fellow for the Francis Center for Servant Leadership*. B.A.,

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University of North Carolina, Charlotte, 1999; M.A., University of North Carolina, Charlotte, 2002; Ph.D., University of North Carolina, Greensboro, 2007.

### Office of the Undergraduate College

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

Leslie Tucker (2011). *Administrative Assistant for the Nursing Program*. A.A.S., Stanly Community College, 2000.

### Office of Student Development

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

Jay Laurens (2013). *Director of Internships & Career Development*. B.A. Pfeiffer University, 1985, M.A. Lenoir Rhyne University, 1992.

Paula Morris (2006). *Director of Student Involvement* B.S., Berry College, 1993.

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

Matt Lattis (2013). *Director of the Center for Outdoor Leadership*. B.A., Indiana University, 2009.

Regina Simmons (2014). *Director of Residence Life*. M.A., Campbell University, 2001; M.B.A., Campbell University, 2003

Jill Rogers (2013). *Assistant Director of Residence Life*. B.A., Meredith College, 2006; University of North Carolina-Greensboro, 2011.

### Contract Services

Tony Beaver (2012). *Police Officer. Village of Misenheimer Police*.

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

John Brady (2010). *Police Captain. Village of Misenheimer Police*.

Nathan Brown (2012). *Police Officer. Village of Misenheimer Police*.

Luke Hatley (2008). *Police Sergeant. Village of Misenheimer Police*.

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

Erik S. McGinnis (2007). *Chief of Police Village of Misenheimer Police*. B.S., Pfeiffer University, 2010.

Mirsad Selimbegovic (2007). *Food Services Manager, Sodexo*.

### Office of Enrollment Management Admissions

Lydia Allen (2013). *Admissions Counselor*. B.A., East Carolina University, 2009.

Emily L. Carella (2012). *Associate Director of Admissions*. A.S., Becker College, 1996; B.S., Becker College, 1998.

Katie Guessford (2013). *Campus Guest Coordinator*. B.S., Averett University, 2007.

Adrianna Holbert (2013). *Database Module Manager*. B.A., University of New Mexico, 2001.

Cheyenne Little (2014). *Admissions Counselor*. B.A. University of North Carolina-Chapel Hill.

Angela Nash (2013). *Admissions Counselor*. B.A., Bennett College, 2013.

Stephanie Wood (2014). *Admissions Assistant*. B.A., Pacific Lutheran College, 2011.

### Financial Aid

Amy Frye Brown (2001). *Director of Financial Aid*. A.B., Pfeiffer College, 1989.

Diane T. Martin (1998). *Financial Aid Counselor/Work Study Coordinator*.

Stephanie Stroupe (2014). *Financial Aid Counselor*, B.A. Pfeiffer University, 2008.

### Athletics

Robert G. Reasso (2013). *Vice President for Athletics, Director of Athletics, Men's Soccer Coach*. B.A., Pfeiffer University, 1973, M.Ed. Springfield College, 1975.

Edgar J. Ingram, Jr. (1977). *Deputy Athletic Director, Assistant Professor of Sports Management, Chair of Sports Management Department*. B.A., Pfeiffer University 1974; M.S., University of North Carolina at Chapel Hill, 1980.

Allen Snook (2003). *Senior Associate Athletic Director, Director of Sports Medicine*.

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- B.S. Bloomsburg University, 2001; M.S., Shippensburg University, 2002, D.H.Sc., A.T. Still University, 2012.
- Robin Jones (2013). *Assistant Athletic Director/Senior Woman Administrator, Assistant Women's Soccer Coach*. B.A., Franklin & Marshall College, 2008
- Eric Anderson (2008). *Head Men and Women's Swim Coach*. B.A., Indiana University at Bloomington, 1998.
- Krista Bentolila (2014). *Head Women's Lacrosse Coach*. B.S., Pfeiffer University, 2009
- Dusty Blake (2012). *Head Baseball Coach*. B.S., Appalachian State University, 2003; M.S., Pfeiffer University, 2006.
- Jeremy Currier (2008). *Head Men's Basketball Coach*. B.S., Endicott College, 2004.
- Elijah Denton (2009). *Head Women's Soccer Coach*. B.S., University of North Carolina at Greensboro, 2001.
- Gregory Justin Fainter (2013). *Head Tennis Coach*. B.A., James Madison University, 2010; M.A., James Madison University, 2011.
- Jordan Franey (2013). *Assistant Women's Basketball Coach*. B.A., University of California Santa Barbara, 2010; M.A., Whittier College, 2012.
- Mark Franz (2014). *Assistant Men's and Women's Swim Coach*. B.S., Pfeiffer University, 2014
- Elliott Gealy (2012). *Head Men's and Women's Golf Coach*. B.S. Clemson University, 1999.
- David Matthew Gianferante (2014). *Associate Head Golf Coach/Assistant to the Athletic Director*. B.A., Pfeiffer University, 1972.
- Jasmine Honey (2012) *Director of Compliance & Assistant Athletic Trainer*. B.S. Bridgewater College, 2009; M.S., Northwestern State University, 2011
- Michael Horowitz (2013). *Assistant Men's Lacrosse Coach*. M.A., Fairleigh Dickinson University, 2013.
- Brandon S. Johnson (2010). *Assistant Athletic Trainer*, B.S. Western Carolina University, 2010; MHA, Pfeiffer University, 2013.
- Jacob S. Krolick (2014) *Assistant Cross Country/Track & Field Coach*, B.A. Edinboro University, 2012
- Jason Lange (2013). *Men's Lacrosse Coach*. B.S., Mars Hill, 2009.
- Paul Lawson (2013). *Head Volleyball Coach*. B.S., George Williams College, 1982.
- Lee "Tooe" Loy (2014). *Head Women's Basketball Coach*, M.A. High Point University, 1994.
- Matt Reed (2014). *Assistant Baseball Coach*. B.A., University of South Florida, 2012.
- Robert Robinson (2013). *Assistant Baseball Coach*. A.A., Irvine Valley, 2009, B.A., Valparaiso University, 2011.
- Robert "Bobby" B. Sager, II (2014). *Assistant Athletic Trainer*. B.S., Montana State University, 2012; M.S., Montana State University, 2014.
- Darryl Slack (2013). *Assistant Men's Basketball Coach*. B.S., West Virginia University at WVU Tech., 2010; M.S., West Virginia University, 2011.
- Hayley Thomas (2013). *Assistant Softball Coach*. B.S., Youngstown State University, 2013.
- Brent Underwood (2012). *Assistant Baseball Coach*. B.A., Catawba College, 2012.
- Christopher Vullo (2012). *Head Softball Coach*. B.S., Auburn University, 1994. M.S., Southern New Hampshire University, 2007.
- Chris Wood (2014). *Head Track and Field Coach*. B.S. University of Puget Sound, 2003; M.Ed., Temple university, 2005.

# PFEIFFER UNIVERSITY AT CHARLOTTE

## Administration

Daniel M. Owens (2003). *Evening and Weekend Campus Facilitator*. B.S., University of Maryland, 1962.

Michael Utsman (1996). *Director of Operations*. B.A., Wofford College, 1994; M.B.A., Pfeiffer University, 1996.

## Center for Professional Advancement

Paulita Brooker (2011). *Dean of Continuing Education and Adult Studies*. B.S.W., Eastern Kentucky University, 1980; Ed.S., University of Arkansas, 1999; Ed.D., University of Arkansas, 2004.

Dana J. Hanson (1997). *Associate Director of Enrollment Services*. R.N., Nightingale School of Nursing, 1971; B.S., Pfeiffer University Charlotte, 1997; M.B.A., Pfeiffer University, 2001.

Sheila Mull (2009). *Program Advisor and Adjunct Instructor*. B.S. Pfeiffer University 2005; M.S., East Carolina University, 2008.

Edward Wotanis (2000). *Business Administration, MIS Program Advisor*. A.A., Middlesex Community College, 1984; B.S., Pfeiffer University, 2002; B.S., Pfeiffer University, 2003; M.S.O.M, Pfeiffer University, 2000. M.B.A., Pfeiffer University, 2004.

## Program Directors

Christopher S. Boe (2005). *Professor of Elementary Education and Director, Charlotte Teacher Education Program..* B.A., University of North Carolina at Asheville, 1992; M.Ed., University of North Carolina at Charlotte, 1996; Ph.D, Berne University, 2004.

Kathleen Kilbourne (1997). *Director of the MAPT Program*. A.B., Pfeiffer College, 1978; M.A., Appalachian State University, 1986.

Vernease H. Miller (1998). *Director of Healthcare Programs and Professor of Health Law*. B.A., Chatham College, 1973; J.D., Washington College of Law, 1976; M.H.A., St. Joseph's University, 1983.

Susan B. Wilkie (2006). *Program Director and Professor of Marriage and Family Therapy, AAMFT Approved Supervisor and LPC Supervisor*. B.S., University of Maryland, 1972; M.A., University of Alabama at Birmingham, 1975; M.Ed., University of New Orleans, 1991; Ph.D., University of New Orleans, 1994.

## Support Services

Jonathan Beam (2002). *Director of Graduate Admissions*. B.A., University of North Carolina at Chapel Hill, 1995.

Jeri L. Brentlinger (2010). *Director of Information Support Services*. B.A., University of Tennessee, 1991; M.L.I.S., University of South Carolina, Columbia, 1994.

Linda Dailey (2007). *Admissions Assistant and Receptionist*. A.A.S., Erie Community College, 1993.

Linda Fidelle (2010). *Evening Librarian*. B.S. Winthrop University, 1971; M.L.I.S., Indiana University, 1997.

Michelle Inman (2012). *Graduate Admissions Counselor*. A.A., Stanly Community College, 2010; B.A., Pfeiffer University, 2012.

Deborah Johnson (2011). *Receptionist/Testing Coordinator*. B.S.I.S., Strayer University, 2011.

Rick Kivior (2006). *Associate Registrar*. B.A., University of North Carolina at Chapel Hill, 1996; M.S., Clemson University, 1999.

Deborah Lung (2009). *Graduate Student Development & Academic Success*. B.S., James Madison University, 1984; M.A., James Madison University, 1995; Psy.D., James Madison University, 2007.

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

Christie Collier Rowe (2007). *Financial Aid Counselor*. B.A., University of Tennessee at Knoxville, 2000.

# **PFEIFFER UNIVERSITY RALEIGH-DURHAM**

Lee Drum (2014) *Marketing & Enrollment Specialist*. B.S., Campbell University, 2007.



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Healthcare Executive	
Mr. A. James Russell .....	Albemarle, NC
Business Executive	
Mr. Robert L. Taylor, Jr.....	Edisto Island, SC
Retired Business Executive	

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Mr. Steven K. Pugh.....	Asheboro, NC
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Mr. Marshall C. Rogers, Sr.....	Albemarle, NC
Business Executive	
Mr. Donald G. Walser .....	Gastonia, NC
Business Executive	

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Rev. Frank B. Cook .....	Bermuda Run, NC
Dr. Mary Elizabeth Francis .....	Charlotte, NC
Mr. Thomas Grady.....	Concord, NC
Dr. William H. Grigg.....	Charlotte, NC

138/Trustees

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Mr. Carl M. Hill.....	Albemarle, NC
Mr. Ernest M. Knotts.....	Albemarle, NC
Mr. Ralph M. McAlister.....	Norwood, NC
Dr. Richard L. Petty.....	Randleman, NC
Mr. Donald L. Summers.....	New London, NC
Dr. George E. Thompson.....	Waynesville, NC
Mr. George P. Waters.....	Mt. Pleasant, SC

EX-OFFICIO MEMBERS

Mrs. Donna I. DeBoy.....	Indian Trail, NC
President, Pfeiffer University Alumni Association	
Bishop Larry Goodpaster.....	Lake Junaluska, NC
The Western NC Conference of the UMC	
Mr. Lukas Janes.....	Misenheimer, NC
President, Pfeiffer Student Government Association	
Ms. Tonya Lanier.....	Charlotte, NC
President, United Methodist Women	
The Western NC Conference of the UMC	
Dr. Gwyndolan Swain.....	Charlotte, NC
Chair, Faculty Senate	
Rev. Dr. Samuel H. Moore, Jr.....	Albemarle, NC
Uwharrie District Superintendent	
The Western NC Conference of the UMC	
Ms. Martha Phillips.....	Linville Falls, NC
Treasurer, United Methodist Women	
The Western NC Conference of the UMC	

# THE HISTORY OF PFEIFFER

Pfeiffer University originated from one of at least 15 home-schools founded by Miss Emily C. Prudden between c. 1885 and 1909. The seventh-generation descendant of Peter Prudden—a pioneer Congregational minister in Connecticut — Miss Prudden spent 30 years opening educational opportunities to young people in remote regions of the Carolinas. Having once placed a home-school in operation, it was her practice to deed its care to a church mission society, before moving to a new area in order to initiate another project.

Pfeiffer developed from the Oberlin Home and School, reportedly named in memory of John Oberlin, whose service as a minister and social pioneer in the rural valleys of Alsace, France, inspired Miss Prudden's own interests. The Oberlin Home and School began at Lick Mountain, near Hudson in Caldwell County, North Carolina. In 1903, the Women's Home Missionary Society of the Methodist Episcopal Church agreed to assume responsibility for the Oberlin property. Following the transfer of 37 acres and 2 buildings on June 8, 1903, the Oberlin school was renamed the Ebenezer Mitchell Home and School, in memory of the stepson of Mrs. Mary A. Mitchell of Dayton, Ohio, whose generosity facilitated completion of improvements to the property.

A fire on January 14, 1908, led to the relocating of the Mitchell Home and School. The structure housing faculty and students was destroyed and the school moved to temporary quarters in nearby Lenoir. These quarters soon proved inadequate.

The Mitchell Home and School then moved to Misenheimer in February 1910, with the acquisition of the present property. A new and spacious building was erected. In 1913, high school diplomas were issued.

Another fire in 1914 severely damaged the main school building in Misenheimer, again requiring reconstruction and adjustments to the academic program. A men's dormitory withstood destruction.

A junior college curriculum was added in 1928. In 1934, the N.C. State Department of Public Instruction granted accreditation to Mitchell Junior College. The introduction of elementary studies by county schools permitted the school to eliminate lower grades and to direct its efforts towards collegiate level work.

Pfeiffer Junior College commenced its 1935-1936 academic year named in honor of Henry and Annie Merner Pfeiffer of New York City, whose philanthropy prompted the construction of 4 brick buildings and the President's Home in 1935. The renaming of the college eliminated a problem of identification with Mitchell College, a junior college for women in Statesville.

In 1942, both the Southern Association of Colleges and Secondary Schools and the University Senate of the Methodist Church accredited Pfeiffer as a junior college.

In 1954, encouraged by a bequest from Mr. G. A. Pfeiffer, brother of Mr. Henry Pfeiffer, the College broadened its program to include senior college work. Matching a grant of \$750,000 from the Gustavus and Louise Pfeiffer Research Foundation, the College in 1956 added more than \$1,500,000 in assets. Since that time it expanded dramatically in enrollment and in facilities. The Southern Association of Colleges and Schools accredited the four-year program in 1960.

Following a two-year study, the Western North Carolina Conference of The United Methodist Church voted in 1961 to sponsor Pfeiffer College and to extend financial support in a cooperative arrangement with the Women's Division of Christian Service.

Supported by church agencies, foundations, public-spirited business firms, alumni, individuals, and devoted service on the part of the faculty, staff, and trustees, Pfeiffer has continually grown in academic excellence, developing new programs to meet the needs of its students and emphasizing the ideals of Christian service.

The Charlotte Campus opened in 1977 with undergraduate classes for Criminal Justice. The first graduate program began in 1985 with an MBA curriculum, followed by a Master in Christian Education in 1989 and a dual MBA/MHA degree in 1993. The Charlotte operation occupied several locations as its enrollments mounted. An Adult Studies Program was implemented at Charlotte in Fall 1995.

To address the institution's expansion and graduate-level involvements as well include a growing population of international and non-traditional students, the Board of Trustees at its Spring 1996 meeting voted to reorganize Pfeiffer's academic structure towards University status — effective May 15, 1996.

In addition, in 1999 Pfeiffer initiated course offerings in Locust, the fastest growing community in Stanly County, to accommodate the educational demands of an expanding community neighboring Mecklenburg County. Continuing Pfeiffer's efforts to provide flexible and affordable graduate programs, the MBA program also began offering courses via the Internet. A campus was established in the Research Raleigh Park in 2004.

The leadership of Pfeiffer University began with its founder, Emily C. Prudden. A succession of administrative heads, called superintendents, followed.

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Those to fill the Office of the President since Pfeiffer first became a junior college have been the following:

W. S. Sharp .....	1933-1943
G. G. Starr (Acting President).....	1943-1944
C. M. Waggoner.....	1944-1953
J. Lem Stokes, II, President Emeritus .....	1953-1968
John O. Gross (Interim President).....	1968-1969
Jack J. Early.....	1969-1971
D. Dillon Holt (Acting President).....	1971
Douglas Reid Sasser.....	1971-1978
John G. Hasloop (Acting President).....	1978
Cameron West, President Emeritus.....	1978-1988
Zane E. Eargle, President Emeritus.....	1988-1998
Charles M. Ambrose.....	1998-2010
David J. McIlquham (Interim President).....	2010
Michael C. Miller.....	2010-

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# 2014-2015 ACADEMIC CALENDAR

## CENTER FOR PROFESSIONAL ADVANCEMENT

### FALL SEMESTER 2014, SESSION I

Monday	August	18	<b>Classes Begin</b>
Mon.-Mon.	August	18-25	Last day to <b>add</b> or <b>drop</b> a class
Friday	August	29	Class Rosters Due 4:00PM
Monday	September	1	<b>Labor Day - No Classes</b>
Thursday	September	25	Deadline to appeal grades from Spring and Summer 2014
Monday	September	29	Last day a course may be dropped with a "W" grade
Friday	October	10	Semester mid-point (Summer "I" grades due)
Monday	October	13	Last day of classes
Wednesday	October	15	Grades due, 5 PM

### FALL SEMESTER 2014, SESSION II

Monday	October	20	Classes resume at 8:00 a.m.
Mon.-Mon.	October	20-27	Last day to <b>add</b> or <b>drop</b> a class
Friday	October	31	Class Rosters Due 4:00PM
Monday	November	3	Application deadline for May Graduation
Mon.-Fri.	November	24-30	Thanksgiving Break
Monday	December	8	Last day a course may be dropped with a "W" grade
Saturday	December	20	Last day of classes
Monday	December	22	Grades due, 5 PM

### SPRING SEMESTER 2015, SESSION I

Wednesday	January	7	Session I classes begin
Wed.-Wed.	January	7-14	Add/drop period
Wednesday	January	21	Roster verifications due at 4 p.m.
Monday	January	19	MLK holiday - no class meetings
Tuesday	January	20	Application deadline for August graduation
Wednesday	February	18	Deadline to appeal fall semester grades
Wednesday	February	18	Last day to withdraw from a class ('W' grade)
Thursday	March	5	Semester midpoint (Fall "I" grades due)
Monday	March	9	Last day of class
Wednesday	March	11	Grades due, 5 p.m.

### SPRING SEMESTER 2015, SESSION II

Monday	March	16	Session II classes begin
Mon.-Mon.	March	16-23	Add/drop period
Friday	March	27	Roster verifications due
Friday	April	3	Good Friday-no classes
Monday	April	27	Last day to withdraw from a class ('W' grade)
Thursday	April	23	Graduation Celebration Day
Saturday	May	9	Last day of class
Monday	May	11	Grades Due, 5 p.m.
Monday	June	1	Application Deadline for December graduation

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## SUMMER SEMESTER 2015, 8 WEEK SESSION

Monday	May	18	Classes begin
Monday	May	25	Memorial Day Holiday
Mon.-Tues.	May	18-26	Add/drop period
Monday	June	1	Roster verifications due
Tuesday	June	30	Last day to withdraw from class ('W' grade)
Saturday	July	4	July Fourth Holiday
Monday	July	13	Last day of classes
Wednesday	July	15	Grades due, 5 p.m.
Saturday	August	8	Commencement

## SUMMER SEMESTER 2015, 6 WEEK SESSION I

Saturday	May	17	Classes begin
Sat.-Sat.	May	16-23	Add/drop period
Monday	May	25	Memorial Day Holiday
Tuesday	May	26	Roster verifications due
Saturday	June	13	Last day to withdraw from a class ("W" grade)
Saturday	June	20	Last Day of Classes
Tuesday	June	23	Grades due, 5 p.m.

## SUMMER SEMESTER 2015, 6 WEEK SESSION II

Saturday	June	27	Classes begin
Sat.-Fri.	Jun.-Jul.	27-3	Add/drop period
Monday	July	6	Roster verifications due
Saturday	July	25	Last day to withdraw from a class ("W" grade)
Saturday	August	1	Last Day of Classes
Tuesday	August	4	Grades due, 5 p.m.

## COMMENCEMENT

Saturday	August	8	Annual Commencement Exercises (Held at Misenheimer Campus for all locations)  (Only for candidates who have completed all program requirements)
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**NOTE:** Students may not withdraw from classes during the last seven days of a semester.



# 2014-2015 ACADEMIC CALENDAR

## GRADUATE PROGRAMS

### FALL SEMESTER

Monday	August	18
Monday	August	25
Friday	August	30
Monday	September	1
Thursday	September	25
Thursday	September	25
Friday	October	10
Friday	October	10
Sat.-Sun.	October	11-19
Monday	October	20
Tuesday	November	25
Mon.-Fri.	November	10-14
Wed.-Sun.	November	26-30
Monday	December	1
Thursday	December	11
Friday	December	19

#### Classes Begin

Last day to **add** or **drop** a class

Class Rosters Due 4:00PM

#### Labor Day - No Classes

Deadline to appeal grades from Spring and Summer 2013

#### Registrar's Office - Late Graduation Applications for Dec and May

Semester mid-point

Changes to Incomplete grades from Spring and Summer 2014 due

#### Fall Break

Classes resume at 8:00 a.m.

Last day a course may be dropped with a "W", "WP", or "W" grade

Pre-Registration for Spring semester

#### Thanksgiving Holidays

Classes Resume at 8:00 a.m.

\*\*Last day of classes

Grades due by midnight.

#### Christmas Break

\*\*Last day of classes:

Tuesday Courses end

Monday Courses end

Wednesday Courses end

Thursday Courses end

Dec. 2

Dec. 8

Dec. 10

Dec. 11

### SPRING SEMESTER

Wednesday	January	7
Wednesday	January	14
Monday	January	19
Thursday	January	22
Wednesday	February	18
Thursday	March	5
Thursday	March	5
Sat.-Sun.	March	7-15
Monday	March	16
Thursday	March	21
Friday	April	3
Mon.-Fri.	April	13-17
Monday	May	4

#### Classes Begin

Last day to **add** or **drop** a class

#### Martin Luther King Jr. Holiday (no classes)

#### Registrar's Office - Graduation Applications for Aug/Dec/May

Deadline to appeal grades from the Fall

Changes to Incomplete grades from the Fall

Semester midpoint/Midterm grades are due

#### Spring Break

Classes resume at 8:00 a.m.

Last day a course may be dropped with a "W", "WP", or "WF" grade

#### Easter Holiday-Good Friday (no classes)

Pre-Registration for Summer and Fall Semester

\*\*Last day of classes

\*\*Last day of classes:

Wednesday Courses end

Thursday Courses end

Tuesday Courses end

Monday Courses end

April 22

April 23

April 28

May 4

### GRADUATE SUMMER 2015

Monday	May	18
Monday	May	25
Tuesday	May	26
Monday	June	1
Tuesday	June	2
Thursday	June	25
Friday	July	4
Thursday	July	23

Classes begin

#### Memorial Day Holiday

Last day to **add** or **drop** a class

Application deadline for December graduation

Roster verifications due

Last day to withdraw from a class ("W" grade)

#### July 4th Holiday

Last day of class

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COMMENCEMENT

Saturday    August    8

Annual Commencement Exercises  
(Held at Misenheimer Campus for all locations)  
(Only for candidates who have completed all program requirements)

**NOTE:** Students may not withdraw from classes during the last seven days of a semester.

## Notes

## Notes

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