



GRADUATE & DEGREE COMPLETION CATALOG 2020-2021

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

Revised July 2020

Notice of compliance with federal law

Title IX

Pfeiffer University is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An equal opportunity employer, Pfeiffer affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX (20 U.S.C Sec. 1681 et seq.) Pfeiffer University prohibits sex discrimination, including sexual harassment. For student-related disability discrimination concerns, contact the disability services coordinator, 704-463- 3366. For all other concerns, including any arising under Title IX, contact the director of human resources, who is also Pfeiffer's Title IX Coordinator, 704-463-3067.

Title VII

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

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

Section 504

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

Age Discrimination Act

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

International Students

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

Exchange Visitors

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

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

Information on crime statistics and graduation rates

This information is available upon request from the Dean of Students in the Student Development Office.

Disclaimer

This catalog is not to be regarded as an irrevocable contract between a student and Pfeiffer University. The information in this catalog applies to the academic year 2018-2019 and is accurate and current, to the best of Pfeiffer's knowledge, as of July 2018. Pfeiffer University reserves the right to change fees, programs of study, academic requirements, faculty, the academic calendar, and other items described herein without prior notice, in accordance with established procedures.

Mission Statement



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

Vested in its history as a United Methodist-related university and propelled by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service.

General Education Philosophy

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

The Undergraduate College provides a Liberal Arts education that affirms that all thinking, learning, and knowledge is infused with wonder. The task of the general education curriculum at Pfeiffer is to prepare students

- 1) to engage knowledge critically with college level inquiry, analysis, and an appreciation of its consequence; and
- 2) to communicate clearly through understanding, reflection, and application of acquired and refined knowledge.

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

Foundational Knowledge

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

Communication

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

Collaboration

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

Information Literacy

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

Critical Thinking

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

Charlotte Campus Location

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

Additional Locations for Graduate Studies:

Website: [Pfeiffer University Website \(www.pfeiffer.edu\)](http://www.pfeiffer.edu)

Pfeiffer University Misenheimer (main) Campus

48380 U.S. Hwy 52 N
Misenheimer, NC 28109
Phone: 704-463-1360
FAX: 704-463-1363

Pfeiffer University Health Sciences Center

245 East Main Street
Albemarle, NC 28001

Moses Cone Hospital

1200 North Elm St.
Greensboro, NC 27401

This Catalog: How are sections arranged

The Graduate **and** Degree Completion Catalog is divided in four parts:

Part One: Contains information and policies which pertain totally or partly to both Graduate and Degree Completion students.

Part Two: Information for students in the Degree Completion Program (undergraduates)

Part Three: Information for students in the Graduate programs

Part four: University General Information

Note: Requirements unique to a major or program will be listed under the same.

Table of Contents

The Pfeiffer University catalog for Graduate and Adult Degree Completion programs is a reference manual for current students, faculty, staff, and others. It describes the University programs for the 2020-2021 academic year and provides other information about Pfeiffer's graduate and Adult Degree Completion programs. The largest section of the catalog contains, in alphabetical order, the areas of study available. It defines some terms commonly used at Pfeiffer and describes the programs that are offered, the requirements for each, and special services available; a listing of the faculty, staff, and trustees of Pfeiffer University; the history of the university; the academic calendar for 2020-2021; and other information.

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Part One: General Information and Policies for Graduate and Adult Degree Completion Programs

About Pfeiffer

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

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

Rolling Admission

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

Campus Visits

Prospective students are welcomed and encouraged to visit campus. Applicants should contact the office of Graduate and degree Completion Admissions as to arrange a visit.

Graduate Programs Overview

The academic departments at Pfeiffer offer an excellent graduate experience on both the Charlotte and Raleigh-Durham (Marriage and Family Therapy only) campuses. These include Master's degrees in Business Administration, Business Administration/Leadership, Financial Fraud Investigation, Health Administration, Health Administration/Business Administration, Health Administration/Leadership, Education, Marriage and Family Therapy, Practical Theology, and Leadership, all offered on the Charlotte campus. The Master of Physician Assistant Studies and Occupational Therapy Programs are offered in Albemarle, NC.

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. In most disciplines, each course meets one night per week, Monday through Thursday. Graduate certificates in Health Service Administration, Financial Fraud Investigations, Big Data Management, and Leadership are also offered.

Adult Degree Completion Programs Overview

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

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

For more information contact:

Pfeiffer University at Charlotte

Office of Graduate and Degree Completion Admissions

1515 Mockingbird Lane, Suite 100

Charlotte, NC 28209

Phone (704) 945-7340 gradadmissions@pfeiffer.edu

Admissions Requirements for Graduate Degree-Seeking Candidates

Admission to the Graduate or Degree Completion Programs

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

- Completed a baccalaureate program at an accredited college or university with a satisfactory grade point average.
- A completed application
- Official transcripts from each undergraduate and graduate program attended
- Three (3) letters of recommendation
- Complete other requirements as listed under specific programs
- Once admitted to a graduate program, students may not transfer to a different graduate program without meeting the requirements of the new program.

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

Additional Instructions for Graduate International Applicants

In addition to the above requirements, International students must complete the following:

- Transcripts from **all** high schools and colleges attended (in English) sent directly to the Office of Graduate and Degree Completion Admissions.
- Have TOEFL scores (minimum of 500 PBT/173CBT/61IBT undergraduate and 550PBT/213CBT/79-80IBT graduate) sent directly to the Office of Graduate and Degree Completion Admissions.
- Provide *Statement* of financial support. Include bank statements to show availability of funds.
- Submit a copy of your passport page with name and expiration date.

Note: For additional requirements, refer to the specific graduate degree program within this Catalog.

Conditional Acceptance to Graduate Programs

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

Individuals considering applying to one of the Graduate Programs at Pfeiffer University Charlotte can apply online at: Link www.pfeiffer.edu/applynow or by contacting:

Pfeiffer University at Charlotte

Office of Graduate and Degree Completion Admissions

1515 Mockingbird Lane, Suite 100

Charlotte, NC 28209

Phone (704) 945-7340

gradadmissions@pfeiffer.edu

Graduate Transfer Credit Policies

Pfeiffer University accepts courses earned at other institutions provided that:

- The grade earned in the course was a B or higher.
- MBA, MHA, MSFI, and MSL students may transfer up to nine (9) semester hours of comparable business-related graduate level work into these programs.
- Master of Arts in Practical Theology students may transfer up to fifteen (15) semester hours (SH) of graduate level work for Christian Education, Pastoral Care and Counseling or Church Administration tracks, and up to eighteen SH (18) for Missions/Evangelism.

- MHA joint degrees-MHA/MBA students may transfer up to nine (9) semester hours of comparable business-related graduate level studies and nine (9) semester hours of comparable health administration-related graduate level studies into the Pfeiffer program.
- Business/Leadership joint degree - 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.
- MMFT Program students may transfer up to six (6) semester hours of comparable COAMFTE accredited marriage and family program-related graduate level course work with case by case approval as evidenced by an official transcript, catalog course description, and course syllabus concurrent with the semester the course was taken and completed. These courses must be taken within two years prior to Pfeiffer MMFT application.

Graduate Entrance Exams

- Pfeiffer University accepts scores from several recognized graduate entrance assessment sources, including the Graduate management Admissions Test (GMAT), Graduate Record Examination (GRE), and the Miller Analogy Test (MAT). Pfeiffer will accept the entrance assessment scores from the GMAT, GRE, LSAT, MAT, and MCAT. However, the MMFT Program requires scores from the GRE only. The programs in MBA and MSL strongly encourage the Miller Analogies Test.
- An entrance exam requirement is waived for any student who already possesses a graduate degree earned from an accredited institution.

Transient Students

Students enrolled in an undergraduate or graduate program at another regionally accredited college or university who want to take courses at Pfeiffer University, may take a maximum of 6 semester hours. An application must be completed and submitted to the **Office of Graduate and Degree Completion Admissions** three weeks prior to course enrollment.

Credits for Correspondence Courses and Workshops

Credits earned in workshops or Continuing Education credits cannot be counted toward a bachelor or master degree. Except for certain credits completed while in military service, credits earned in correspondence or through work/life experience may not be used to satisfy a degree requirement.

Non-Degree Seeking Candidates (all programs)

- Submit a completed application.
- Have one official transcript from each college previously attended sent to the Office of Graduate and Degree Completion Admissions.

Applicants who, at the time of their application, did not intend to pursue the master 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 master degree program. Non-degree students must meet the same academic standards as degree pursuing students in order to continue enrolled in graduate courses with the university.

Adult Degree Completion Admissions

Pfeiffer University at Charlotte offers admission to adult 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.

See the admission requirements for each of the three groups group below.

Adult Degree Seeking Candidates

- Complete an on-line application to the University.
- Student must have completed 45 transferrable credit/semester hours.
- Have one official transcript from each college previously attended sent to the Office of Graduate and Degree Completion Admissions.
- Have a cumulative GPA of at least 2.00 in previous college work (2.75 for Education)
- Access to a computer

Additional Instructions for undergraduate International Applicants

In addition to the above requirements International students must complete the following:

- Have TOEFL scores (minimum of 500 PBT/173CBT/61IBT undergraduate and 550PBT/213CBT/79-80IBT graduate) sent directly to the Office of Graduate and Degree Completion Admissions.
- Have one official transcript (in English) for each school (high school and college) previously attended sent to the Office of Graduate and Degree Completion Admissions.
- Provide *Statement* of financial support. Include bank statements to show availability of funds.
- Submit a copy of your passport page with name and expiration date.

Conditional Acceptance to the Adult Degree Completion Program

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

Transfer Credit Policies for Degree Completion

Courses earned at other institutions will be accepted provided that:

- 1- The courses represent collegiate coursework relevant to the degree program being pursued at Pfeiffer University, and was completed at an 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. Students may not transfer in more than 50 percent of the credits required in the major.
- 5- 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.
- 6- 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.
- 7- Students who have earned a two year Associate of Arts (A.A.) or Associate of Science (A.S.) 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.
- 8- Two year college graduates who have earned an Associate of Arts (A.A.) or Associate of Science (A.S.) 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.

- 9- 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.
- 10- Students who have not completed a degree and students with an AAS degree may have transfer courses evaluated on a course by course basis, as long as conditions 1 through 6 are met.

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

North Carolina Community College System Articulation Agreement

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

- I. All students who have earned an associate in arts or associate in science degree from a member college of the north Carolina Community College system under the terms and conditions of the Comprehensive Articulation Agreement and who meet Pfeiffer University's admission standards are eligible to apply and may expect the following if admitted:
 - A student who has completed the General Education Core as outlined by the Comprehensive Articulation Agreement shall be considered to have fulfilled the lower- division, institution-wide general education requirements of Pfeiffer University. To be eligible for inclusion in this policy, the student must have an overall grade point average of 2.0 and an earned grade of C- or better on all general education core courses.
 - An additional 20-21 semester hours of approved college transfer courses required for the completion of the associate in arts or associate in science degree shall be accepted as transfer credits, if successfully completed with an earned grade of C- or better.
 - A student who has successfully completed the associate in arts (A.A.) or associate in science (A.S.) 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 of 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.

Military Credit

Pfeiffer University is a Service Members Opportunity College (SOC) and grants 4 activity credits for military training and other undergraduate credit on a course by course basis appropriate to the university's program using *The Guide to the Evaluation of Educational Experiences in the Armed Services*. For additional information, contact the registrar.

Undergraduate Challenge Exams

A student may request an examination for any course. All applications must receive approval from the instructor and the dean of continuing education and adult studies or the registrar. If the student achieves a passing score, he/she will receive the appropriate credit hours and grade. The charge for a challenge exam is to be paid prior to the test. Credit and grades will be a part of the Pfeiffer academic record and will apply towards residency.

Credit by Examination/CLEP/Advanced Credit

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

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

Advanced Placement Equivalencies

Course	Score	SH(s) Awarded
Economics		
Micronomics	3, 4, 5	3
Macronomics	3, 4, 5	3
English		
Literature and Composition	5	3
Language and Composition	4, 5	3
Government and Politics		
American Government and Politics	3, 4, 5	3
Comparative Government and Politics	3, 4, 5	3
History		
American History	4	3
American History	5	6
World History	4	3
World History	5	6
European History I	4	3
European History II	5	6
Humanities		
Art History/Studio Drawing/General	3, 4, 5	3
Music Listening and Literature	3, 4, 5	3
Languages		
French/Spanish/German Literature	3, 4, 5	6
French/Spanish/German Literature	3, 4, 5	6
Latin Vergil/Catullus-Horace	3, 4, 5	12
Math		
Calculus AB	3, 4, 5	4
Calculus BC	3, 4, 5	8
Sciences		
Biology	4	4
Biology	5	8
Chemistry	4	4
Chemistry	5	8
Physics B	4	4
Physics B	5	8
Physics C: Mechanics	4, 5	4

Physics C: Electricity & Magnetism	4, 5	4
Psychology	3, 4, 5	3
Statistics	3, 4, 5	3
Computer Science A	3, 4, 5	3
Computer Science AB	3, 4, 5	6

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

CLEP Examination

COMPOSITION AND LITERATURE	Required Score	SH(s) Awarded
American Literature	50	6
Analyzing and Interpreting Literature	50	6
College Composition	50	6
College Composition Modular with essay	50	6
College Composition Modular without essay	50	3
English Literature	50	6
Humanities	50	6
FOREIGN LANGUAGES		
College French Level 1	50	6
College German Level 1	50	6
College Spanish Level 1	50	6
College French Level 2	60	12
College German Level 2	60	12
College Spanish Level 2	60	12
HISTORY AND SOCIAL SCIENCES		
American Government	50	6
Human Growth and Development	50	3
Intro. To Educational Psychology	50	3
Introductory Psychology	50	3
Introductory Sociology	50	3
Principles of Macroeconomics	50	3
Principles of Microeconomics	50	3
Social Sciences and History	50	6
U.S. History I	50	3
U.S. History II	50	3
Western Civilization I	50	3
Western Civilization II	50	3
SCIENCE AND MATHEMATICS		
Biology	50	6
Calculus	50	3
Chemistry	50	6
College Algebra	50	3
College Mathematics	50	6
Natural Sciences	50	6
Pre-calculus	50	3
BUSINESS		
Financial Accounting	50	3
Introductory Business Law	50	3
Information Systems and Computer Applications	50	3
Principles of Management	50	3

Undergraduate Prior Learning Assessment Course (CPL 2000)

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

Upon completion of this course students will be able to:

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

Greater Charlotte Consortium

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

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

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

The following institutions in the Greater Charlotte area are members of the consortium. View this page for member contact information: Link: <https://greatercharlotteconsortium.org/members/>

Belmont Abbey College
 Central Piedmont Community College
 Johnson & Wales University (Charlotte campus)
 Livingstone College
 Pfeiffer University
 Queens University of Charlotte
 UNC Charlotte
 Winthrop University

Re-Admitted Students

- Students returning to Pfeiffer University after an absence of two (2) or more semesters must reapply to the university at: [Link: http://explore.pfeiffer.edu/applynow/inquiryform](http://explore.pfeiffer.edu/applynow/inquiryform).
- Readmitted students follow the graduation requirements of the catalog that is in effect at the time of their return, or a subsequent catalog.
- A student who was admitted to a graduate program, and would like to be re-admitted to a different graduate program must meet the requirements of the new program.
- Students who left while on academic probation or suspension should have a mathematical chance that the GPA will raise to meet the Academic Good Standing Scale during an additional probationary period. Students are strongly advised to repeat any course with an "F" grade as soon as they return to the university.
- If a student was placed on Academic Suspension at the time he completed his last registration, the student must submit a Letter of Explanation to the Director of Graduate and Degree Completion Admissions explaining the reason(s) for his academic difficulties in the past, and any steps the student is planning to take to improve his academic standing. The student must also meet with an academic advisor to prepare a study plan that will ensure his success upon readmission to the University.
- If a student has attended another college or university since their last enrollment date at Pfeiffer University, official transcripts from each college attended must be sent to the Office of Graduate and Degree Completion Admissions. If the student has not attended Pfeiffer University for 3 or more years, he/she must re-submit all college transcripts to the Office of Graduate and Degree Completion Admissions.
- Re-admission is at the discretion of the University.
- Previously suspended students returning or readmitted must appeal the reinstatement of their financial aid.

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.

CPA/Degree Completion Tuition and Fees: 2020-2021

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

Tuition Charges and Fees	Per Semester Hour
Tuition	\$460.00
Part-Time Tuition	\$460.00
Challenge Exam Fee	\$350.00
Audit Fee	\$460.00
Comprehensive Fee Adult Degree Completion -Fall	\$215.00
Comprehensive Fee Adult Degree Completion -Spring	\$215.00
Comprehensive Fee Adult Degree Completion -Summer	\$155.00
Other Adult Degree Completion Charges & Fees	
Directed Study Fee	\$460.00
Readmission Fee	\$60.00
Late Payment Fee	\$150.00
Course Reinstatement Fee	\$75.00
Returned Check Fee – per check	\$25.00
Transcripts	\$10.25
Graduation Fee	\$95.00
Late Graduation Fee (in addition to the grad fee)	\$75.00

Graduate Tuition and Fees: 2020-2021 (do not include PA and OT programs)*

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

Changes in course loads during the semester that result in changes in a student's full-time or part-time status will be reflected in tuition adjustments on the student account.

Tuition Charges and Fees	Per Semester Hour
Tuition	\$680.00
Audit Fee+	\$680.00
Other Graduate Charges and Fees	
Advanced Tuition Deposit	\$150.00
Application Fee	N/A
Re-admission Fee	N/A
Late Payment Fee	\$150.00
Course Reinstatement Fee	\$75.00
Entrance Assessment	N/A
International Trip	TBD
Graduation Fee	\$95.00
Late Graduation Fee (in addition to the grad fee)	\$75.00
MMFT 690 Lab Fee – per semester	\$150.00
Returned Check Fee – per check	\$25.00
Teaching Internship Fee (EDUC 621A, SPED 621A, B, C)	\$200.00
Transcripts	\$10.25

*For Physician Assistant (PA) and Occupational Therapy (OT) Programs' current tuition and fees please see the University's website: pfeiffer.edu

Fees are non-refundable.

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

Payment of Tuition and Fees

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

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

Payment Plan

An interest-free monthly installment plan is available for the payment of tuition and fees due at the time of registration. This plan is currently managed through a third party vendor. Enrollment in the payment plan can be done by logging on through My.Pfeiffer. Early enrollment and establishment of the plan is strongly encouraged. Enrollment fees are assessed by the Management Company and are payable at the time of enrollment. Late fees will be assessed if payments are not received in accordance with the terms of the plan. Additionally, the management company will terminate your plan due to non-payment. In such a case, the balance owed to Pfeiffer University will be due and payable.

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

Credit Balances

A credit balance on the student account is paid to the student within 14 days of the credit's origination provided the credit is a result of Title IV funding.

Withdrawal Refund Policy – Full time and Part-time Students

Pfeiffer University has established a fair and equitable refund policy in accordance with the requirements of the university's accrediting agency and the U.S. Department of Education. This policy pertains to all students who cease attendance in all classes, either through official withdrawal or without notification. It is always the student's responsibility to withdraw from unwanted courses. Withdrawal forms are available at My.Pfeiffer and at the Registrar's

Office: registrar@pfeiffer.edu.

Withdrawal Effect on 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, Direct 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.

Withdrawal Effects on Charges

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

Return to Title IV Calculations

- Number of Days Completed=Last Date Attended – Date Semester Began
- Percentage of Aid Earned=Last Date Attended-Date Semester Began
- Aid to be Returned=(100%-Percentage of Aid Earned) x Aid Disbursed to Student for Institutional Charges
- Percentage of Tuition Earned=Percentage of Aid Earned
- Tuition to be Refunded=(100%-Percentage of Tuition Earned) x Total Semester Tuition Charges

These calculations determine the amount of financial aid the student has earned during the semester, the unearned aid to be returned, the tuition earned by the University and the amount to be credited back to the student account. Federal regulations have mandated the amount of unearned aid will be returned in this prescribed order:

- 1) Unsubsidized Federal Direct Loans
- 2) Subsidized Federal Direct Loans
- 3) Federal PLUS Program
- 4) Federal Perkins Loan Program
- 5) Federal Pell Grant Program
- 6) Federal SEOG Program
- 7) Other Title IV Programs
- 8) Other federal programs
- 9) State programs
- 10) Private or Institutional Assistance
- 11) The student

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

Example

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

Student 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.

Leave due to 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.

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 financial obligations are not fulfilled, the student agrees to reimburse Pfeiffer University the fees of any collection agency, which maybe based on a percentage at a maximum of 34% of the debt, and all costs and expenses, including reasonable attorney's fees, we incur in such collection efforts.

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.

General Financial Aid (FA) Information

Each year Pfeiffer awards approximately \$25 million in assistance to over 90% of the student body. Financial assistance at

Pfeiffer University is available to students from three different sources: federal, state, and institutional. Financial aid is awarded in a “package” or combination of different types of assistance from various sources. Scholarships, grants, loans, and campus employment are integral parts of the financial aid program.

Assistance is based upon two criteria, need and merit. Need-based assistance is determined by information from the Free Application for Federal Student Aid (FAFSA). Merit-based assistance is determined by academic and artistic achievement.

Satisfactory Academic Progress is required for awards and scholarships. For information about Financial Aid and Satisfactory Academic Progress read the section entitled Satisfactory Academic Progress/Academic Standing in the Undergraduate Academic Policies section of the catalog.

In addition, Pfeiffer University students must maintain a “full time” course load to be eligible for the various scholarships and awards. **Students must reapply each academic year for Financial Aid.**

FA Application Procedure

1. Apply for admission to Pfeiffer University.
2. Complete the required FAFSA as soon as possible after October 1st. When completing the FAFSA be sure to authorize the release of the information to both Pfeiffer University and the agencies in your state. The FAFSA must be completed on-line at www.fafsa.ed.gov. The school code is 002955.
3. Financial aid eligibility is determined after a student has been offered admission and after the FAFSA has been received and processed. Financial aid information is sent electronically to students and may be accessed via the my.pfeiffer.edu student portal.
4. Financial Aid is disbursed at the beginning of each semester as credits against tuition first, and room and board costs second.
5. Students eligible for educational benefits through the Veterans Administration, the Social Security Administration or Vocational Rehabilitation should apply directly to these agencies and inform the Office of Financial Aid.

Scholarships and grants

These are non-repayable gifts that can be based upon need and/or merit. Need- based eligibility is determined by FAFSA data and/or academic achievement.

Possible sources include:

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

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

Honor Scholarships: Scholarships ranging up to 100% of tuition are awarded by the Scholarship Committee to entering freshmen who have shown extraordinary academic achievement and outstanding leadership and character. Students qualifying for the required interviews are notified by the Office of Admissions and are generally in the top of their class, have high SAT/ACT scores, and have excellent grades in a competitive college preparatory program of study. Honor Scholars must maintain a 3.0 cumulative average and are required to live on campus.

Presidential, University, and Legacy Scholarships: Prospective students with exemplary high school records and test scores are eligible. Awards are based upon a combination of SAT/ACT scores and academic course grade averages. Honor Scholars are ineligible for these awards. Scholarships are renewable annually by meeting the specified GPA requirements. New transfer students entering Pfeiffer University with more than 24 semester hours of transferable work are granted awards based on their entering cumulative average of previous college-level work. Awards are renewable annually based on maintaining the specified GPA.

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

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

Charles Wesley Award: United Methodist students with an un-weighted GPA of 3.50 or higher are eligible to apply for a \$10,000 scholarship awarded at \$2500 per year, \$1250 per semester, for up to four years (eight consecutive semesters). Two (2) awards will be made per academic year and given to students who demonstrate leadership in their local UM congregation. There is an application and review process.

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

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

Loans

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

- Federal Perkins Loans
- Federal Direct Loans (subsidized and unsubsidized)
- Federal Parent Plus Loans for Undergraduate Students
- United Methodist Student Loans
- Private and alternative Loans from outside organizations, agencies, and individuals

First time borrowers must complete entrance loan counseling and a master promissory note before loans can be disbursed.

The Federal Work Study Program

FWSP is a need-based program. Eligibility is determined by FAFSA data. The program is administered by the Office of Financial Aid and Human Resources.

Time Payment Programs - Information is available from the Business Office by calling 704-463-3019.

Veterans' Educational Assistance Benefits

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

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

Pfeiffer Provisions for Covered Individuals under Chapters 31 and 33

- Any covered individual* under chapter 31 or 33 is allowed to attend and participate in all University activities beginning on the date the individual provides Pfeiffer University with a VA certificate of eligibility for entitlement to educational assistance under the above mentioned chapters (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes), and ending upon the date on which payment from VA is made to the University, or 90 days after the date the University certified tuition and fees following the receipt of the certificate of eligibility

(which ever happens first).

- Pfeiffer University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a **covered individual** borrow additional funds, because of the individual's inability to meet his or her financial obligations to the University due to the delayed disbursement funding from VA under chapter 31 or 33.

*a **covered individual** is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post 9/11 GI Bill® benefits.

The Yellow Ribbon Program

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

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

Termination of VA Benefits

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

FA Contact Information

The Financial Aid Office is open 8:00 a.m. to 5:00 p.m., Monday through Friday.
For more information about financial aid contact:

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

Digital Technology

Digital Technology – General Information

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

Windows Systems

- Windows 8 or later
- Intel Core i5 or i7 processor
- 6 GB RAM
- 250 GB hard drive
- Webcam
- USB headset with microphone

Macintosh Systems

- Current generation MacBook/MacBook Pro/MacBook Air
- OS 10.10 (Yosemite) or later
- USB headset with microphone

Pfeiffer's network is based on Microsoft's Active Directory system. Not all services offered for Windows users may be available for Macintosh users. For either system, the purchase of Microsoft Office is NOT required. The Microsoft Office Professional license is covered as part of student technology fees. The mandatory installation CD is available through the university bookstore for an additional fee.

Security software is the responsibility of the student. A number of good commercial products, including those from Trend Micro, McAfee and Symantec, will meet the need for security software.

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

Pfeiffer University Active Directory, Email and Blackboard Accounts

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

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

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

Technology Assistance

Pfeiffer University offers technology assistance to its students via its Service Desk service. This service is staffed by Pfeiffer IT staff Monday – Friday 8 AM – 5 PM. The Service Desk can be reached at 704-463-3002 or by emailing techsupport@pfeiffer.edu. Support for student-owned computers is normally limited to needs relating to network connectivity on the university campuses, My.Pfeiffer, Blackboard and other university-provided systems. Any other services are provided on a time and effort available basis.

Academic Assessment

Academic Assessment – General Information

Pfeiffer University is committed to continuous improvement in all areas. To that end, assessments are administered to students, faculty, staff, administration, and external constituencies on a regular basis. In addition to these campus wide evaluation procedures, each academic program has adopted learning outcomes designed to measure the effectiveness of instruction in the majors offered in all programs to include the Adult Degree Completion Programs.

Standardized Testing/Assessments

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

The ETS Proficiency Profile is a nationally standardized assessment of student academic achievement. The ETS Proficiency Profile will be administered to students as an entrance test and again during their senior year. The results of the ETS Proficiency Profile test provide the University with information relating to institutional effectiveness and may be

used to compare student performance at Pfeiffer with student performance at other colleges with similar academic offerings and student populations in the Pfeiffer region in the nation at large.

In addition to these standardized tests, major field exams are administered for most majors during the senior year of the academic program. Additional tests could be required for students to complete, when deemed necessary and appropriate by the University administrations. Such tests could be standardized or created for a specific purpose.

Graduate Programs Special MMFT & MHA Exams

- **MMFT Comprehensive Exit Exams:** Students who are seeking an MMFT degree require a minimum passing grade of 70% on the MMFT Comprehensive Exit Exam.
- **MHA Exit Exams:** All MHA and joint degree MHA/MBA and MHA/MSL students admitted in the 2018-19 year forth, are required to *pass* the MHA program competency exam after the completion of first 8 core courses of the curriculum. Joint degree students, upon completion of all degree requirements, will in addition, take an Exit Exam for that portion of the program. Only students who are approved for graduation per registrar audit and who sit for these program exams will receive a diploma from Pfeiffer University.

Advisory Boards

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

Surveys

Surveys for Adult Degree Completion and Graduate Programs:

- **Faculty Self-Evaluations** - The primary purpose of these evaluations is to assist faculty members in assessing their teaching performance and involvement in other professionally related activities.
- **Student Evaluation of Instruction** - The evaluation of individual courses is an on-going activity. The information in these reports should be used by faculty to aid them in course planning. With the individual faculty member's consent, they may also be used by the University in a well-defined program of faculty improvement when it has been initiated by the instructor and the administration of the university.
- **Student Review of University Programs and Services**- This survey is an opportunity for students to voice their opinion about University Programs and Services. It is conducted on an annual basis to foster continuous improvement.
- **Administration/Faculty/Staff Review of University Programs and Services** -This survey is conducted to provide an opportunity for Pfeiffer employees to voice their opinion about University Programs and Services. It is conducted on an annual basis to foster continuous improvement.
- **Survey of Graduates and Employers of Graduates** - On a periodic basis, graduates of Pfeiffer are asked to complete surveys that enable the University to determine graduates' attitudes toward the educational preparation they received at Pfeiffer after they have become actively involved in their chosen occupations, graduate or professional programs. The university also periodically surveys employers of Pfeiffer graduates. Employers can furnish a unique perspective on institutional effectiveness.
- **Planning and Assessment** - The institution annually engages in ongoing institution-wide research-based planning and evaluation to ensure that the university is effectively accomplishing its mission.
- **Advising Survey** - This survey is administered annually to collect information about the effectiveness of the advising process.

Academic Support

Pfeiffer Library at Charlotte

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

WriteSmart Success Center

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

StudySmart-Online Tutoring

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

Services to Students

Student Services

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

Student Conduct Statement

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

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

Honor Code

Violations to the Honor Code

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

- a. Cheating in any form in academic matters, defined as willful participation in the unauthorized exchange and/or use of information while working on any examination or project designed to evaluate individual

- performance.
- b. Plagiarism, the appropriation and passing off as one's own the writings or ideas of another.
- c. Attempting to cheat or plagiarize.
- d. Failure to report observed violations.
- e. Lying, stealing, or other conduct violations in relation to academic issues and situations.

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

Adult Degree Completion and Graduate School Honor System Procedures

I. First Offense — in Violation Plea — Student/Faculty Option

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

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

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

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

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

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

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

the student plans to have an advisor present, and that the advisor's presence is subject to the Chair's approval.

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

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

Dispensations and Appeal

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

- Counseling
- Fines
- Service hours
- Loss of privileges
- Reduction of grade (zero on assignment, "F" in course, etc.)
- Probation
- Deferred or immediate suspension
- Dismissal
- Any other penalties deemed advisable Appeal of Honor Code dispensations.
- Honor Board decisions are subject to written appeal to the Appeals Committee via the Vice President for Academic Affairs within 4 business days after hearings.
- Decisions rendered by the Appeals Committee or through Student Options are not subject to appeal.
- No voting member of the Honor Board may participate in the Appeals Committee review.

Student Responsibilities

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

Faculty/Staff Responsibilities

- To serve as appropriate role models for ethical behavior.
- To inform students in their classes of faculty expectations of student behavior as it relates to the Honor Code.
- To report all violations of the Honor Code.
- To inform students in violation that they have been reported.
- To abide by agreements made under Student/Faculty Options or by decisions of the Honor Board of the Academic Leadership Team.

Student Disability Accommodations

All students requesting reasonable accommodations for special academic needs must:

- Obtain and complete a Disabilities Disclosure and Request Accommodation form
- Provide professional documentation to support request
- Sign written release statements for the transfer of information to designated parties

- Contact Mark McCallum, Dean of Student Success at (704) 463-3164
- 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 person above. A panel will review the grievance.
- Please schedule an appointment with the Dean of Student Success to discuss these issues.

CareerSmart Services & Internships

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

LiveSmart

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

Registration and Withdrawal Policies

Graduate/Degree Completion (undergraduate) Registration and Withdrawal Policies

Students are expected to register on or before the date designated in the academic calendar. Early registration is encouraged to ensure available space in desired classes. 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 also clear the Business Office or have a payment plan in place to be considered registered.

Course Load

A full time Graduate load is 6 to 9 credits depending on the program requirements. Undergraduate students in the Degree Completion program normally register for 12 SH (6 SH in each 8 week session).

Auditing a course

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 cannot be changed after the "Add/Drop" period has concluded (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:

1. The student completed another course which resulted in similar learning outcomes as required from the course to be substituted or,
2. 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. In rare circumstances, exceptions to the 6 SH may 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 coordinator, 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

Completing an Independent or Directed Study course require undergraduate students to seek a faculty sponsor and:

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 and payment.

In addition in order to register for a Directed Study, undergraduate students must have a G.P.A. of 2.00, and students in an Independent Study must have a GPA of 3.0.

Introductory courses, activity courses, and courses offered every semester may not be taken as a Directed Study except by special permission of the Dean of the Division. Minimum student contact with the instructor for both Directed and Independent Studies normally should be 5 hours per SH. Each Independent and Directed Study may be taken during a regular semester or summer term. Students interested in an Independent or Directed Study should consult with their advisors.

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. Co-requisites may be taken during the same semester as the course for which the co-requisite is required.

Special Topic Courses

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

Dropping or Withdrawing From a Course

Students may officially drop a course during the first 6 calendar days of a regular semester without having the course appear on their record. After the add/drop period, first semester full-time freshman and Graduate students will be assigned a "W" if they withdraw from a course, up to the withdraw deadline published in the University's Academic Calendar. All other under-graduate students will be assigned a grade of "WF" (withdrew failing) or "WP" (withdrew passing) by the instructor according to the student's progress in the course up to the time of the withdrawal.

Students are advised to consult with the instructor and their advisor as soon as they make the decision to withdraw from a course, and if the decision to withdraw becomes firm, to process the appropriate *Course Withdrawal* form without delay. Withdrawal forms are available from the website at My.Pfeiffer and from the Registrar's Office: registrar@pfeiffer.edu. Withdrawals without notifying the Registrar will result in a failing grade (AW, or F)*.

Students 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.

Students who withdraw from courses to below full-time status (12SH) may have their financial assistance including any VA benefits and scholarships adjusted, which may result in a debt to the University. Students are advised to consult with the FA office, and/or the VA Coordinator, before dropping their enrollment status to less than 12 SH (or less than 6 crs if a Graduate student). In addition to this, student athletes may see their scholarships eliminated or reduced, and their athletic eligibility cancelled.

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

Withdrawal from the University

After a conversation with their academic advisor, students may withdraw from the University at any point. However, depending on the time of the semester when a student withdraws from the university, the student may have the financial assistance including any VA benefits and scholarships adjusted, which may result in a debt to the university. Students are advised to consult with the FA office, and/or the VA Coordinator, before they withdraw from the university. *Withdrawal from the university* forms are available from the website at My.Pfeiffer and from the Registrar's Office: registrar@pfeiffer.edu. Students must submit withdrawals forms to the Registrar's Office in person, or email *Withdrawal from the University* forms to: registrar@pfeiffer.edu or fax to: (704) 945-7330 (Attn: Registrar)

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

Medical Withdrawal

Students with medical documentation may be granted a medical withdrawal for the term and will receive a mark of W in all courses, unless the attendance policy was violated prior to the medical problem. A medical withdrawal extends to all the courses in the term and not to individual courses. Students in need of a medical withdrawal must contact the Assistant Dean of Academic Affairs at (704) 945-7309.

Withdrawal from the University Due to Military Deployment

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

Reservists and National Guardsmen on active-duty are covered in the same manner. The student's account will be credited with 100% of tuition and fee charges assessed. Students are responsible for any monies received by Pfeiffer University for enrollment certifications processed prior to the beginning of the semester. Please contact the VA Certifying Official for Pfeiffer at X3061, if you are unsure of your responsibility for repaying any VA entitlement benefits certified prior to the first day of the semester.

Student Record Policies

Policy on Student Records

Academic files are maintained for enrolled students in the Registrar's Office. These files are maintained for at least ten years after the student leaves Pfeiffer University. After ten years all materials in the files may be destroyed, with the exception of academic transcripts. Academic transcripts are permanently retained and copies are available for students upon request.

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

Academic Transcripts

Pfeiffer University only issues official transcripts*. To request an academic transcript, log in to www.pfeiffer.edu and click on the *Transcript* link. There is a \$10.25 fee per transcript.

*The National Student Clearinghouse acts and an agent of the University to process electronic and paper transcripts.

Definition of Semester Hour (SH)

A Semester Hour is defined as:

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

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

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

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.

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
 Admission File
 Enrolled Students
 Non-enrolled Students
 Financial Aid Files
 Medical Records
 Student Development/Conduct Files

Maintained By:

Registrar
 Vice President for Academic Affairs
 Director of Admissions
 Registrar
 Director of Admissions
 Director of Financial Aid
 Director of Health Services
 Vice President and Dean of Student Development

Program Accreditations

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

In addition, Pfeiffer University is approved by The University Senate of The United Methodist Church as a United Methodist-Related Institution.

Part Two: Adult Degree Completion Programs (undergraduate)

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

Academic Information and Policies

Available Programs

Adult Degree Completion students are admitted into one of the following **degree and major programs**:

- **B.S. in Business Management and Leadership (BMALD)**
Concentrations in:
Entrepreneurship and Supervision
Finance and Banking
- **B.S. in Criminal Justice (CRIMA)**
- **B.S. in Health Administration (HA)**
Concentrations in:
Healthcare Informatics Management
Long Term Care Management
Medical Practice Management
- **B.A. in Education**
- **B.S.N. Registered Nurse to Nursing (RN-BSN)**

Non- Degree Certificates:

Certificate in Big Data Management

Certificate in Healthcare Informatics Management

Residency Requirement

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

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

Undergraduate Class Standing

0-29 SH	Freshman
30-60SH	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.

Class Attendance

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

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.

Grade Point Average Computation

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

Letter Grade and Quality Points per SH:

A	A-	B+	B	B-	C+	C	C-	D	F	WF	I	AW
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.0	0.0	0.0	0.0	0.0

- The GPA is used for such matters as determining academic eligibility, eligibility for the Teacher Education Program, graduation with honors, Dean's List, etc. It is also a figure that is often of interest to graduate/professional schools and future employers.
- Only work attempted at Pfeiffer University is used in calculating the GPA.
- Activity classes are graded on a pass/not pass basis and are not calculated in the GPA.
- In addition to all other requirements, a student must have earned a cumulative average in his/her academic program of at least 2.000 to be eligible to graduate from Pfeiffer University.
- To calculate the GPA, the credit hours for each course are multiplied by the quality points awarded for each grade. The total quality points earned are then divided by the total credit hours attempted.

SAMPLE:

COURSE	HOURS ATTEMPTED	HOURS EARNED	GRADE	QUALITY POINTS
Course A	4	4	B+	13.2
Course B	3	3	C-	5.1
Course C	(3)*	---	W*	---
Course D++	1++	1++	P	---++
Course E	3	0	WF	0.0
Course F	2	2	A-	7.4
Totals	13++	10++	N/A	25.7

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

*Grades of W, WP, and IP are not calculated in the GPA, W and WP grades are included in "hours attempted"

Grades of WF, AW, and I are calculated as F in the GPA.

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

Important: All credits from withdrawn courses are included in the attempted hours and used in the SAP calculation.

GRADING NOTATIONS

A	=Excellent
B	=Good
C	=Average
D	=Below Average
F	=Failure
W	=Withdrew
WF	=Withdrew Failing (Calculates the same as an F)

WP	=Withdrew Passing
AW	=Administrative Withdrawal (Calculates the same as an F)
IP	=In Progress (for courses that meet for more than 1 term)
X	=In Progress (mid-term reports only)
I	=Incomplete
R	=Repeat
AU	=Audit

D Grades

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

D grades may also not be used to satisfy the following:

- ENGL 102W
- General Education Courses which are also designated as Writing Intensive (WI) as long as they will be used to satisfy the WI requirement.
- The computer competency requirement (requires a C- or better).

A final grade of D may be used to satisfy other General Education requirements and elective requirements for graduation. Students are advised to see their advisor as well as the specific requirements for their major, prior to any decisions on re-taking a class.

Incomplete Grades

At the discretion of the instructor, an incomplete entered as a grade on the student record noted by the capital letter "I" as the assigned grade, may be assigned when a student, who is otherwise passing the course has not, due to circumstances beyond his or her control, completed all the work in the course. When the I grade is submitted to the Registrar, the instructor must also submit a form which contains among other things written reason for the I, and the assignments to be completed. I grades calculate as and I in the student's GPA and SAP calculations.

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

- For internships and practicum courses: a deadline must be included as part of the "Incomplete Agreement"
- When the student requests an extension with the instructor's approval due to a prolonged illness that can be documented with medical records or due to military deployment.

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

Undergraduate Grade Repeat Policy

If a course taken at Pfeiffer is repeated at Pfeiffer, the new grade becomes the official grade, even if it is lower than the previous grade, the new grade is computed in the GPA and it will count towards graduation. Previous grades will not be calculated into hours or averages or count towards the hours required for graduation. However, the original grade will be counted in the attempted credits for SAP calculation purposes.

If a course taken at Pfeiffer is repeated elsewhere*, the new work will be credited (if it has received the proper prior approval), but the Pfeiffer grade will stay on the record and will be calculated in the Grade Point Average. The hours toward graduation will, however, be credited only once.

If a course previously taken at another school is repeated at Pfeiffer, the prior grade will be removed from the transfer credit and the Pfeiffer grade will be the official mark (even if lower).

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

Important: Students repeating courses at another college or university are to file a Transient Credit* form with the Registrar's Office, prior to taking the course. The Registrar will certify that the course is transferrable.

**Different Financial Aid rules apply for repeated courses. Please check with the Office of Financial Aid for details.

Appeals for Grade Changes

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

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

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

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

Satisfactory Academic Progress (SAP)/Academic Standing

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

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

Undergraduate Academic Standing Scale

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

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

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

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

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

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

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

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

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

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

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

- 1) Obtain a minimum GPA in accordance to the Undergraduate Academic Standing Scale.
- 2) Misenheimer students: visit the Academic Learning Center and establish a monthly written and signed plan for follow up and academic assistance,
- 3) Adult Studies students: use the resources recommended by your advisor

Failure to meet the conditions of the Academic Plan will result in a one semester suspension. Students have the right to appeal* this suspension, however, if the appeal is not awarded, the student cannot register for classes the

following semester. Completed the semester suspension, the student may apply for re-admission. Re-admission is at the discretion of the registrar. Upon re-admission, the student standing will be that of AP with two semesters to attain the GPA required in the Undergraduate Academic Standing Scale. Returning students must have their Academic Plan updated.

If the appeal is awarded, the student standing will be that of AP with two semesters to attain the GPA required in the Undergraduate Academic Standing Scale, students in this situation must have their Academic Plan updated.

Students who are suspended for a second time due to lack of compliance with SAP may 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 [Link: www.pfeiffer.edu](http://www.pfeiffer.edu). Student must complete the appeals process, for each semester the student is placed on academic probation.

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

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

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

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

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

Adult Degree Completion Majors and Graduation Requirements

Academic Definitions

Degree Definition

A degree is awarded to a student which completes the graduation requirements in a specific area of study. At Pfeiffer University undergraduate students may be able to graduate with one of the following degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.) and Bachelor of Science in Nursing (B.S.N.), and at the graduate level; masters and doctoral degrees.

Major Definition

A major is a sequence of courses in an academic discipline. The minimum number of credit hours required for each major is listed with that major. The maximum number of credit hours permitted for a major is 75 credit hours. All major courses must be passed with a grade of C- or higher or as specified by the major. A list of the majors and the requirements for the majors and courses offered by Pfeiffer University is published in this catalog. 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.

Concentration Definition

A concentration places emphasis on a specific area within a major. Concentrations must be selected and completed by the time of graduation.

Requirements for the Degree (Graduation Requirements)

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

- I. Earn a total of 120 semester hours.
- II. Complete the General Education requirements listed in the students' Catalog Year.
- III. Completion of at least three writing intensive (WI) courses
- IV. Demonstrate basic competency in the use of computer technology
- V. Complete a major.
- 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 (undergraduates) on work attempted at Pfeiffer University.
- VIII. Complete all requirements of the current "Assessment Plan" as described in this Catalog.
- 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*.
- XI. Meet the University's Residency requirement.

* 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).

Degree Application

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

Checklist to aid in preparing for graduation audit:

- One year prior to your anticipated graduation (May, August, December), stop by the Registrar's office or download the application for degree from [My.Pfeiffer](#).
- Meet with your Academic Advisor to review degree audit and proposed graduation date.
- Submit completed paperwork, along with copy of completed Student/Advisor audit showing any changes/ substitutions in course requirements. This is to be done prior to the deadline posted in the catalog and online.
- After the Registrar's office has reviewed the degree audit, the student will receive an email (sent to their Pfeiffer University student email account). This email will list all requirements in progress and those that still need to be met. *Please contact the Assistant Registrar if email is not received ONE semester prior to the anticipated graduation.

General Education Requirements for Degree-Completion (30-31 SH):

- Students entering the Undergraduate College in fall 2013 or later complete the following General Education Program requirements: 30-31 SH.
- A course may not be used to meet two general education requirements. A course may be used to meet both a general education requirement and a major/minor requirement.

General Education at Pfeiffer presents students with a broad and holistic view of human knowledge, ethics, cultures, behaviors, and societies, as well as an appreciation of nature and its order. In support of the university's vision to prepare transformative servant leaders, the general education curriculum develops student competency in Communication, Collaboration, Critical Thinking, and Information Fluency by delivering Foundational Knowledge through the following areas of required student inquiry. (Only courses in the areas of

study that have been designated by the General Education Committee will meet the program requirements unless otherwise approved by the University Registrar in consultation with the General Education Committee).

General Education Credits Distribution

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

Writing intensive (WI)

Students must complete three (3) WI courses at least one of which must be outside the student's major, with a grade of C- or better (in many majors, one of these courses will be the senior seminar or senior capstone course). A writing intensive course requires at least 15 pages of graded writing. At least one writing assignment must allow for guided student visions of work. The evaluation of written assignments must make up at least 25% of the final grade in the course. Enrollments in writing intensive courses will be capped at 20. Writing intensive courses are identified in this catalog by a WI notation after the course title in the list of course offerings. Additional writing intensive courses may be taught each semester on a trial basis or in Special Topics. These additional courses will be designated by a WI notation on the semester course schedule. All writing intensive courses must be completed at Pfeiffer University. ENGL 102W College Writing or the equivalent is prerequisite for all writing intensive courses.

Computer Technology Competency Requirement

Students meet this requirement by passing one of the following:

- The Computer Competency exam
- COMP 110 with a grade of C- or better
- 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.

Residency Requirement

Pfeiffer University limits academic residency to no more than twenty-five percent of the degree requirements for all undergraduate degrees for active-duty service-members. Academic residency can be completed at any time while active-duty service-members are enrolled. Reservists and National Guardsmen on active-duty are covered in the same manner. At least 45 SH must be earned in residence at Pfeiffer University. Work in residence must include at least 1/2 of the number of semester hours required in the major. An exception to this rule is the RN to BSN program which only requires 30 semester hours in residence.

Undergraduate Academic Honors

Graduation with Honors

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

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

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

To qualify for graduation with honors, a student must earn at least 45 SH (excluding activities) at Pfeiffer University.

Only work completed at Pfeiffer University is used in determining qualifications for graduating with honors.

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.

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.

Course Numbering

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

100-199	FRESHMAN LEVEL - Gen Ed courses with no prerequisites; activity courses; UNIV courses.
200-299	FRESHMAN AND SOPHOMORE LEVEL - General Education 2nd part course sequences; lower level elective courses with no prerequisites; foundation, survey and UNIV courses.
300-399	SOPHOMORE AND JUNIOR LEVEL - Required courses across disciplines; upper level General Education; major courses.
400-499	JUNIOR AND SENIOR LEVEL - Required courses across disciplines with prerequisites; Major courses; upper level elective courses with prerequisites; topics courses
500-599	Senior Capstone Courses ; seminar; research; Internships; in addition to: upper level electives for specialization, graduate school, licensure, or certification.

Degree Completion: Program Requirements and Course Descriptions

Business Management and Leadership (BMALD)

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

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

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

Business Management and Leadership Curriculum

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

ACCT	201	Introduction: Financial Accounting	3SH
ACCT	202	Introduction: Managerial Accounting	3SH
ACCT	330	Financial Information Analysis	3SH
BMAL	212	Principles of Finance	3SH
BMAL	241	Principles of Marketing	3SH
BMAL	251	Business Law I	3SH
BMAL	261	Principles of Management	3SH
BMAL	271	Survey of Leadership	3SH
BMAL	301	Ethics Issues in Leadership	3SH
BMAL	311	Business Statistics	3SH
BMAL	371	Organizational Behavior	3SH
BMAL	381	Global Dimensions of Leadership	3SH
BMAL	411	Business Statistics II	3SH
BMAL	432	Financial Management	3SH
BMAL	471	Organizational Change	3SH
BMAL	491	Business Strategy	3SH
COMM	345	Business and Professional Communication	3SH
ECON	200	Survey of Economics	3SH

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	3SH
BMAL	201	Principles of Business	3SH
BMAL	331	Risk Management and Insurance	3SH
BMAL	461	Management of Human Resources	3SH
COMM	345	Business and Professional Communications	3SH

Finance and Banking Concentration (15 SH) from:

ACCT 310	Cost Accounting	3SH
BMAL 331	Risk Management and Insurance	3SH
BMAL 332	Investments	3SH
ECON 325	Public Finance	3SH
ECON 421	Money and Banking	3SH

Courses Offered**BMAL 201 Principles of Business
3 SH**

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

**BMAL 212 Principles of Finance
F (3 SH)**

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

**BMAL 241 Marketing
3 SH (WI)**

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

**BMAL 251 Business Law I
3 SH**

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

**BMAL 261 Principles of Management
3 SH**

The study of management principles and techniques for all fields of business including business objectives, policies, functions, leadership, organization structure and morale, operative procedures.

**BMAL 271 Survey of Leadership
3 SH**

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

**BMAL 301 Ethics in Business
3 SH**

Application of the principles of philosophical ethics to the business community; philosophical ethics to such concerns as morality in advertising, environmental issues, values in economics, values of common good, and the role of the state in business practice.

**BMAL 311 Business Statistics
3 SH**

General principles and concepts of statistical methods; descriptive statistics; probability, sampling and estimation and hypothesis testing; regression and correlation, time series. Computer software packages applied.

BMAL 331 Risk Management and Insurance
3 SH

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

BMAL 332 Investments
3 SH

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

BMAL 371 Organizational Behavior
3 SH

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

BMAL 381 Global Dimensions of Leadership
3 SH (WI)

The role of the international manager with regard to the environment of international business; topics include international management, international marketing, cross-cultural management, and the role of multinational corporations. Prerequisites: BMAL 241, BMAL 251, BMAL 261, and ECON 221.

BMAL 432 Financial Management
3 SH

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

BMAL461 Management of Human Resources
3 SH

The study of the objectives, functions, and organization of human resource programs. Emphasizes job evaluation, selection and placement, education and training, safety and health, employee services, employee relationships, industrial relations, and personnel research. Prerequisite: BMAL 361.

BMAL 471 Organizational Change
3 SH

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

BMAL491 Business Strategy
3 SH (WI)

The capstone course in business management and leadership which introduces the student to the processes and methodologies of strategic management. The case method is employed to enable the student to apply his or her knowledge of all functional areas of business in the analysis of real-life business cases. This is a writing intensive course. Prerequisite: Must be senior standing.

Joint SAS / Pfeiffer Big Data Management Certificate

The purpose of the “*Joint SAS/Pfeiffer Certificate in Big Data Management (BDM)*” is to enable students to develop fundamental technical and analytical skills in big data management to leverage “big data” in business and/or scientific research. Course-work towards the certificate in BDM can be used for credit towards the Bachelor’s degree at Pfeiffer University. However, its primary purpose is to provide a well-defined target for students who want to advance their knowledge and skills of big data management and data analytics techniques to solve business problems. The certificate program leverages prior learning and provides the facilities and activities to enhance and improve existing experiences. It may be pursued standalone for individual professional development or concurrently with any of the undergraduate degree programs at Pfeiffer University.

To be admitted into the Joint SAS/Pfeiffer University Undergraduate Certificate in Big Data Management (BDM), students must meet the general University requirements for admission into Undergraduate Certificate Programs at Pfeiffer University. These University-level requirements include:

- An undergraduate degree or admission to an undergraduate degree program at Pfeiffer University.
- An application submitted to the Registrar if applicant already holds an undergraduate degree, or to the department offering the program if applicant does not hold an undergraduate degree.
- Official transcripts for previous degree(s) and course work

The program is offered to students in an undergraduate degree program at Pfeiffer University. Professionals who have earned an undergraduate or an associate degree and are seeking for continued professional development are also encouraged to apply. In addition, the program expects a current basic working knowledge of data management and/or data analysis and a familiarity with basic computer applications. Individuals who have worked at a high professional level in the data management and data analytics field may be able to substitute work experiences for specific subject area admission requirements.

Students who anticipate applying certificate courses toward an undergraduate degree program should seek advice from the corresponding program prior to enrolling. Admission to an undergraduate degree program does not ensure admission into the BDM certificate program.

Big Data Mgmt. Completion Requirements

The certificate will be awarded upon completion of four undergraduate level courses (12 credits) in the area of Big Data Management (BDM). The Certificate requires all courses taken for the certificate to be passed at the C level or above, and a GPA in all certificate courses of 2.5 or above.

To obtain the certificate a student needs to take the following four courses ⁽¹⁾:

- COMP 338 Introduction to SAS and Data Analysis¹
- COMP 342 Big Data Management
- COMP 345 Business Analytics
- COMP 347 Capstone Project (Applied Business Analytics) This course can only be taken after all the other courses in the Big Data Management (BDM) Certificate have been completed. Students should contact a program representative before enrolling in this course. Throughout your program, you will focus on acquiring and proving specific competencies. At program’s end, you’ll complete a final capstone project that allows you to show off everything you’ve learned by proposing a solution to a relevant issue in your field. Your mentor can help you select your capstone topic.

⁽¹⁾ New students must first take COMP 338 before taking the other three courses.

To obtain the joint certificate, students will be required to demonstrate their skills and knowledge by completing the assessment(s) for each course. In general there are two types of assessments: performance assessments and objective assessments. Performance assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items.

COMP 338 Introduction to SAS and Data Analysis 3 SH

This course introduces the fundamental concepts of data analysis and SAS analytics applications. Students explore how to use various SAS analytics applications to capture, analyze, and provide output that managers can use in their decision making process. Business analytics tools provide decision makers access to strategic and consolidated information that spans the enterprise and previously was stored in disparate operational information systems. Students develop methods of overcoming the obstacles in data analysis and data management to support effective, data driven decision making processes.

COMP 342 Big Data Management 3 SH

This course introduces the fundamental concepts of database, data warehousing, and large-scale data management. Students acquire a solid understanding of basic database terminology, method of retrieving data, and the SQL language. In particular, this course introduces students to SAS SQL programming and data retrieval. Upon completion, students obtain knowledge and skills in big data management as well as the technical, analytic, problem solving skills in application development using database systems.

COMP 345 Business Analytics 3 SH

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

COMP 347 Applied Business Analytics – Capstone Project 3 SH

This course introduces a variety of advanced techniques for applied analytics. In this capstone course, students explore a range of big data management topics and techniques to solve student-selected problems that are directly relevant to their interests and passions. This course is open only to students in the Big Data Management certificate program. It integrates learning from the courses in the Big Data Management certificate program and requires the application of that learning to a project which serves as an instrument of evaluation. This course can only be taken after all the other courses in the Big Data Management (BDM) Certificate have been completed. Students should contact a program representative before enrolling in this course. Throughout your program, you will focus on acquiring and proving specific competencies. At program's end, you'll complete the final capstone project that allows you to show off everything you've learned by proposing a solution to a relevant issue in your field. Your mentor can help you select your capstone topic.

Criminal Justice (CRIM)

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

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

Today's graduate with a major in criminal justice may pursue career opportunities in law enforcement, corrections, the courts, forensic science, social services, or private business. For those already employed in the criminal justice field, obtaining the bachelor's degree allows for expanded career opportunities and advancement. The criminal justice major

and courses provide graduates a solid foundation for the continuation of lifelong learning as well as graduate or professional schools.

Criminal Justice Curriculum

Required Courses (30 Semester Hours)

The following courses are required for CJ majors – 30 SH in core, + general education + elective hours to complete degree requirements (number depends on how many semester hours are transferred in):

CRIM 202	Introduction to Criminal Justice	3SH
CRIM 240	Law Enforcement Operations	3SH
CRIM 205	Introduction to Criminology	3SH
CRIM 305	Criminal Law II: Procedural	3SH
CRIM 206	Corrections	3SH
CRIM 520	Senior Seminar in Criminal Justice	3SH
CRIM 215	Criminal Law I: Substantive	3SH
BMAL 311	Business Statistics	3SH
CRIM 220	Ethics in Criminal Justice	3SH
SOCY 390	Research Methods	3SH

Important:

-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.

Courses Offered

CRIM 202 Introduction to Criminal Justice 3 SH

An overview of the criminal justice system with an emphasis on the holistic nature of criminal justice today. The history and evolution of law enforcement, the courts and corrections are examined along with contemporary issues.

CRIM 203 Criminal Investigation 3 SH

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

CRIM 204 Juvenile Justice 3 SH

Studies traditional and contemporary views of juvenile delinquency. Historical development of juvenile law and the juvenile justice system within the context of the criminal justice system. Future trends in juvenile justice are examined. Prerequisite: CRIM 202 or SOCY 2015.

CRIM 205 Introduction to Criminology 3 SH

The nature and scope of crime with emphasis on the social and psychological causes is studied. Emphasis will be placed on criminological theories and the application of theories and current crime issues. Prerequisites: CRIM 202

CRIM 206 Corrections 3 SH

This course focuses on societal responses to punishment. It traces the evolution of practices based on the philosophies of retribution, deterrence, and rehabilitation. This course reviews the contemporary world of corrections, including alternatives to incarceration. Also examined is the corrections industry's relationship to other aspects of the criminal justice system. The cost and condition of corrections, the privatization of punishment, and utility of prison labor will also be examined. Prerequisite: CRIM 202.

CRIM 207 Criminal Justice and Society
3 SH

A contemporary and historical study of criminal justice and its relationship with the public, the press and other governmental agencies evaluation of law enforcement, judicial and correction problems and practices in society today. Prerequisite: CRIM 202.

CRIM 215 Criminal Law I: Substantive
3 SH

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

CRIM 220 Ethics in Criminal Justice
3 SH

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

CRIM 222 Criminal Justice Administration
3 SH

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

CRIM 240 Law Enforcement Operations
3 SH

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

CRIM 305 Criminal Law II: Procedural
3 SH

Criminal procedure within the United States legal system is examined with emphasis on pre-arrest, arrest and court procedures. Both state and federal procedural law is studied looking at the role of legal precedence, judicial decision making, administration of the courts and the appellate process. Students will visit various state and federal courts to observe actual court proceedings. Prerequisite: CRIM 202 or PLSC 201S and CRIM 215.

CRIM 315 Drugs & Crime
3 SH

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

CRIM 340 Introduction to Emergency Management
3 SH

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

CRIM 345 Homeland Security
3 SH

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

CRIM 365 Forensic Evidence
3 SH

Forensic evidence has been described as one of the most important modern elements in the criminal justice system because it is used to seek convictions and to seek exonerations. This course will explore the application of science and technology used in crime scene processing and evidence detection, collection, and preservation. Laboratory analyses and forensic science's role in court will also be discussed. In addition to lectures, case examples, demonstrations, and practical exercises will be used to present the subject matter. This course requires a materials fee. Prerequisite: CRIM 202 & CRIM 306

CRIM 425 White Collar Crime Investigations
3 SH

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

CRIM 442 Terrorism
3 SH

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

CRIM 495 Special Topics in Criminal Justice
3 SH

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

CRIM 520 Senior Seminar in Criminal Justice
3 SH (WI)

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

Education (EDUC, SPED)

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

Pfeiffer University's Teacher Education Programs are approved by the North Carolina Board of Education and the North Carolina Department of Public Instruction (NCDPI).

Teacher Education Conceptual Framework

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 1999, 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. The teacher 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 the 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 supported by the work of Rinaldo, et al. (2009). All of the aspects of the conceptual framework are consistent with the North Carolina Professional Teaching Standards, approved by the North Carolina State Board of Education on June 7, 2007. The Division of Education's Conceptual Framework was most recently revised in the summer of 2018 and formally reaffirmed on August 6, 2018.

Under each domain are professional dispositions and curriculum standards, which candidates for teacher licensure are expected to demonstrate:

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.

Dispositions

- The candidate generates enthusiasm about instructional content.
- The candidate demonstrates critical problem-solving skills.
- The candidate accurately assesses/reflects on strengths and areas of growth.
- The candidate demonstrates academic honesty.

Curriculum Standards

- The candidate uses accurate and extensive content knowledge to plan for instruction.
- The candidate uses knowledge of content pedagogy to plan for instruction.
- The candidate plans for make cross-curricular connections.
- The candidate integrates 21st Century content and skills in instructional plans.
- The candidate uses knowledge of how children learn and develop to plan effective lessons.
- The candidate selects instructional goals and objectives based on students' interests and needs, and on State and local curricular goals.
- The candidate uses knowledge of instructional resources to enhance lesson design.
- The candidate develops a coherent plan for instruction utilizing units, lessons, and activities that are aligned with instructional goals and objectives.

- The candidate uses diagnostic, formative, and summative assessment that informs instruction.

Domain 2. Establishing a Respectful Environment

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

Dispositions

- The candidate demonstrates compassion for those experiencing difficulty.
- The candidate collaborates effectively with others.
- The candidate demonstrates respect for the beliefs, views, and needs of others.
- The candidate promotes diverse opinions and perspectives of individuals and groups.

Curriculum Standards

- The candidate creates and maintains a positive and nurturing learning environment.
- The candidate identifies differences in approaches to learning and performance, including different learning styles, learning challenges, and multiple intelligences, and uses students' strengths as a basis for growth.
- The candidate uses knowledge about the process of second language acquisition and strategies to support the learning of students whose first language is not English to provide nurturing environment.
- The candidate works collaboratively with families and other adults in the school community for engagement in the instructional program.
- The candidate uses a variety of classroom strategies for instructional grouping, transitions, and use of volunteers and paraprofessionals.
- The candidate creates high expectations for student behavior, and monitors and responds appropriately to student behavior.
- The candidate makes effective use of classroom space for safety and instruction.

Domain 3. Instructing Effectively

Instructional effectiveness lies at the heart of the role of the professional teachers. The teacher as servant leader facilitates student development based upon knowledge of content, the structure of the discipline, students, teaching methods, the community, and curriculum goals.

Dispositions

- The candidate demonstrates enthusiasm toward teaching and learning.
- The candidate maintains high learning expectations for self.
- The candidate maintains high learning expectations for others.
- The candidate demonstrates patience/flexibility with others during the learning process.
- The candidate attempts to solve problems independently, seeking help when needed.
- The candidate responds appropriately to constructive feedback from peers, instructors, and/or professors.

Curriculum Standards

- The candidate communicates clearly and accurately.
- The candidate uses a variety of instructional strategies to encourage high achievement of all students.
- The candidate uses questions and assignments that encourage critical and creative thinking.
- The candidate provides for a high level of student engagement.
- The candidate integrates literacy instruction across all subjects.
- The candidate monitors student performance.
- The candidate provides feedback to students that is accurate, substantive, constructive, timely, and specific.
- The candidate uses and integrates technology in instruction.

Domain 4. Professional Responsibilities

The 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.

Dispositions

- The candidate takes initiative.
- The candidate is reliable.
- The candidate maintains professional/appropriate appearance.
- The candidate demonstrates a strong work ethic.
- The candidate addresses issues of concern professionally.
- The candidate maintains professional confidentiality, as appropriate.

Curriculum Standards

- The candidate reflects on teaching for instructional improvement.
- The candidate maintains accurate records.
- The candidate assists in identifying needs and implementing plans for school improvement.
- The candidate communicates with families and professional colleagues to provide services to students.
- The candidate engages in professional development for personal and professional improvement.
- The candidate uses personal professional ethics in decision-making and interactions with students, peers, parents, and the community.
- The candidate advocates for students and schools.
- The candidate engages in service for benefiting students and improving schools.
- The candidate perceives and evaluates self as a servant leader.

Division of Education Belief Statements

As members of the learning community within the Division of Education, we strive to exemplify the following beliefs in our teaching, learning, and living:

- We believe teachers should have a depth and breadth of content knowledge.
- We believe teachers plan and teach for retention and transfer of learning.
- We believe learning should be collaborative and engaging.
- We believe Educators should be reflective practitioners who use assessment for self-growth.
- We believe change is fueled by constructive servant leadership.
- We believe teaching and learning is a student-centered process that requires a growth mindset.
- We believe positive relationships support the facilitation of learning and understanding in its various forms.
- We believe learning is an evolving process that relies on the art and science of teaching.
- We believe embracing diversity creates learning communities where all stakeholders' participation is valued.

Teacher Licensure

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

Comprehensive Science Education (9-12)	Health & Physical Education (K-12)
Comprehensive Social Studies (9-12)	Mathematics (9-12)
Elementary Education (K-6)	English (9-12)
Special Education: General Curriculum (K-12)	

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

- Successful completion of the Division of Education program as approved by the NCDPI.
- Recommendation for licensure by the University.
- Pass ALL of the NC Department of Public Instruction required licensure exams.
- Successful completion of all University graduation requirements.

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

Teacher candidates who plan to obtain licensure as a teacher under Pfeiffer's Teacher Education Program are advised that the requirements for licensure change from time to time in compliance with the regulations, standards, and rules established by the NC General Assembly and the NC State Board of Education, and may not be the same as the requirements for graduation from Pfeiffer University as listed in the catalog of entry. Teacher candidates should consult with their academic advisors to be sure that both sets of requirements are met.

In order to complete the Teacher Education Program within a four-year span, teacher candidates must declare the major early, carry at least 15 SH each semester, and keep courses in sequence.

After a teacher candidate becomes enrolled at Pfeiffer University, course work taken at any other institution **must** have the prior approval of the registrar, the Dean of the Division of Education **and** the candidate's advisor. Credit earned in such approved courses will count towards the required 120 SH for graduation.

Admissions Criteria (Licensure Track)

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

Breadth of Knowledge & Written Expression

- Official report from ETS indicating passing score on each component exam of the Praxis CORE Reading (156), Writing (162), and Mathematics (150) or a composite score of 468. Candidates who have exceptional ACT or SAT scores may be exempt from the Praxis CORE testing requirement. Those students should bring their test scores to an appointment with their academic advisor to determine whether or not the scores qualify the student for an exemption.
- 2.75 GPA or higher in all course work at Pfeiffer University and a C or better in all required EDUC, SPED, MATH, ENGL, BIOL, CHEM, and HPED courses.

Educator Dispositions

- Acceptable Character Fitness Application based on the NCDPI Standards for Professional Practice.
- Clear Background Check.
- Acceptable references from at least two faculty members in the Division of Education and/or the major field of study of the candidate using the Division's approved dispositional assessment tool.

Admission to the Teacher Education Program (Licensure Track)

Teacher candidates must formally apply for admission to the Teacher Education Program by the beginning of their junior year. Transfer students submit applications at the beginning of the second semester of their junior year. Admission packets/portfolios should be submitted to the Division of Education office for processing and consideration.

Admission into the program is NOT automatic for teacher candidates who meet minimum requirements. Final approval of all applications is subject to the discretion of the Teacher Education Board (TEB), a faculty committee with representatives from each of the licensure areas. Teacher candidates must demonstrate identified dispositions of successful teachers and be mentally, physically, morally, and emotionally suitable for teaching. Teacher candidates are notified in writing of the decision and/or recommendation(s) of the Teacher Education Board.

Formal admission into the licensure program **MUST** occur prior to the last day to add a class in the semester prior to student teaching. After formal admission into the Teacher Education Program (Licensure Track), teacher candidates may continue pursuing the coursework outlined in their major, as long as they maintain a minimum 2.75 GPA, enroll in upper

level Education courses as noted in the course description section, and present appropriate dispositions for Educators.

Admission to Student Teaching (Licensure Track)

The teacher candidate must complete a formal application for student teaching by submitting a Student Teaching Application Portfolio by the last day to add a class in the semester prior to enrolling in student teaching. After submission, the Director of Field Placement, Teacher Education Faculty, and the Teacher Education Board, who makes final approval of all candidates wishing to enroll in student teaching, review the applications and render a final decision on candidacy for student teaching, the teacher candidate will be notified in writing of the decision of the Teacher Education Board. The Director of Field Placement will notify the teacher candidate of his/her placement for student teaching. *A special fee of \$250 is assessed during the student teaching semester.*

Licensure Only – Residency Licensure Candidates

Residency Licensure (licensure only) Teacher Candidates, persons with a degree who are employed by a school district and working toward teacher licensure only (not a degree) are required to complete all requirements specified in the Residency Licensure program of the licensure area in which they are enrolled. Transcripts are individually evaluated in the Office of the Division of Education to determine program requirements already met and courses yet to be taken.

GoReact

GoReact is a web-based software System used to facilitate field-based practice by allowing the candidate to record, store, review, share, evaluate, and receive feedback on teaching practice as s/he is working to meet state and University requirements for becoming a professional Educator. There is a \$110 enrollment fee (for a multi-year subscription) charged during EDUC 306 or when enrolled in GoReact. Candidates continue to collect evidences during key courses and complete requirements within the System. This System will be utilized by candidates in all methods courses related to both the licensure and non-licensure programs of study and will be employed during student teaching by all candidates engaged in the final clinical practice.

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

Student Teaching

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

Fees

Each of the student teaching courses requires a special \$250 fee to pay the extra costs associated with student teaching. Internship courses for students completing the non-licensure programs require a special \$120 fee to pay the extra costs associated with the internship. The alternative clinical experience offered in the Residency Licensure Program requires a \$150 fee to pay the extra costs associated with the clinical experience. A laboratory fee of \$20 is charged with each of the Educational technology courses in the Division of Education. Education majors and minors must purchase a subscription for a web-based software System, GoReact, at a one-time cost of \$110 (for a multi-year subscription) when they enroll in EDUC 306 or when enrolled in GoReact.

Bachelor of Arts in Elementary Education (Kindergarten through Grade six)

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

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

- Complete at least 120 SH as required by the University,
- Successfully complete prescribed courses in Elementary Education (K-6),
- Earn a grade of C or better in each Education (EDUC) and special Education (SPED) course,
- Earn a grade of C or better in HPED 210,

- Earn a grade of C or better in required support content courses (ENGL, MATH, etc.) courses,
- Complete a portfolio demonstrating mastery of State of North Carolina standards for teacher candidate,
- Pass all licensing examinations required for North Carolina teacher licensure, and
- Earn a qualifying score on the required performance assessment (PPAT) administered during the student teaching experience.

Elementary Education Major Curriculum - B.A. Elementary Education (licensure)

48 SH Minimum

Professional Core Studies: (19 SH)

EDUC 205G	Introduction to Education	3
EDUC 201	The Educational Professional	2
EDUC 206	Digital Learning Competencies I	1
EDUC 316	Digital Learning Competencies II	1
EDUC 306	Learner and Learning I	3
EDUC 310	Lesson and Curriculum Design	3
EDUC 322G	Diversity & Cultural Competency	*
SPED 200	Intro to Special Education	3
SPED 301	Educational Assessment	3

Specialty Studies: (29 SH)

EDUC 215V	Arts and Children	*
EDUC 299L	Children's Literature	*
EDUC 320	Reading Methods w and w/o Except	4
EDUC 425	STEM Methods w and w/o Except	4
EDUC 426	Humanities Methods – Elementary	2
EDUC 450	Senior Seminar – Elementary	2
HPED 210	HPED in Elementary School	3
SPED 250	Classroom & Behavior Management	2
EDUC 510	Student Teaching – K-6	12

Content Studies-Elementary K-6 Licensure: (34 SH)

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

Specific General Education Courses for Education Majors

Writing (3 SH)

ENGL 102W College Writing

Literary Study (3 SH general Education)

ENGL/EDUC 299L Children's Literature

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

1 course selected in consultation with advisor

HSTY 203 North Carolina History

Global Awareness (3 SH)

EDUC 322G Diversity and Cultural Competency

Study in Religion (3 SH)

One course

Visual and Performing Arts (3 SH)

EDUC 215V Arts and Children

Social and Behavioral Sciences (3 SH)

One course

Introduction to Natural Science (4 SH general Education)

One course

Mathematics (3 SH general Education; 3 SH licensure requirement)

2 courses in consultation with advisor

Additional University Requirements: (38 SH)The Pfeiffer Journey (8 SH)

UNIV 125-126 or UNIV 128-129 First Year Seminar

UNIV 275 Second Year Seminar

UNIV 375 Third Year Seminar

Electives (30 SH)

Thirty (30) semester hours of elective coursework

3-2 PROGRAM IN ELEMENTARY EDUCATION**BA/MSE: ELEMENTARY EDUCATION**

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

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

- Complete all of the required coursework in the 3-2 Program in Elementary Education (150 SH) as required by the University;
- Complete prescribed courses in elementary Education (K-6);
- Earn a grade of C or better in each Education (EDUC) and (SPED) course;
- Earn a grade of C or better in HPED 210;
- Earn a grade of C or better in content courses (science, history, math & English) required for licensure endorsements.
- Complete an e-portfolio demonstrating mastery of State of North Carolina standards for teacher candidates.
- Pass licensure examinations required by the NC Department of Public Instruction (NCDPI) for elementary teacher candidates.
- Earn a qualifying score on the mandated performance assessment administered as part of the final clinical experience (student teaching).

Teacher Licensure 3-2 Program

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.

Awarding of the 3-2 Undergraduate BA and MSE Degree

The 3-2 Program in Elementary Education degree will be awarded only after the completion of all the BA and MSE requirements have been met.

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 level elementary (K-6) Educator license through the Division of Education.

Requirements for Admission to the MSE 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) recommendations from individuals familiar with the applicant's dispositions that are related to teaching using the Division of Education Dispositional Assessment Form;
- Passing scores on the licensure examinations required by the NC Department of Public Instruction for the field of elementary Education.

Admission to the Teacher Education Program

Individuals interested in pursuing a 3-2 degree in Elementary Education will follow the same admissions requirements to the Teacher Education 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.

3-2 Program: Elementary Education Curriculum: 3-2 Program: Elementary Education (licensure) (BA/MSE)

Professional Core Studies: (19 SH)

EDUC 205G	Introduction to Education	3
EDUC 201	The Educational Professional	2
EDUC 206	Digital Learning Competencies I	1
EDUC 316	Digital Learning Competencies II	1
EDUC 306	Learner and Learning I	3
EDUC 310	Lesson and Curriculum Design	3
EDUC 322G	Diversity & Cultural Competency	*
SPED 200	Intro to Special Education	3
SPED 301	Educational Assessment	3

Specialty Studies: (29 SH)

EDUC 215V	Arts and Children	*
EDUC 299L	Children's Literature	*
EDUC 320	Reading Methods w and w/o Except	4
EDUC 425	STEM Methods w and w/o Except	4
EDUC 426	Humanities Methods – Elementary	2
EDUC 450	Senior Seminar – Elementary	2
HPED 210	HPED in Elementary School	3
SPED 250	Classroom & Behavior Management	2
EDUC 510	Student Teaching – K-6	12

Content Studies-Elementary K-6 Licensure: (34 SH)

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

Specific General Education Courses for Education MajorsWriting (3 SH)

ENGL 102W College Writing

Literary Study (3 SH general Education)

ENGL/EDUC 299L Children's Literature

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

1 course selected in consultation with advisor

HSTY 203 North Carolina History

Global Awareness (3 SH)

EDUC 322G Diversity and Cultural Competency

Study in Religion (3 SH)

One course

Visual and Performing Arts (3 SH)

EDUC 215V Arts and Children

Social and Behavioral Sciences (3 SH)

One course

Introduction to Natural Science (4 SH general Education)

One course

Mathematics (3 SH general Education; 3 SH licensure requirement)

2 courses in consultation with advisor

Additional University Requirements: (38 SH)The Pfeiffer Journey (8 SH)

UNIV 125-126 or UNIV 128-129 First Year Seminar

UNIV 275 Second Year Seminar

UNIV 375 Third Year Seminar

Electives (30 SH)

Thirty (30) semester hours of elective coursework

Master's Level Coursework (19 SH)

EDUC 606	Curr & Instr as Tools for Transformation	3
EDUC 660	Research and Assessment	3
EDUC 661	Instructional Ldshp in Diverse Setting	3
EDUC 655	School Law & Professional Ethics	3
EDUC 663	Comprehensive Examination	1
EDUC 614	Master's Project	3
EDUC 659	Clinical Experience & Prof Dev Seminar	3

Contemporary Issues Course (3 SH)

Choose three (3) semester hours from:

- SPED 646 Contemporary Issues in Special EDUC
- EDUC 616 Contemporary Issues in Elementary EDUC
- STEM 607 Contemporary Issues in STEM EDUC

Specialization Coursework (9 SH)

Choose nine (9) semester hours, in consultation with the program advisor from:

- SPED 643: Integrative Tech to Support Learners
- SPED 644: Consultation & Collaboration
- SPED 648: Diagnostic & Correct. Mathematics
- EDUC 656: Diagnostic & Correct. Reading
- STEM 601: Using Tech to Enhance STEM Education
- STEM 603: Science & Engineer in Inquiry Settings
- STEM 605: Math as an Interdisciplinary Topic
- EDUC 668: Problem-Based Learning in Class.
- EDUC 603: Technology for 21st Century Class.

- EDUC 657: Integrating the Curriculum through Science & Social Sciences
- EDUC 680: Supervision for Learning & Teaching Evaluation
- EDUC 690: Practicum in Supervision
- Other electives selected in consultation with program advisor

Bachelor of Arts in Special Education: General Curriculum (K-12) (licensure)

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

Teacher candidates working toward teacher licensure in special Education: general curriculum (K-12) must meet all requirements for admission into the Teacher Education Program and must:

- Complete at least 120 SH as required by the University,
- Successfully complete prescribed courses in Special Education (K-12),
- Earn a grade of C or better in each Education (EDUC) and special Education (SPED) course,
- Earn a grade of C or better in required support content courses (ENGL, MATH, etc.) courses,
- Complete a portfolio demonstrating mastery of State of North Carolina standards for teacher candidate,
- Pass all licensing examinations required for North Carolina teacher licensure, and
- Earn a qualifying score on the required performance assessment (PPAT) administered during the student teaching experience.

Special Education: General Curriculum Major Curriculum - B.A. Special Education (licensure)

53 SH Minimum

Professional Core Studies: (19 SH)

EDUC 205	Introduction to Education	3
EDUC 201	The Educational Professional	2
EDUC 206	Digital Learning Competencies I	1
EDUC 316	Digital Learning Competencies II	1
EDUC 306	Learner and Learning I	3
EDUC 310	Lesson and Curriculum Design	3
EDUC 306	Diversity & Cultural Competency	*
SPED 200	Intro to Special Education	3
SPED 301	Educational Assessment	3

Specialty Studies: (34 SH)

EDUC 320	Reading Methods w and w/o Exceptionalities	4
EDUC 425	STEM Methods w and w/o Exceptionalities	4
EDUC 433	Secondary Methods	3
EDUC 450	Senior Seminar – Elementary	2
OR		
EDUC 460	Senior Seminar – Secondary	
SPED 250	Classroom & Behavior Management	2
SPED 408	Educational Strategies	3
SPED 425	Collaboration & Program Development	3
SPED 475	Practicum in Special Education	1
EDUC 517	Student Teaching – K-12	12

Content Studies-Special Education: General Curriculum Licensure: (31 SH)

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

*Specific General Education Courses for Special Education Majors**Writing (3 SH)*

ENGL 102W College Writing

Literary Study (3 SH general Education)

ENGL/EDUC 299L Children's Literature (recommended)

Historical Perspective (3 SH general Education)

1 course selected in consultation with advisor

Global Awareness (3 SH)

EDUC 322G Diversity and Cultural Competency

Study in Religion (3 SH)

One course

Visual and Performing Arts (3 SH)

EDUC 215V Arts and Children (recommended)

Social and Behavioral Sciences (3 SH)

One course

Introduction to Natural Science (4 SH general Education)

One course

Mathematics (3 SH general Education; 3 SH licensure requirement)

2 courses in consultation with advisor

*Additional University Requirements: (36 SH)**The Pfeiffer Journey (8 SH)*

UNIV 125-126 or UNIV 128-129 First Year Seminar

UNIV 275 Second Year Seminar

UNIV 375 Third Year Seminar

Electives (28 SH)

Twenty-eight (28) semester hours of elective coursework

Minor in Special Education

Curriculum 18 SH

Professional Core Studies: (9 SH)

SPED 200	Introduction to Special Education	3
SPED 250	Classroom & Behavior Management	2
SPED 425	Collaboration & Program Development	3
SPED 475	Practicum in Special Education	1

Electives: (9 SH)

SPED 301	Assessment of Instruction	3
SPED 408	Educational Strategies for Diff. Instr	3
EDUC 205	Introduction to Education	3
EDUC 322	Diversity & Cultural Competency	3
HPED 407	Adaptive Physical Education	3

****Other Courses Approved by Advisor**

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

Secondary Education (Grades 9-12)

Candidates who plan to seek licensure in secondary Education major in the specialty areas of comprehensive science, and mathematics will minor in secondary Education. The minor is comprised of a sequence of professional courses and field experiences that prepare candidates for the acquisition of knowledge and skills necessary to teach in secondary schools. The sequence of courses required in the secondary Education minor also is required for licensure in the secondary Education majors of English Education and history major - social studies licensure track.

Licensure for Secondary Education

Teacher candidates who plan to seek secondary licensure (9-12) in the specialty areas of comprehensive science, English/language arts, mathematics, or social studies need to make contact early in their academic careers with Division of Education faculty advisors to ensure they are meeting all of the necessary licensure requirements.

Additional Requirements to Licensure Endorsement at the Secondary Level

Teacher candidates working toward licensure at the secondary level (9-12) must meet ALL requirements for admission to the Teacher Education Program and must:

- Complete at least 120 semester hours as required by the University;
- Successfully complete prescribed courses in the major associated with licensure;
- Earn a grade of C or higher in each Education (EDUC) and (SPED) course taken;
- Earn a grade of C or higher in ENGL, MATH, CHEM, BIOL, STEM, HSTY course.
- Complete an e-portfolio demonstrating mastery of North Carolina standards for teacher candidates;
- Pass ALL licensure examinations required by the NC Department of Public Instruction for the licensure area sought; and
- Earn a qualifying score on the required performance assessment (PPAT) administered during the student teaching experience.

Secondary Education (9-12) (licensure)

36 SH Minimum

Professional Core Studies: (19 SH)

EDUC 205	Introduction to Education	3
EDUC 201	The Educational Professional	2

EDUC 206	Digital Learning Competencies I	1
EDUC 316	Digital Learning Competencies II	1
EDUC 306	Learner and Learning I	3
EDUC 310	Lesson and Curriculum Design	3
EDUC 322G	Diversity & Cultural Competency	*
SPED 200	Intro to Special Education	3
SPED 301	Educational Assessment	3

Specialty Studies: (18 SH)

EDUC 434	Secondary Methods Lab	1
EDUC 460	Senior Seminar – Secondary	2
EDUC 516	Student Teaching – Secondary (9-12)	12

ONE of the following:

EDUC 433	Secondary Methods	3
EDUC 436	Science Methods – Secondary	
EDUC 437	Social Studies Methods – Secondary	
EDUC 438	English Methods – Secondary	
EDUC 439	Mathematics Methods – Secondary	

Comprehensive Science (9-12)

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

MATHEMATICS(9-12)

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

ENGLISH EDUCATION (9-12)

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

HISTORY MAJOR -SOCIAL STUDIES TRACK (9-12)

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

Health and Physical Education (K-12)

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

- Complete at least 120 SH as required by the University.
- Successfully complete required courses in Health and Physical Education program.
- Earn a grade of C or better in each Education (EDUC) and special Education (SPED) course.
- Earn a grade of C or better in all HPED courses.
- Earn a grade of C or better in all program prescribed ENGL, MATH, CHEM, BIOL, and HSTY courses.
- Complete an e-portfolio demonstrating mastery of State of North Carolina standards for teacher candidates.
- Pass ALL licensing examinations required for North Carolina License.
- Earn a qualifying score on the required performance assessment (PPAT) administered during the student teaching experience.

Health & Physical Education (K-12) - See also the section entitled “Health and Physical Education” for program details and requirements for the major.

Bachelor of Arts in Educational Studies (non-licensure)

Bachelor of Arts in Educational Studies (non-licensure)

45 semester hours

Professional Core Studies: (30 SH)

EDUC 205	Introduction to Education	3
EDUC 201	The Educational Professional	2
EDUC 206	Digital Learning Competencies I	1
EDUC 316	Digital Learning Competencies II	1

EDUC 306	Learner and Learning I	3
EDUC 310	Lesson and Curriculum Design	3
EDUC 322G	Diversity & Cultural Competency	*
EDUC 521	Internship in Education (non-licensure)	6
SPED 200	Intro to Special Education	3
SPED 250	Classroom & Behavior Management	2
SPED 301	Educational Assessment	3

Elective Coursework in the Major: (15 SH)

Select fifteen (15) semester hours of coursework in EDUC, SPED, HPED, or other appropriate fields with advisor approval

Residency Licensure Program (non-degree; licensure-only)

Admissions Requirements:

Admission for individuals pursuing the Residency Licensure pathway through the Division of Education at Pfeiffer University consists of:

1. a completed application for the Residency Program through the Admissions Office at Pfeiffer (go.pfeiffer.edu);
2. an earned baccalaureate degree with a grade point average of 2.75 or above;
3. official transcripts of all academic work completed at the college/university level;
4. qualifying scores on the required licensure exams prescribed by the NC Department of Public Instruction (NCDPI) **OR** appropriate coursework relevant to the desired licensure endorsement area;
5. two references using the Division of Education reference form/disposition survey;
6. an essay based on the Division of Education prompt; and
7. Evidence of a teaching assignment/contract.

Residency Licensure Curriculum

Professional Core:

EDUC 505	Thinking and Learning in Context	3
SPED 250	Classroom and Behavior Management	2
EDUC 506	Teaching and Learning I	3
EDUC 508	Teaching and Learning II	3
EDUC 526	Alt. Clinical Experience & Seminar	3

Specialization Courses Elementary:

EDUC 527	Literacy Instruction for Students with and without Exceptionalities	3
STEM 510	STEM Instruction for Students with and without Exceptionalities	3

Specialization Courses Special Education – General Curric:

EDUC 527	Literacy Instruction for Students with and without Exceptionalities	3
STEM 510	STEM Instruction for Students with and without Exceptionalities	3
SPED 512	Collaboration & Instruction for Diverse Learners	3

Specialization Courses Secondary:

EDUC 433	Secondary Methods	3
Evidence of Content Area Coursework as indicated on plan of study		

Specialization Courses Health and Physical Education:

HPED 401	HPED in Elementary Schools	3
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HPED 402	HPED in Secondary Schools	3
HPED 407	Adaptive Physical Education	3
Evidence of Content Area Coursework as indicated on plan of study		

Course Descriptions

ECHE 100 Early Childhood Education 4 SH

This course introduces the foundations of early childhood Education, the diverse Educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.

ECHE 110 Children, Family, and Community 3 SH

This course covers the development of partnerships among culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.

ECHE 210 Child Development II 3 SH

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.

ECHE 300 Language and Literacy Experiences 3 SH

This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.

ECHE 400 Curriculum Methods for Early Childhood 4 SH

This course will focus on general and content-specific curriculum development that promote development across specific areas of learning using learning expectations from across different standards. Curriculum design methods, developmentally appropriate practices, and application methods will be explored. Selected activities will be investigated to promote literacy and numeracy, social and emotional growth, logical reasoning, and physical development.

EDUC 204 Professional Communications in Education 3 SH

This course is designed for the prospective teacher who desires focused skill development in oral and written communications related to the teaching profession. It may also include content for mathematics literacy. It is recommended for the candidate who wants additional assistance in meeting the requirements for admission to the Teacher Education Program. Evaluated on Pass/Fail basis.

EDUC 205G Introduction to Education**3 SH**

This seminar and field experience course will focus on helping prospective teachers to understand organization, context, and characteristics of the contemporary public school that serves a diverse student population. Structured observation in a public school classroom with a diverse population will be supplemented with a seminar that focuses on the role of the classroom teacher in the elementary and secondary school, the North Carolina Professional Teaching Standards, and the role of teaching and learning globally. Also, in this course the candidate will initiate the development of a personal teaching and learning philosophy that embraces a servant-leadership perspective. Must take Praxis Core Tests I (reading, writing, and mathematics) unless exempted or already taken to complete this course.

EDUC 215V Arts and Children**3 SH**

This course will explore the arts and provide students with opportunities to implement a more balanced and thorough teaching of visual arts, dance, music, and theater arts for children in the early childhood and intermediate stages. Components and organization of the arts, curricula, pedagogical implications of arts integration, appreciation, exploration, and arts resources and materials will be examined.

EDUC 225 Educational Technology**3 SH**

Candidates will learn strategies for using technology for professional practice and instruction. Learning activities also will focus on the use of information and communications technology to facilitate learning how to learn, critical thinking, solving problems, communicating, and collaborating. Skills learned in this course will be applied in subsequent methods courses. Involves a field experience of at least 5 hours. **\$20 fee.**

EDUC 201 The Educational Professional**2 SH**

This course is designed to investigate the professional skills and dispositions necessary to maximize success in the Education professions. The development of oral and written communication skills used across different settings in the Education sector will be explored. Foundational research skills, the use of technology in communication, social media, communication policy, and professionalism within and outside the Education arena will be examined. Formal dispositional evaluation will be undertaken.

EDUC 206 Digital Learning Competencies I**1 SH**

Candidates will learn and implement at a basic level the digital learning competencies. Strategies will include a focus on using technology for professional practice and instruction with a focus on learner engagement through the facilitation of critical thinking, communicating, and problem solving. Skills learned in this course will be applied in subsequent Education courses. **\$20 fee.**

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

Children's reading interests; significant authors and illustrators; indices to children's literature; bibliographies and aids in the selection of children's books; readings in books for children through the intermediate level. Cross-listed as ENGL 299L. This is a writing intensive course.

EDUC 306 The Learner and Learning**3 SH**

This course focuses on the common and diverse cognitive, affective, and physical characteristics of the K-12 learner. Candidates will examine theories of learning, motivation, and pedagogy as described by leading psychologists and theories such as Maslow, Piaget, Bronfenbrenner, Kohlberg, and Vygotsky. Prospective teachers demonstrate learning by testing these theories in a process of case-study research. Candidate will learn to use formative and summative assessment to monitor and evaluate student performance. Prospective teachers combine findings to collectively analyze results and engage in problem-solving strategies aligned with instructional planning. This course includes a minimum of 15 hours of field experience. Prerequisite: EDUC 205 OR permission by instructor in case of transfer student. **\$110 Fee.**

EDUC 307 The Learner and Learning II – Elementary**3 SH**

The focus of this course is the study of the elementary school curriculum including the terms of the intended, informal, and hidden curriculum, and its effects on the development of elementary school students. Prospective teachers will examine and use the components and organization of the formal curriculum and pedagogical implications of integration to plan for effective use of the written curriculum, developmentally appropriate curricular materials, media, and other

resources for effective teaching in classrooms with diverse school populations. Instructional strategies for high levels of student achievement and assessment procedures will be incorporated through a focus on curriculum alignment. Candidates may be required to observe curricular processes in the elementary general Education classroom. Co -requisite OR Prerequisite: EDUC 306

EDUC 308 The Learner and Learning II – K-12

3 SH

The teacher candidate applies concepts and theories learned in The Learner and Learning I to the study of students as they participate in the special area classroom. Candidates explore the Common Core/Essential Standards, Professional Teaching Standards, and 21st Century Skills in the development of instructional strategies that lead to effective instruction. Proven classroom management strategies for K-12, and secondary setting that increase productivity and student motivation are introduced. Ethical issues and expectations regarding professional conduct are stressed. Implications of all forms of assessment are examined. This course will include at least 15 hours of field experience in elementary and secondary classrooms. Co-requisite OR Prerequisite: EDUC 306

EDUC 310 Lesson and Curriculum Design

3 SH

The focus of this course is on the study of curriculum and its impact on teaching and learning in the classroom as well as instructional strategies for high levels of student engagement and achievement. Teacher candidates will examine and use the formal curriculum and pedagogical implications gleaned from previous coursework and research to develop lesson plans grounded in appropriate theory that are appropriate for learners across the academic spectrum. Unit development will also be explored. Co-requisite or Prerequisite: EDUC 306

EDUC 316 Digital Learning Competencies II

1 SH

This online course will introduce future teachers to incorporating appropriate digital tools and resources into instruction to serve diverse learners. A classroom-based clinical field experience is required. **\$20 fee.**

EDUC 320 Reading Methods for Student with and without Exceptionalities

4 SH

This course will equip teacher candidates with the knowledge and understanding of cognitive and linguistic foundations of literacy development in children (early childhood through intermediate), the processes of oral, written, and visual communication, and balanced literacy programming. Phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies will be examined. There will be a special emphasis on working with students across the academic spectrum including students whose first language is not English. Includes a field experience requirement.

EDUC 321G (WI) Research and Assessment in Education

3 SH

This course introduces the teacher candidate to research in Education by examining problems in contemporary American Education. Candidates develop consumer research skills and learn basic skills for evaluating and reporting instructional effectiveness. They apply information and media literacy skills, critical thinking skills, and problem-solving strategies while writing a research paper on a major area of research- verified practice in content pedagogy. This course requires a 15 hour service research project. This is a writing intensive course.

EDUC 322G (WI) Diversity and Cultural Competency

3 SH

This course is designed to equip students with a broad base of knowledge and skills in order to better understand and interact with diverse populations. Students will study the heritage and culture of historically marginalized populations in the United States and globally, with specific emphasis on the Educational Systems. Students will learn principles of cultural responsiveness, accommodations for individuals with disabilities, strategies for effective communication with English language learners, and develop a deeper understanding of diverse populations. Students develop and implement a community-based project that responds to identified needs of historically underrepresented groups in a chosen setting as part of a required 15-hour service learning experience. This is a writing intensive course.

EDUC 407 Practicum in Elementary Education I

1 SH

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

EDUC 408 Practicum in Elementary Education II 1 SH

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

EDUC 412 Teaching Reading in the Primary Grades 3 SH

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

EDUC 413 Teaching Reading in the Intermediate Grades 3 SH

The purpose of this course is to provide teacher candidates with the knowledge and teaching competence in all areas of the elementary curriculum unique to intermediate learners and reading. Using narrative and expository text, candidates will learn reading comprehension and decoding strategies for content area learning and reading enjoyment in grades 4-6; this course includes a minimum of 15 hours of field experience.

EDUC 433 Materials and Methods – Secondary School 3 SH

This course focuses on strategies for curriculum planning, instruction, and assessment in the secondary school with discussion and assignments closely tied to the candidate's content areas. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, and contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs.

EDUC 434 Secondary Methods Laboratory 1 SH

The secondary teacher Education candidate will participate in two hours of simulated teaching and/or critique each week. Also, the candidate will observe, assist, or teach in a high school classroom for one class period each week (minimum of 15 hours). Co-requisite: EDUC 433, EDUC 436, EDUC 437, EDUC 438, or EDUC 439 OR post-baccalaureate status.

EDUC 436 Science Materials and Methods for Secondary Teachers 3 SH

This course focuses on strategies for curriculum planning, instruction, and assessment in secondary science. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs.

EDUC 437 Social Studies Methods for Secondary Teachers 3 SH

This course focuses on strategies for curriculum planning, instruction, and assessment for the social studies. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs.

EDUC 438 English Methods for Secondary Teachers 3 SH

This course focuses on strategies for curriculum planning, instruction, and assessment in English. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and

media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs.

EDUC 439 Mathematics Methods for Secondary Teachers 3 SH

This course focuses on strategies for curriculum planning, instruction, and assessment in secondary mathematics. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs.

EDUC 441 Science Methods in the Elementary School 3 SH

This course will prepare prospective elementary teachers to implement a concept-based, developmentally appropriate, and process oriented science program, including activity-based science lessons, science process skills and the integration of technology throughout the science curriculum. The teacher candidate will learn to use formative and summative assessment to monitor and evaluate student performance. The candidate will learn to use traditional strategies for assessment as well as authentic assessments to measure content knowledge as well as learning and thinking skills, information and technology literacy, and life skills. In addition the course fosters critical thinking and problem-solving skills, contextual learning skills, creativity skills, and collaboration skills. The course also enhances global awareness. This course includes 15 hours of field experience.

EDUC 442 Math Methods in Elementary School 3 SH

This course will prepare prospective elementary teachers to implement a concept-based, and process oriented mathematics curriculum consistent with research on effective instruction and the NCTM standards. In this course, the teacher candidate will learn to use formative and summative assessment to monitor and evaluate student performance. The candidate will learn to use traditional strategies for assessment as well as authentic assessments to measure content knowledge as well as learning and thinking skills, information and technology literacy, and life skills. In addition the course fosters critical thinking and problem -solving skills, contextual learning skills, creativity skills, and collaboration skills. Prerequisite: EDUC 307. This course includes 15sh of field experience.

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

This course will prepare teacher candidates to implement a concept-based, developmentally appropriate, and process oriented social studies program. The course will focus upon 21st Century learning skills including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, and contextual learning skills. In addition, candidates will learn to Systematically include 21st Century life skills into their pedagogy: including: leadership, ethics, accountability, adapt- ability, personal productivity, personal responsibility, people skills, self - direction, and social responsibility, including activity-based social studies lessons, social studies process skills, and the integration of technology throughout the social studies curriculum. The candidate will learn to use formative and summative assessment to monitor and evaluate student performance. The candidate will learn to use traditional strategies for assessment as well as authentic assessments to measure content knowledge as well as learning and thinking skills, information and technology literacy, and life skills. Instruction on the stock market and the Junior Achievement program is included. Lesson plans focusing on financial, economic, business and entrepreneurial literacy or civic literacy will be required. This course includes 15 hours of field experience. This is a writing intensive course.

EDUC 444 Language Arts in the Elementary School 3 SH

This course will prepare prospective elementary teachers to implement a concept-based, developmentally appropriate, and process oriented communication program. The course will focus upon 21st Century learning skills including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, and contextual learning skills. In addition, candidates will learn to systematically include 21st Century life skills into their pedagogy: including: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. The course will include the integration of technology throughout the language arts curriculum. The candidate will learn to use formative and summative assessment to monitor and evaluate student

performance and will learn to use traditional strategies for assessment as well as authentic assessments to measure content knowledge, learning and thinking skills, information and technology literacy, and life skills.

EDUC 425 STEM Methods w and w/o Exceptionalities 4 SH

The Pfeiffer student will develop skills in translating learning and teaching theories into pedagogically sound and effective STEM instruction. Prospective elementary teachers will be prepared to implement a concept-based science, mathematics, and STEM curriculum consistent with research on effective instruction and the NCSCoS. The Pfeiffer student will learn to use authentic assessments to measure content knowledge and thinking skills. The course fosters critical thinking and problem-solving skills, contextual learning skills, creativity skills, and collaboration skills. An elementary classroom-based clinical field experience is required.

EDUC 426 Humanities Methods – Elementary 2 SH

This course will prepare teacher candidates to implement a concept-based, developmentally appropriate, and process oriented social studies program and communication program. The course will focus upon 21st Century learning skills including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills. In addition, candidates will learn to systematically include 21st Century life skills into their pedagogy: including: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. An elementary classroom-based clinical field experience is required.

EDUC 450 Senior Seminar & Field Experience – Elementary 2 SH

During this course, the elementary teacher candidate will engage in clinical practice in a partner elementary classroom, conducting structured observations, assisting the classroom teacher and teaching series of lessons in different formats (whole class, small group, individual). This field experience will be accompanied by weekly seminars. During seminars, the teacher candidate will participate in reflecting on the field experience, incorporating all North Carolina Professional Teaching Standards and Division of Education candidate dispositions.

EDUC 460 Senior Seminar & Field Experience – Secondary 2 SH

During this course, the teacher candidate will engage in service learning in the secondary or K-12 classroom, conducting structured observations, assisting the classroom teacher, and teaching at least five lessons. This course includes 15 hours of field experience and will be accompanied by weekly seminars. During seminar, the teacher candidate will participate in reflection on the field experience, incorporating all North Carolina Professional Teaching Standards.

EDUC 475/6 Licensure Preparation 1 SH

This course is designed to assist senior level teacher candidates pursuing licensure in the application of academic knowledge and skills. Candidates will practice test taking and reflective writing according to national and state standards. Discussions and exercises will be directed towards how to successfully complete requirements for licensure in the state of North Carolina. Students who show evidence of passing scores on all of the required licensure exams can exempt from this course.

EDUC 500 (WI) Student Teaching (B-K) 12 SH

Full-time supervised teaching in all aspects of early childhood instruction, including directed observation - participation experiences in a nearby cooperating early childhood setting for 16 weeks during a semester of the senior year. Orientation, seminars, and conferences are an integral part of the student teaching experience. Prerequisites: all core and professional Education courses, AND approval of Teacher Education Board. This is a writing intensive course. **\$250 fee.**

EDUC 505 Thinking and Learning in Context**3 SH**

This course explores the cognitive, social, and physical aspects of development as well as the processes involved in learning. In addition, prospective teachers examine learning theories and apply those to learning situations in classrooms and other settings. Included are discussions on learning preferences, critical thinking, creativity, motivation, and strategies for reaching and teaching all learners.

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

Full Time supervised teaching in a nearby cooperating elementary school for a minimum of 16 weeks. Candidates integrate 21st Century learning skills in all pedagogy. 21st Century learning skills include critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will systematically include 21st Century life skills into their pedagogy: 21st Century life skills include: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. This is a writing intensive course. Pre- requisites: all core and professional Education courses, AND approval of the Teacher Education Board. **\$250.00 fee.**

EDUC 515 (WI) Public School Internship**3 SH**

This course is designed for students who have elected not to seek endorsement for NC Educator licensure from the division of Education. Students will engage in an Educational internship in a setting other than a public school classroom. The students will demonstrate their content knowledge, pedagogical skills, and professional dispositions in support of the mission and vision of the cooperating placement site. **\$120 fee.**

EDUC 516 (WI) Student Teaching 9-12**12 SH**

Full-time supervised teaching in the designated subject area, including directed observation - participation experiences in a partner cooperating secondary school for 16 weeks during a semester of the senior year. Orientation, seminars, and conferences are an integral part of the student teaching experience. Candidates will complete a performance assessment as part of the student teaching experience. Prerequisites: all core and professional Education courses, AND approval of Teacher Education Board. This is a writing intensive course. **\$250 fee.**

EDUC 517 (WI) Student Teaching K-12**12 SH**

Full-time supervised teaching in subject areas, including directed observation - participation experiences in a nearby cooperating secondary school for 15 weeks during a semester of the senior year. Orientation, seminars, and conferences are an integral part of the student teaching experience. Prerequisites: all core and professional Education courses, AND approval of Teacher Education Board. This is a writing intensive course. **\$250 fee.**

EDUC 520 Cross-Curricular Literacy**3 SH**

This course will allow candidates the opportunity to better prepare for teaching reading and writing across the grade span. During this course, teacher candidates will refine their skills in developing units and lessons by learning to incorporate cross-curricular content and teaching strategies for facilitating reading comprehension in the content area and advanced literacy skills among secondary school students. This course also includes programmed instruction in Standard English usage and conventions.

EDUC 521 (WI) Internship in Education**6 SH**

This course is designed for students who have elected not to seek endorsement for NC Educator licensure through the Division of Education. Students will engage in an Educational internship in a non-licensure Educational setting. The students will demonstrate their content knowledge, pedagogical skills, and professional dispositions in support of the mission and vision of the cooperating placement site. Approval of Teacher Education Board. **\$120 fee.**

EDUC 506 Teaching and Learning I**3 SH**

The focus of this course is on building the teaching capacity of beginning teachers. The course addresses diagnostic assessment, community building, lesson and unit development, state and national standards, strategies for reaching and teaching learners, as well as formative and summative evaluation.

EDUC 508 Teaching and Learning II 3 SH

This is a continuation course on the essential skills and concepts necessary for beginning teacher success. Among the topics addressed in this course are constructivist pedagogy, inquiry, activity-based instruction, cooperative learning, critical and creative thinking, mastery learning, and culturally responsive pedagogy. Development of alternative strategies for working with diverse learners is also included.

EDUC 526 Alternative Clinical Experience & Seminar 3 SH

This course serves as the clinical field experience for the residency licensure candidate. This course centers around the evaluation of teaching within a classroom context. Candidates observe in classrooms, videotape their own teaching, reflect on their growth as effective Educators, and analyze one another's instruction to provide meaningful, constructive feedback. Candidates work in professional learning communities (PLCs) around growth areas. In this course, candidates also complete the performance assessment required by the NC Department of Public Instruction for licensure. **\$150 fee.**

EDUC 527 Literacy Instruction for Students with and without Exceptionalities 3 SH

The purpose of this course is to provide the knowledge and teaching competence in all areas of elementary literacy including the cognitive and linguistic foundations of literacy development, the processes of oral, written, and visual communication, phonemic awareness, phonics, fluency, vocabulary development, decoding strategies, comprehension, and the content of a balanced literacy program for students with and without exceptionalities.

STEM 510 STEAM Instruction for Students with and without Exceptionalities 3 SH

This course prepares prospective teachers of students with and without exceptionalities to implement a concept-based, and process-oriented STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum consistent with research on effective instruction as well as state and national standards. In this course, the teacher candidate learns to use formative and summative assessment to monitor and evaluate student performance. The candidate learns to use traditional strategies for assessment as well as authentic assessments to measure content knowledge as well as learning and thinking skills, information and technology literacy, and life skills. In addition, the course fosters critical thinking and problem-solving skills, contextual learning skills, creativity skills, and collaboration skills.

Courses Offered (SPED)

SPED 200 Introduction to Special Education 3 SH

This course focuses on the characteristics of the various special needs designations and prepares a foundation in terms of history, philosophy, and law. It will help in providing a stronger base on which to build the rest of the program content. This course includes 10 hours of field experience.

SPED 250 Classroom & Behavior Management 2 SH

This course addresses the management and intervention strategies for students with special needs in the general and separate classroom settings in elementary and secondary schools. Functional Behavior Assessment and development of the Positive Behavior Plan will be included in this course to equip the special Educator with effective crisis intervention strategies. Teacher candidates are taught to integrate 21st Century learning skills such as critical thinking, problem solving, and collaborative skills to detect early warning signs of problematic behaviors, employ verbal and non-verbal techniques to avoid violent confrontations, and implement safe physical intervention procedures. This course includes 10 hours of field experience.

SPED 301 Assessment of Students 3 SH

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

SPED 408 Educational Strategies for Differentiated Instruction 3 SH

Focus is on specialized methods used for teaching students with special needs across content areas in elementary, middle, and secondary school settings. Candidates will be taught to use contextual learning and

information and media literacy skills in the development and delivery of lessons that employ these specialized methods. Additionally, curricula and intervention strategies for the development of cognitive, adaptive, and behavior skills are examined. Includes a community service component. Prerequisite: SPED 200 or permission of the instructor.

SPED 425 (WI) Collaboration and Program Development

3 SH

This course focuses on Individualized Education Program (IEP) development and the collaboration involved in that process. It will address strategies for the development, implementation, and monitoring of IEPs and the related instructional planning for students with exceptional learning needs. Teacher candidates will develop group-processing skills by engaging in a service-learning project that requires collaborative interaction with Educators, families, and community agencies. Candidates will utilize critical-thinking and problem-solving skills in learning to manage compliance across programs, prepare for IEP team meeting, and coordinate the delivery of services. Prerequisite: SPED 200 or permission of the instructor.

SPED 475 Practicum in Special Education

1 SH

This course will provide field experience in teaching prior to student teaching in the special Education setting. Structured observation, assisting, tutoring, and teaching will be included in these intensive field experiences. This course includes 15 hours of field experience. SPED 200 or permission of the instructor.

SPED 512 Collaboration & Instruction for Diverse Learners

3 SH

This course is focuses on Individualized Education Program (IEP) development and the collaboration involved in that process. It addresses strategies for the development, implementation, and monitoring of IEPs. In addition, there is a focus on specialized methods used for teaching students with exceptional needs across the content areas and grade spans. Curricula and intervention strategies for the development of cognitive, adaptive, and behavior skills are also examined.

Health Administration (HA)

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

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

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

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

Health Administration Curriculum

Required Core Courses (39 semester hours)

The following courses are required for HA majors – 39 SH in core, + general education + elective hours to complete degree requirements (number depends on how many semester hours are transferred in):

ACCT 591	Fundamentals of Accounting	3SH
HA 405	Medical Communications	3SH
BMAL 311	Business Statistics	3SH
HA 406	Healthcare Insurance/Managed Care	3SH
HA 410	Financial Mgmt. for Health Care Org	3SH
HA 414	Law and Ethics in the Health Sciences	3SH

ECON 200	Survey of Economics	3SH
HA 416	Introduction to Healthcare Leadership	3SH
HA 300	Principles of Healthcare Mgmt.	3SH
HA 503	Operations Assessment and Quality Improvement	3SH
HA 302	Intro. to Community and Public Health	3SH
HA 505*	Healthcare Planning and Strategy	3SH
HA 403	Economic Perspectives in Health Policy	3SH

Electives: 50 SH of electives are required (includes 30 crs. in Gen Ed).

HA Concentration Options

Concentration in Healthcare Informatics Management (HIM):

The Healthcare Informatics Management concentration is geared towards professionals with a background in healthcare appropriate for information professionals, clinical personnel and health care support personnel as well as others who want to increase their knowledge of health information technology and prepare for the management of the complex social, economic and political challenges impacting health information management in health service organizations.

Graduates of the program will gain the knowledge to serve as a liaison among health care administrators and clinicians as well as non-health care professionals in the use of current and emerging computer technologies. Graduates will also have the expanded skill set to embark upon new opportunities careers as managers or developers of health care IT systems.

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

Concentration Electives in Healthcare Informatics Management (15 SH):

HA 408	Introduction to Health Informatics Systems
HA 411	Foundations of Health Information Technologies and Informatics
HA 415	Electronic Health Records and Quality
HA 417	Project Management of Health Information Technology
HA 516	Health Care IT Capstone

Concentration in Long Term Care Management:

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

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

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

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

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

Concentration in Medical Practice Management:

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

Practice executives.

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

Concentration Electives in Medical Practice Management (15 SH):

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

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

Certificate in Healthcare Informatics Management (CIDM)

The explosive advances in information technology combined with the current shifts in health care delivery have created the need for skilled individuals who can understand, create, and manage medical information systems in health care systems. Health care organizations at various levels are transitioning into the new electronic era by implementing and adopting electronic health record systems. New job roles will be needed for this transition, and some current job roles will inevitably become obsolete due to the change. In addition to training new personnel to fill these new roles, the focus will be on equipping the current healthcare workforce with knowledge and skills in health information technology and health informatics that will support their work and improve quality of care (Zeng, 2016). To address this need, the Department of Health Administration proposes the creation of an online undergraduate Certificate in Healthcare Informatics Management. This certificate will provide the technical knowledge and interpersonal skill set that employers deem essential to facilitate the operation of health care systems by focusing on decision making in healthcare.

Certificate in Healthcare Informatics Management

A stand-alone certificate option is available in Healthcare Informatics Management. All individuals interested in this certificate must contact the Health Administration Program Director for more information before enrolling in this program.

Fifteen semester hours are required to earn this certificate:

HA 408	Introduction to Health Informatics Systems
HA 411	Foundations of Health Information Technologies and Informatics
HA 415	Electronic Health Records and Quality
HA 417	Project Management of Health Information Technology
HA 516	Health Care IT Capstone

Courses Offered

HA 300 Principles of Healthcare Management 3 SH

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

HA 302 Introduction to Community and Public Health 3 SH

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

HA 403 Economic Perspectives in Health Policy 3 SH

Economic analysis of the factors that shape the U.S. healthcare system and the key challenges facing providers and

consumers. Exploration of the behaviors of government, organizations, providers, consumers and political action groups. Application of the policymaking process to discover how policymakers, market participants and other stakeholders can remedy access, cost and quality deficiencies. Prerequisite: ECON 591.

HA 405	Medical Communications	3 SH
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Business communications in healthcare settings. Emphasis on medical terminology. Focus on professionalism in communicating with multiple stakeholders.

HA 406	Healthcare Insurance and Managed Care	3 SH
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Overview of the various private and public sources of reimbursement in the United States including Medicare, Medicaid, and managed care organizations. Selected contracting, financial incentives and the effect on quality and cost containment are emphasized.

HA 407	Management of Environments for Aging	3 SH
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An overview of various provider settings and services in long term care. Emphasis upon management of long term care facilities and the issues specific to the clients seeking those services. Reimbursement and regulation of long term care providers are addressed as well as topics of human resources, marketing, environmental and operational management.

HA 408	Introduction to Health Information Systems	3SH
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Fundamental theories of data management in the healthcare setting. Exploration of historical and current recordkeeping practices. Introduces the role of accrediting and regulatory agencies, facility and staff organization, health record, content, record management, and the transition to electronic patient record.

HA 409	Healthcare Information Management	3 SH
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Overview of clinical and administrative information systems with a particular emphasis on systems integration.
Processes necessary to comply with mandated reporting to regulatory agencies and financial organizations.
Development of a technology security process.

HA 410	Financial Management for Health Care Organizations	3 SH
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Introduction to the fundamental concepts of healthcare financial management principles with an emphasis on the financial environment in which providers operate. Topics include: analysis of financial statements and budgeting techniques; capital investment decisions; third party reimbursement; and cost allocation. Spreadsheet and quantitative skills essential to financial management are emphasized.

HA 411	Foundations of Health Information Technologies and Informatics Course	3 SH
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Examination of the role of information technology in supporting the mission and strategic operations of healthcare organizations. Exploration of information technology in advancing clinical outcomes, managing data, decision-making, facilitating operations flow, lowering costs, and increasing access. Information security and ethics are also addressed.

HA 412	Healthcare Human Resource Management	3 SH
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Development of systems, processes and structure for administrative and clinical operations. Development of compensation and benefit plans. Design of performance appraisal processes. Knowledge of pertinent employment laws and regulatory standards.

HA 413	Risk Management and Insurance	3 SH
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Detailed understanding of third party reimbursement processes. Focus on governmental and private sector cost containment arrangements. Processes and procedures to manage individual and corporate risk. Development of risk management plans. Implementation of compliance programs for federal and state laws and regulations.

HA 414	Law and Ethics in the Health Sciences	3 SH (WI)
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Role of ethics and law in the management of healthcare services. Examines self-exploration in ethical based, principle based, values based, economic based and legal based decision making. Emphasis is placed on strategies to provide appropriate services while avoiding potential litigation.

- HA 415 Electronic Health Records and Quality 3 SH**
Exploration of the functions and roles of EHRs in ensuring quality of care and evidence-based practice including: meaningful use of EHR systems and healthcare data; implementation of EHRs in clinical practice workflows; and the assessment of outcomes in healthcare delivery settings. Emphasis upon EHR software that enhance quality and data management of patient information for organizations.
- HA 416 Introduction to Healthcare Leadership 3 SH**
An overview of leadership perspectives and strategies as they apply to healthcare organizations. Emphasizes essential healthcare leadership competencies by focusing on communication, collaboration, change management, and conflict resolution. Provides opportunity for discovery of one's own leadership abilities using a competency model.
- HA 417 Project Management of Healthcare Information Technology 3 SH**
Introduction to issues and solutions associated with managing information technology projects. Explores contemporary project management solutions that integrate and facilitate communication of software/systems and between multi/site and multi-client facilities projects. Addresses the effect of rapid technological obsolescence on project justification, funding and continuance.
- HA 503 Operations Assessment and Quality Improvement 3 SH**
An overview of leadership perspectives and strategies as they apply to healthcare organizations. Emphasizes essential healthcare leadership competencies by focusing on communication, collaboration, change management, and conflict resolution. Provides opportunity for discovery of one's own leadership abilities using a competency model.
- HA 505 Healthcare Planning and Strategy 3 SH (WI)**
This integrative course incorporates the knowledge and skills acquired in previous course- work in order to formulate and implement management policies and strategies. Focus upon competitive marketing strategies to gain competitive advantage. Special emphasis placed on the manager's capacity to manage cost management with quality management. Students will individually or collectively as a team, analyze a strategic case study as a final project. This course will be offered in a 12 week format. Prerequisite: Senior status.
- HA 506 Clinical Aspects of Aging 3 SH**
An exploration of physical and mental health conditions prevalent in the elderly and their associated common treatments, including pharmacological applications. Emphasis is placed on the preventive aspect of health care and the role of the interdisciplinary health care team.
- HA 507 Healthcare Quality Management 3 SH**
Development of quality management systems. Focus on programming for credentialing and licensure. Internal processes and systems for maintaining practice performance standards, patient satisfaction, and peer review processes.
- HA 508 Contemporary Issues in Aging 3 SH**
Examination of current and future issues of aging in the United States. Long term care trends reflective of the Boomer generation with managerial implications for structuring and providing services.
- HA 509 Medical Practice Operations Management 3 SH**
Design, implementation and monitoring of business operations plans. Arrangements for purchase of equipment and materials. Facilities planning and maintenance. Processes for identification and utilization of outsourced expertise.
- HA 516 Health Care Informatics Capstone 3 SH**
The capstone course is the culminating experience for the concentration in health informatics. The instructor-supervised course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their course work in an original comprehensive project, and to assess their level of mastery of the course outcomes. The course requires 60 hours of independent work with the student identified mentor. Pre-requisites: all other HIT courses. Note: All students must contact program faculty before enrolling in HA 516 to ensure timely and appropriate placement in a project.

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.

Registered Nurse to Bachelor of Science in Nursing (NURS)

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

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

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

The Bachelor of Science in Nursing prepares graduates to:

- Integrate evidence-based knowledge from nursing, theories and concepts from liberal education, including the humanities and behavioral, mathematical, natural and physical sciences into the practice of professional nursing.
- Incorporate critical thinking skills in autonomous decision-making and effective therapeutic communication in the application of the nursing process with individuals, families, groups, and communities.
- Practice professional nursing competently in the roles of advocate, clinician, coordinator/collaborator, educator, leader, and consumer of research in a variety of health care settings to promote quality improvement and patient safety.
- Facilitate therapeutic, caring, and inter professional collaborative relationships with clients and members of interdisciplinary health teams through effective interpersonal, oral, written and emerging technology and communication strategies.
- Integrate knowledge of leadership/management/administrative and information technology skills and health care policies in providing direct and indirect care to clients.
- Provide comprehensive, culturally competent client-centered care to promote, restore, and maintain the maximum health potential of individuals, families, groups and communities across the lifespan while promoting health care literacy.
- Assume accountability and responsibility for personal and professional growth through commitment to participation in servant leader activities, continuous self- evaluation, and lifelong learning.
- Incorporate professional values, professional standards, and ethical, moral, and legal aspects of health care into nursing practice to promote advocacy, collaboration, and social justice.
- Incorporate knowledge and transformational leadership skills related to system management into personal responsiveness to the health care needs of the Piedmont region, the state, the nation, and the global society.
- Integrate Caring principles and concepts into the holistic nursing care of clients and families, groups, and communities across the lifespan.

Admissions Requirements for R.N. to B.S.N.

1. Completion of an associate degree in science with a major in nursing or as associate in applied science with a major in nursing, or a hospital diploma nursing program.
2. Current unrestricted RN licensure.
3. Cumulative GPA of 2.0.

4. Submission of drug screen prior to clinical course assignments.
5. Immunizations as required by the University and the Department of Nursing
6. Proof of satisfactory criminal background check.

R.N. to B.S.N. Pre-Requisites (11 SH)

PSYC 222M	Statistics & Data Analysis (3 SH)
BIOL 224	Principles of Microbiology (4 SH)
CHEM 110N	Chemistry (4 SH)

R.N. to B.S.N. Core Courses

NURS 328	Professional Nursing Practice & Communications (3SH)
NURS 420	Health Assessment (3 SH)
NURS 426	Health & Aging (3 SH)
NURS 428	Health Promotion (3 SH)
NURS 422	Nursing Leadership (3 SH)
NURS 503	Perspectives in Community Nursing (4 SH)
NURS 505	Research Concepts (3SH)
NURS 507	Professional Nursing Synthesis (4 SH)

Courses Offered

NURS 328 Professional Nursing practice and Communication S 3 SH

This course will assist the Registered Nurse adult learner in the successful transition to the role of the professional nurse. Students will explore contemporary trends in the health care delivery system and professional nursing practice. Students will articulate an understanding of professional communication, values and value-based nursing behaviors. Trends and issues related to healthcare informatics and patient care technology will be examined. This course introduces the nursing student to concepts related to professional nursing at the baccalaureate level. Students will review ANA Standards of Practice, professional standards, and the ethical, moral, and legal aspects of health care. Various nursing theorist and evolving theories of nursing science, which support the development of professional nursing practice, will be examined. The principal concept of caring and the six Christian Caring principles underpinning Pfeiffer University's nursing curriculum framework will be explored. Course assignments provide experienced nurses an opportunity to strengthen critical thinking skills and develop a philosophy of professional nursing. This course also includes the development of a professional academic portfolio. This course meets the University's Computer Competency requirement. Prerequisite: Admission to the Nursing Major.

NURS 420 Health Assessment for the Nursing Professional S 3SH (3 hours, 2 class, 1 lab)

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

NURS 422 Nursing Leadership, Values, Trends, and Perspectives F 3SH (WI)

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

NURS 426 Health and Aging: Current Perspectives and Issues
F 3SH

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

NURS 428 Health Promotion: Teaching and Counseling
S 3 SH

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

NURS 503 Perspectives in Community Nursing / Clinical Practicum
SP 4 SH (4 hours: 2 class, 2 clinical)

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

NURS 505 Research concepts for the Nursing Professional
F 3 SH (WI)

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

NURS 507 Professional Nursing Synthesis for the Experienced Nurse
F 4SH (4 hours: 2 class, 2 clinical)

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

Spanish Institute at Pfeiffer University (INST)

Spanish Certification for Law Enforcement Agencies

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

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

The proposed five courses are to be completed within a year and should equip students with the necessary basic language skills in the five main instructional areas (Communication, Cultures, Connections, Comparisons, and

Communities) as designated by the American Council on the Teaching of Foreign Languages).

INST 1001 Spanish I (15-16 weeks)

3 SH

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

INST 1002 Spanish II (15-16 weeks)

3 SH

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

INST 1003 Spanish III (12 weeks)

3 SH

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

INST 1004 Cultural Understanding I: Latin American Politics & its Socio Economic reality (8 weeks) 3 SH

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

INST 1005 Cultural Understanding II: Cultural Diversity: Latinos in the US (8 weeks)

3 SH

Students would be able to explore awareness in the following areas: cultural and national identity of self and others; describe perceptions and impressions about cultural phenomena based on material presented in class; and, compare and contrast concepts of culture, ethnicity and diversity within American society-with emphasis on the Latino population-and its role in effective communication between different segments of our society.

Degree Completion Additional Undergraduate Courses Offered

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

ACCT 201 Financial Accounting

S 3 SH

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

ACCT 202 Managerial Accounting

S 3 SH

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

ACCT 310 Cost Accounting

3 SH

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

ACCT 591 Fundamentals of Accounting**3 SH**

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

ART 111V Art Appreciation**3 SH**

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

BMAL 201 Principles of Business**3 SH**

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

BMAL 231 Personal Finance**3 SH**

Lifelong financial planning and decision-making; personal credit; insurance; income taxes; estate planning; personal investments; retirement planning. A general interest course for persons not majoring in a business area.

BMAL 371 Organizational Behavior**3 SH**

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

COMM 200S Public Speaking**3SH**

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

COMM 311S Intercultural Communication**3 SH**

In this course, students will gain up-to-date knowledge of major world cultures, socioeconomic trends, demographic shifts, inter/intra cultural relations, and the implications of technical progress. This course satisfies the oral communications requirement. Besides public speaking practice, students will receive training in cross cultural effectiveness for the workplace, and for social situations. First semester international students may enroll only with the instructor's permission. Cross-listed with BMAL 382.

COMM 345 Business and Professional Communication**3 SH (WI)**

Forms and techniques of business communication including presentations, business letters, resumes, reports, and business vocabulary. Regular drills in grammar, punctuation, and usage. Research paper on a business-oriented topic required. Prerequisite: ENGL 202 or permission of the instructor.

COMM 355S Diversity Issues in a Global Context**3 SH (WI)**

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

COMM 481 Advanced Topics in Organizational Communication**3 SH**

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

COMP 300 Programming**3 SH**

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

COMP 338 Introduction to SAS and Data Analysis**3 SH**

This course introduces the fundamental concepts of data analysis and SAS analytics applications. Students explore how to use various SAS analytics applications to capture, analyze, and provide output that managers can use in their decision

making process. Business analytics tools provide decision makers access to strategic and consolidated information that spans the enterprise and previously was stored in disparate operational information systems. Students develop methods of overcoming the obstacles in data analysis and data management to support effective, data driven decision making processes.

COMP 342 Big Data Management

3 SH

This course introduces the fundamental concepts of database, data warehousing, and large-scale data management. Students acquire a solid understanding of basic database terminology, method of retrieving data, and the SQL language. In particular, this course introduces students to SAS SQL programing and data retrieval. Upon completion, students obtain knowledge and skills in big data management as well as the technical, analytic, problem solving skills in application development using database systems.

COMP 345 Business Analytics

3 SH

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

COMP 347 Applied Business Analytics – Capstone Project

3 SH

This course introduces a variety of advanced techniques for applied analytics. In this capstone course, students explore a range of big data management topics and techniques to solve student-selected problems that are directly relevant to their interests and passions. This course is open only to students in the Big Data Management certificate program. It integrates learning from the courses in the Big Data Management certificate program and requires the application of that learning to a project which serves as an instrument of evaluation. This course can only be taken after all the other courses in the Big Data Management (BDM) Certificate have been completed. Students should contact a program representative before enrolling in this course. Throughout your program, you will focus on acquiring and proving specific competencies. At program's end, you'll complete the final capstone project that allows you to show off everything you've learned by proposing a solution to a relevant issue in your field. Your mentor can help you select your capstone topic.

ECON 200 Survey of Economics

3 SH

A general introduction to the discipline of economics, including both microeconomics and macroeconomics. The course is designed to develop an understanding of how economic principles can be used to study social problems and issues. Topics include supply and demand, comparative advantage, inflation, unemployment, economic growth, money and the banking system. Students may receive credit for ECON 200 if both ECON 221 and ECON 222 have been completed but may not receive credit for both ECON 221, and ECON 222 if taken ECON 200.

ECON 221 Principles of Macroeconomics

3 SH

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

ECON 222 Principles of Microeconomics

3 SH

Analysis of supply and demand and their role in prices; types of competition; elements of business costs and incomes and the factors which determine them.

ECON 326 Comparative Economic Systems

3 SH

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

ECON 331 **Public Finance**

3 SH

Taxation, public finance, and fiscal policy at all levels of government; relationships between public finance and economic well-being. Prerequisite: ECON 221.

ECON 421 Money and Banking

3 SH

Analysis of the financial system, financial instruments, interest rates, and the relationship between money, credit, and economic activity. Prerequisites: ECON 221, ECON 222.

ECON 591 Fundamentals of Economics

3 SH

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

ENGL 101 **Introduction to College Writing**

3 SH

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

ENGL 102W **College Writing**

3 SH

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

ENGL 208 Introduction to Poetry

3 SH (WI)

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

ENGL 214L Introduction to Literary Studies

3 SH (WI)

Introduction to the formal study of literature as an academic discipline including the practices of interpretation, criticism, and research in the context of contemporary literary theory and classical critical texts. Required of all English majors and minors. Prerequisites: ENGL 202 and sophomore standing. This is a writing intensive course.

ENGL 215 **Introduction to Creative Writing**

3 SH (WI)

Forms and techniques of imaginative writing, mainly fiction and poetry. Students complete various writing projects, including a completed manuscript consisting of fiction, poetry, or a reasonable combination of both. Students coordinate reading assignments with their creative writing projects.

ENGL 217L American Literature to 1865

3 SH

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

ENGL 218L American Literature from 1865 to the Present

3 SH

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

ENGL 299L Children's Literature

3 SH

Children's reading interests; significant authors and illustrators; indices to children's literature; bibliographies and aids in the selection of children's books; readings in books for children through the intermediate level. Prerequisite: Permission of the instructor.

ENGL 319L Topics in Literature**3 SH (WI)**

Special topics in literary themes and genres such as African American Writers, Detective Fiction, Fiction of the American West, Southern Writers, and Women Writers. Course may be taken more than once providing a different topic is offered each time.

ENGL 324L Shakespeare on Film**3 SH**

This course examines Shakespeare within the context of his era and through his influence on our own culture. Students will consider the ways in which Shakespeare's writing communicates early modern ideas about gender, monarchy, race, social status and homosexuality, among others. Students will also explore the meaning embodied in more current performance and adaptation choices of Shakespeare, and how these ideas depart from the ways in which an audience of his contemporaries would have interpreted his works.

GEOG 202 World Regions**3 SH**

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

HA 403 Economic Perspectives in Health Policy**3 SH**

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

HA 408 Introduction to Health Information Systems**3 SH**

Fundamental theories of data management in the healthcare setting. Exploration of historical and current recordkeeping practices. Introduces the role of accrediting and regulatory agencies, facility and staff organization, health record, content, record management, and the transition to electronic patient record.

HA 411 Foundations of Health Information Technologies and Informatics**3 SH**

Examination of the role of information technology in supporting the mission and strategic operations of healthcare organizations. Exploration of information technology in advancing clinical outcomes, managing data, decision-making, facilitating operations flow, lowering costs, and increasing access. Information security and ethics are also addressed.

HA 415 Electronic Health Records and Quality**3 SH**

Exploration of the functions and roles of EHRs in ensuring quality of care and evidence-based practice including: meaningful use of EHR systems and healthcare data; implementation of EHRs in clinical practice workflows; and the assessment of outcomes in healthcare delivery settings. Emphasis upon EHR software that enhance quality and data management of patient information for organizations.

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

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

HA 417 Project Management of Healthcare Information Technology**3 SH**

Introduction to issues and solutions associated with managing information technology projects. Explores contemporary project management solutions that integrate and facilitate communication of software/systems and between multi/site and multi-client facilities projects. Addresses the effect of rapid technological obsolescence on project justification, funding and continuance

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

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

HA 516 Health Care Informatics Capstone**3 SH**

The capstone course is the culminating experience for the concentration in health informatics. The instructor-supervised course provides students with the opportunity to integrate and synthesize

HSTY 203 North Carolina History**3 SH**

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

MATH 110M Basic Mathematical Concepts I**3 SH**

Significance of mathematics in human culture; conceptual aspects of mathematical thought. Topics selected from: logic, real numbers, elementary algebra and geometry, probability and statistics, matrices, and computers. Designed for the mathematics requirement in general education for the non-science, non-business major. Does not count toward the mathematics major.

MATH 161M College Algebra**3 SH**

Basic concepts of algebra; sets; algebraic operations; linear equations and systems of equations; radicals and quadratic equations; equations of degree higher than two; matrix algebra. This is the basic course for all subsequent courses in Mathematics.

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

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

PLSC 201S American Government**3 SH**

Examination of the fundamental political principles of our Constitutional Republic-liberty and equality and federalism, and how they are embodied in our national, state and local political institutions and processes. The contemporary debate over various public policy issues will also be analyzed.

PLSC 225 Introduction to Law**3 SH**

Students examine the following concepts: judicial review, the debate over judicial activism vs. judicial restraint; and conflicting interpretations of the Constitution. Federal Rules of Civil Procedure and the rules of evidence are also examined. Prerequisite: PLSC 201S.

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

Provides opportunity for in-depth exploration of selected topics that are of interest in Political Science. Courses will be offered to respond to special interests or needs, as noted by the faculty or requested by students.

PLSC 307 Law and Society**3 SH**

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

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

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

PLSC 412 Constitutional Law II - Rights**3 SH**

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

PSYC 202S Introduction to Psychology**3 SH**

Psychology as a science of human behavior; the work of the psychologist; modes of thought and methods of study;

motivation; sensing; learning; perceiving; thinking; emotion; personality; testing. The first course in Psychology for all students regardless of major.

PSYC 225 Social Psychology

3 SH

Individual human behavior in a social context; social perception; attitude development and change; group processes; socialization. Students design and conduct a research project. Starting in the fall of 2019 this course is no longer writing intensive. Prerequisite: PYSC 202S.

PSYC 295 Developmental Psychology

3 SH

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

PSYC 305 Abnormal Psychology

3 SH (WI)

Personality disorganization and deviant human behavior; biological, sociological, and psychological causation. Students will apply knowledge through the evaluation of case studies. Prerequisite: PSYC 202S. This is a writing intensive course.

PSYC 450 Personality

3 SH (WI)

Analysis and discussion of the major theories of personality. Theorists studied include Freud, Jung, Horney, Cattell, Allport, Adler, Mischel, Bandura, and others. Students will apply their theoretical knowledge through the analysis of biographical materials. Prerequisite: PSYC 202S. This is a writing intensive course.

RAPT 200R Philosophy for Theology and Ethics

3 SH (WI)

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

RAPT 202R Philosophical and Christian Ethics

3 SH (WI)

An exploration of various theories and approaches in philosophical and Christian ethics and their application to current social issues. This course gives students the knowledge of theory and method in both philosophical and Christian ethics and assist them in developing their own analytical and critical skills in doing ethical assessment.

RAPT 205R Old Testament

3 SH

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

RAPT 206R New Testament

3 SH

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

RAPT 215G World Religions

3 SH

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

RAPT 230R Vocation and Servant Leadership

3 SH

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

RAPT 510 Special Topics in Religion and Practical Theology

1-3 SH

Courses will be offered to respond to special interests or needs, as noted by the faculty or requested by students.

Prerequisite: Permission of the instructor.

SOCY 201S Introduction to Sociology

3 SH

A survey of basic concepts and methods in sociology. It presents significant research and theory in areas such as socialization, culture, social structure, deviance, social stratification and social institutions emphasizing comparative analyses, historical developments and changes in society.

SOCY 204 Social Problems

3 SH

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

SOCY 206 Sociology of the Family

3 SH

Examines family as a social institution. Includes sociological overviews of modern family in its diverse forms and its relationship to economy, government, and stratification systems of gender, race, and class. Other topics include functions of the family as a social unit; trends in family organization; problems of domestic violence, marriage, children, divorce, remarriage, and blended families. Prerequisites: SOCY 201S or junior status and the permission of the instructor.

SOCY 390 Research Methods

3 SH (WI)

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

SOCY 425 Sociology of Death and Dying

3 SH

The phenomena of death and dying in the context of western culture are examined. Issues of euthanasia, abortion, and suicide are examined as is the experience of the dying individual in relation to self, significant others, the family, and other care-providing institutions. The plight of widows and other survivors is also discussed in relation to the grieving process and bereavement.

SOCY 450 Race and Ethnic Relations

3 SH

An examination of the characteristics of racism, prejudice, and discrimination and how the structure of society perpetuates inequalities. The course investigates the origins and causes of inequality as well as the changing patterns of race/ethnic relations in terms of economics, health, education, politics and the legal system. Prerequisite: Junior status or permission of the instructor.

SOCY 499 Social Science Internship

3 or 6 SH

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

SPAN 101G Spanish I

3 SH

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

SPAN 102G Spanish II

3 SH

Continuation of SPAN 101G.

SPAN 210G Intermediate Spanish I

3 SH

This is an intermediate level course intended to improve the conversation skills needed for a wide variety of communicative contexts. To accomplish this goal, classes are devoted primarily to speaking and listening activities

designed to give students practice in different conversational registers: Every day and practical interaction, expressing and defending opinions, and literary and cultural analysis. This course uses learning tools such as movies and music, paintings, and photography. Readings include periodical articles, essays, short stories, and poetry. Prerequisite: Spanish 101G and 102G or the equivalent in the Spanish placement exam.

SPAN 211G Intermediate Spanish II

3 SH

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

STEM 101N Science of the Heavens and Earth

4 SH

This course serves as an introduction to and exploration of scientific principles observed by the naked eye. Topics include planetary motion, meteorology, climatology, geology, and force/motion and the impacts of these topics on human existence. Laboratory allows for hands-on investigation of these topics. Non-science majors only. Laboratory fee applies.

THTR 200 Theatre Appreciation

3 SH

Students will develop a personal definition of what "theatre" is through exposure to the different genres of dramatic literature and the components of a theatrical production. Part of the class involves attending live theatrical performances and critiquing them.

THTR 310 Introduction to Acting

3 SH

Students will begin to understand how to utilize their voice and body as an acting tool through exposure to several different acting methods. Students will also be introduced to the fundamentals of script analysis. In addition, a monologue and selected scenes will be performed on the stage

Part Three: Master (graduate) Programs

Graduate Programs serves working adults by providing graduate instruction at convenient times in classroom settings and online. Classes are offered at Pfeiffer's Charlotte campus at 1515 Mockingbird Lane. Charlotte contact information: Phone (704) 945-7320; Fax (704)945-7330.

List of Master's Degree Programs

Business Administration
 Business Administration/Leadership
 Curriculum & Instruction
 Education
 Financial Fraud Investigations
 Global Sport Management - [Expected Start-Fall 2020](#)
 Health Administration
 Health Administration/Business Administration
 Health Administration/Leadership
 Marriage and Family Therapy Leadership
 Leadership with a Specialization in International Management
 Occupational Therapy - [Expected Start- Fall 2020](#)
 Physician Assistant - [Expected Start-Spring 2020](#)
 Practical Theology
 Teaching
 Special Education (General Curriculum)

Graduate Academic Information and Policies

Advising

Graduate students are advised by graduate faculty who are available to assist them in planning their work, **however graduate candidates are responsible for monitoring their own academic performance.**

Changing Graduate Programs

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

Graduation Requirements for Master Students

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

Application for Candidacy/Graduation

Admission to graduate study does not carry with it candidacy for the degree. Students in all programs are required to complete an Application for degree one year prior to their anticipated graduation date. These dates are published on the academic calendar which is available in the catalog and online through My.Pfeiffer. Failure to complete the application for degree prior to one year before graduation will result in additional charges (late fee) and a delay in processing your graduation audit.

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

Checklist to Aid in preparing for Graduation Audit:

1. One semester prior to your anticipated graduation (May, August, December), stop by the Registrar's office or download the application for degree from My.Pfeiffer.
2. Review your degree audit provided by the Registrar.
3. Submit completed paperwork, along with copy of completed Student/Advisor audit showing any changes/substitutions in course requirements. This is to be done prior to the deadline posted in the catalog and online.
4. After the Registrar's office has reviewed the degree audit, the student will receive an email sent to their Pfeiffer university student email account. This email will list all requirements in progress and those that still need to be met.

*Please contact Registrar if email is not received ONE semester prior to the anticipated graduation.

Special requirements for the application to candidacy/graduation

Please note the following:

- MMFT Program - 51-54 graduate semester hours with a minimum GPA of 3.0, mastery of specified COAMFTE competencies, and a passing grade on the Comprehensive Exit Exam.
- Master of Arts in Practical Theology Program - all but nine (9) required graduate semester hours with a minimum GPA of 3.0.
- Master of Arts in Teaching Special Education - 18 graduate semester hours.
- Master of Science in Elementary Education - 18 graduate semester hours.

Application for candidacy is required at least one (2) terms prior to graduation.

Time to Degree Limits

All degree requirements for the Master of Arts in Practical Theology; Master of Business Administration; Master of Financial Fraud Investigation and Master of Health Administration programs, as well as all joint degree programs, (MBA/MHA; MBA/MSL; and MBA & FFI) must be completed within seven (7) years after enrolling in the program. The MMFT degree requirements must be completed within five (5) years after formal enrollment. The time to degree also applies to any transferred courses.

Joint Degrees

Joint degrees are single master's degrees that include content across the disciplines of Health Administration and Business, or Health Administration, and Leadership, or Business and Leadership. Upon completion of all **joint** degree requirements, one degree/diploma is issued identifying the two discipline areas included in the degree. Currently Pfeiffer offers the following joint degrees:

- Master of Health Administration / Master of Business Administration
- Master of Health Administration / Master of Science in Leadership
- Master of Business Administration/ Master of Science in Leadership

If a student's declared program of study is the joint degree at the beginning of their coursework, they must apply to, and be accepted by, both programs. Additionally, all requirements, including any additional prerequisites, for the joint degree must be completed before the degree is conferred. For example if a student's "**Declared Program of Study**" is the joint MHA/MBA degree, they must apply to and be accepted **both** by Health Administration and the School of Business. Upon completion of all 60 SH of coursework (39 SH are required for the MHA degree and an additional 21 SH are required for the joint MHA/MBA degree) students receive their MHA/MBA and it is noted on the official transcript.

Students who wish to change their **declared program of study** from single MHA degree to a joint degree after beginning their initial coursework, must complete and submit a ***Graduate Change of Program Form***. It is recommended that students enrolled in a joint degree program in Health Administration and Business complete all MHA courses before beginning MBA or MSL courses to satisfy any joint degree program pre-requisites.

The MHA/MBA joint degree program is a sequentially designed curriculum; students must closely follow the order of courses as listed under the MHA/MBA Joint Degree Curriculum Requirements. Students are highly recommended to

consult with their advisors in selecting courses for the joint degree to better meet their educational goals. A degree consists of a specified number of credits as listed under each program.

Financial Aid Graduate Satisfactory Academic Progress /Academic Standing

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

- Qualitative progress is based on-grade point average or GPA
- Quantitative progress refers to the rate of hours attempted vs hours earned per the Graduate Academic Standing Scale below (students must earned at least 50 percent of the first 12sh hours attempted and 67% of the hours that they attempt for that point forward until the completion of the degree).
- Maximum time frame – students must complete their degree requirements within 150 percent of the published length of their academic program to remain eligible for federal financial aid. This is the maximum allowable time for receipt of financial aid regardless of whether the student did or did not received financial aid during any period of his or her enrollment. In addition, students will be allowed to receive institutional financial aid for a maximum of 150 percent of their Published program length.

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

Graduate Academic Standing Scale for all programs

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

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

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

Good Standing is defined as progressing towards graduation with a GPA of 3.0 or greater, and with the amount of earned hours indicated in the Graduate Academic Standing Scale. Students in Good standing should meet with their advisors a minimum of one time during the semester. Financial Assistance continues for students in this status.

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

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

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

Students in this situation must meet all of the conditions contained in the contract.

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

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

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

Academic Dismissal - An Academic Dismissal is a permanent and irrevocable suspension from the University, Probation Appeals Process - students on academic probation are automatically suspended from Financial Aid. The appeals process for students on Academic Probation (A1 and A2) is necessary only for Financial Aid purposes. The "Academic Probation" standing will remain in a student's record even if the FA appeal has been granted.

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

Conditions under which an appeal may be filed:

Appeals will be granted only if one or more of the following conditions exist:

- Death of a student's close member in the family (parents, grandparents, children, close friend or spouse).
- Serious illness of the student or a close family member that can be documented
- The student has a mathematical chance that the GPA will raise to meet the Graduate Academic Standing Scale during an additional probationary period (two terms).

A committee will evaluate all Academic and Financial Aid suspension appeals. An awarding of an academic appeal does not guarantee financial aid reinstatement. For more information on Financial Aid appeals contact the Office of Financial Aid.

Limited Graduate Amnesty Policy

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

Policy Guidelines:

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

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

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

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

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

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

Online Courses

Students who have met the requirements for admission to the Graduate Programs or who are seeking to complete certain prerequisite courses are eligible to take online prerequisite or graduate courses. Students are required to have the computer hardware and software required to access the course information. The grading standards and all other academic policies of the Graduate Programs apply to online courses.

Change of Catalog

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

Course Substitutions

Internal Course Substitution Policy- The substitution of an internal course requirement by another may be approved under the following circumstances:

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

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

Graduate Attendance Policy

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

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

Incomplete Grade (I) - Although calculated for GPA purposes as an F, this grade may be assigned when a student who is otherwise passing the course has not, due to circumstances beyond the student's control, completed all the work in

the course. I grades must be cleared before the midpoint of the semester following the semester in which the I was awarded or the I will automatically become an F. See the Graduate Calendar for official date of I removals.

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

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 will receive this grade. For GPA calculations, the I and AW grade is counted as an F.

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

Academic Probation/Dismissal

Graduate students must maintain a General Point Average (GPA) of 3.0, or 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 term 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 immediately. In addition, 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.

Course Repeat Policy

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

Appeal for Grade Changes

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

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

Graduate Program Requirements and Course Descriptions

Master of Business Administration

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

The Master of Business Administration (MBA) is an *applied practitioner-oriented professional program*. The MBA is grounded in three key elements: (1) applied theory and practice; (2) ethical reasoning; and (3) global awareness. Graduate students progress through an applied curriculum – and will (a) engage in real-time business decisions, (b) consult with organizations and provide marketplace-informed recommendations, and (c) create a holistic understanding of the intricacies of contemporary business. Graduates acquire core foundations of business expertise and application capacity. Through the MBA program, you will discover your key strengths to optimize business practice in the field of your choice.

Graduate Admissions to the MBA

For *Graduate Admissions* see *Part One* of this Catalog.

Additional (MBA) Admission Requirements

In addition to the *Graduate Admissions* requirements outlined in *Part One* of this *Catalog*, the following MBA Admissions criteria must be met:

- Minimum of 5 years professional work experience
- Undergraduate GPA of 2.8 (on a 4.0 scale) or a Graduate Degree from an accredited College or University

MBA Prerequisite Requirements

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

- Accounting I
- Accounting II
- Microeconomics
- Macroeconomics
- Statistics

Students admitted to the MBA program have one year to complete required undergraduate prerequisite requirements.

General MBA Program Requirements

Working knowledge of commonly-used computer software (e.g., word processing, database, spreadsheet) is expected.

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. In addition, students who desire to pursue an MBA degree, must also complete all academic prerequisites and matriculation requirements.
3. All credits (semester hours) used toward the completion of the degree must be no older than seven (7) years at the time of graduation.

Master of Business Administration (MBA) Curriculum Requirements

36 Semester Hours (SH) Required Core:

MBA 700	Business Foundation
MBA 701	Organizational Communications
MSL 702	Organizational Behavior
MBA 703	Quantitative Decision Making*
MBA 704	Managerial Accounting**
MBA 705	Economics for Leadership***
MBA 706	Managerial Finance
MBA 707	Marketing Management
MBA 740	Legal and Ethical Environment of Business
MBA 755	Business Agility
MBA 799	Strategic Management and Leadership

Courses Offered

MBA 599	Introduction to Graduate Studies	3 SH
A course designed to prepare students for graduate level. The course consists of 3, 1-semester hour modules in writing and grammar, research, and quantitative skills. This introductory course does not count toward graduation.		
MBA 700	Business Foundations	3 SH
This course is the first course within the MBA program. It provides an overview of the core areas of business and lays the groundwork for subsequent coursework.		
MBA 701	Organizational Communications	3 SH
Organizational Communications examines theory and practice of effective organizational communication in contemporary organizations including formal and informal communication strategies, managerial presentations, reports, and proposals.		
MBA 703	Quantitative Decision Making	3 SH
The use of mathematical models, statistical analysis and management information systems to improve individual and organizational decision making. Prerequisite: BMAL 311.		
MBA 704	Managerial Accounting	3 SH
Development and use of accounting information for management planning, control, and decision making. Prerequisites: ACCT 201 and ACCT 202; MBA 701, MSL 702.		
MBA 705	Economics for Leadership	3 SH
This course applies economic principles, theories, and thought processes to understand and analyze consumer behavior and behavior of private and public organizations in terms of allocation of resources, production and distribution of output at household, firm, and national levels. Students in this course will become familiar with analytical tools of economics necessary to govern an organization and engage in strategic decision making.		

Economics Prerequisites: ECON 221 and ECON 222 or ECON 591; MBA 700.

MBA 706	Managerial Finance	3 SH
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Provides insights and understanding of financial concepts along with practical approaches to analysis and decision-making. Includes topics such as financial planning, management of working capital, analysis of investment opportunities, source of long-term financing, and dividend policy. Prerequisites: ACCT 201 and ACCT 202, MBA 704.

MBA 707	Marketing Management	3 SH
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Techniques and practical application of planning, market analysis, and strategic design. Emphasis on integration of product, price, promotion, and distribution. Prerequisites: MBA 704, 705, 706.

MBA 709	Professional Speaking and Presentation	3 SH
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Practical applied seminar designed to explore, design, and deliver professional speeches and presentations across a spectrum of business contexts.

MBA 711	Operations Management	3 SH
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Management of the functions required to produce goods or services by an organization through a systems theory perspective. Pre- requisite: MBA 706 Managerial Finance.

MBA 725	Domestic and International Environmental Law	3 SH
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Examines domestic and international environmental law history, treaties, regulatory bodies, and international trade and environmental policy.

MBA 730	International Business	3 SH
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Explores business operations in a global context and the role and influence of cultural, social and ethical variables. Examination of international business structures, strategies, and functions within global economics and world trade.

MBA 731	Seminar in International Business Understanding	1 SH
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A first-hand experience within a foreign setting examining the history and culture of the country visited for a richer understanding of the social, business, and governmental infrastructure.

MBA 740	Legal and Ethical Environment of Business	3 SH
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Legal and ethical issues affecting the manner in which businesses operate, including contracts, product liability, regulation, anti-trust, and employment.

MBA 741	MIS Theory and Design	3 SH
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Represents a managerial approach to enterprise level MIS planning, development, and implementation to support business strategy.

MBA 746	Managerial Negotiations	3 SH
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Explores the processes of bargaining, negotiation, and conflict resolution as managerial activities.

MBA 750	Social Entrepreneurship and Microfinance	3 SH
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Exploration of microfinance principles, methods, and opportunities to impact global business practices.

MBA 752	International Finance	3 SH
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Introduction to the interrelation of global financial markets and economies, global financial systems, balance of payment accounts, trade, theories of real and nominal exchange rate determination and the impact across international business.

MBA 755	Business Agility	3 SH
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Explores key business constructs of business resilience – synthesizing core business area content knowledge and applying it to organizations to optimize market responsiveness and business outcomes.

MBA 776 MBA International Experience 3 SH
 International trip to examine international business through on-site lectures, discussions, and site visits at a spectrum of organizations. Examination of the influence of the history, culture, social, business, and governmental factors on business. Course may be retaken.

MBA 790 Applied Field Project 3 SH
 A faculty-guided independent study offered in cooperation with the student's employer or an organization of choice. The student is required to demonstrate the application of knowledge and skills, acquired from selected MBA core courses, to management situations. The applied field project may begin in any semester. Students have two (2) semesters to complete this course.

MBA 793 Applied Field and Research Project 3 SH
 The Applied Field Project is a faculty guided research-intensive 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.

MBA 794 Comparative International Business Law 3 SH
 Examination of fundamental laws of international trade, licensing, and investment from a managerial perspective, risk and legal complexities associated with foreign markets, and the complexities associated with economic integration across legal, cultural, and ethical dimensions. Prerequisite: MBA 740 or MSL 712.

MBA 795 Applied Research in Business 3 SH
 Faculty-supervised independent study course introducing applied business research techniques, culminating in preparation and submission of a major research project and paper. Students have three (3) semesters to complete this course. Prerequisite: Approval of the MBA Program Director.

MBA 798 Special Topics 3 SH
 Formal courses on topical or special interest subjects on a rotating basis selected by the graduate business faculty.

MBA 799 Strategic Management and Leadership 6 SH
 Strategic Management and Leadership is the MBA Capstone course. You will examine and apply key concepts of strategic management and leadership to inform business decisions and outcomes. The final capstone project will encompass the core content knowledge acquired across the MBA curriculum and demonstrate application mastery.

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

The joint *Master of Business Administration/Master of Science in Leadership* degree infuses key elements from business and leadership to provide a holistic understanding and managerial performance capacity across professional contexts. Completion of this joint degree yields one master's degree in two expertise areas.

The *MBA/MSL* Degree is grounded in three key elements: (1) applied theory and practice, (2) ethical reasoning, and (3) global awareness. Through our applied joint degree curriculum, you will:

- engage in real-time business and leadership decisions
- consult with organizations and provide marketplace-informed recommendations
- create a holistic understanding of the intricacies of orchestrating contemporary business operations.

The joint MBA/MSL provides you the core foundation of business and leadership expertise and the application capacity to optimize implementation in the field of your choice.

Joint MBA/MSL Degree Graduate Admissions

For admission to the joint MBA/MSL degree, see the following criteria: (1) *Graduate Admissions* and *Joint Degree policies* in *Part One* of this *Catalog*, (2) *Graduate Admissions to the MBA* (in the MBA section), and (3) *Joint Degree policies* in *Graduate Academic Programs and Policies* of this *Catalog*.

Prerequisite Requirements

Prerequisite competence at the undergraduate level is required for several courses in the MBA curriculum.

Documentation of study and/or knowledge is required for:

- Accounting I
- Accounting II
- Microeconomics
- Macroeconomics
- Statistics

Students admitted to the MBA program have one year to complete required undergraduate prerequisite requirements.

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.

Joint MBA/MSL Curriculum Requirements

Total 54 Semester Hours

MBA 701	Organizational Communications
MBA 702	Organizational Behavior
MBA 704	Managerial Accounting
MBA 705	Economics
MBA 706	Finance
MBA	Elective 1
MBA 707	Marketing
MBA 740	Legal and Ethical Environment of Business
MBA 711	Operations Management

OR

MBA 730	International Business
MBA 799	Strategic Management and Leadership
MSL 710	Organizational Communication
MSL 712	Ethical Behavior and Employment Law
MSL 715	Critical Thinking for Continuous Improvement

OR

MSL 720	Managing a Diverse Workforce
MSL 730	Human Resources Management

OR

MSL 731	Human Resources Development
MSL 740	Negotiation and Conflict Resolution
MSL 750	Organizational Change Management
MSL 751	Strategies of High Performing Teams
MSL	Elective 2

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, it is appropriate for students making a transition to the field.

A highlight of the program is a seven (7) to nine (9) day international study where students travel to Austria, Canada, Germany, United Kingdom, or other destinations under the supervision of Pfeiffer professors. For admission to the MHA program, see “Graduate Admission” in Part One of this Catalog.

MHA - Competency and Exit Exams

All MHA and joint degree MHA/MBA and MHA/MSL students admitted in the 2018-19 year forth, are required to *pass* the MHA program competency exam after the completion of first 8 core courses of the curriculum. Joint degree students, upon completion of all degree requirements, will in addition, take an Exit Exam for that portion of the program. Only students who are approved for graduation per registrar audit and who sit for these program exams will receive a diploma from Pfeiffer University.

MHA Curriculum Requirements

39 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:

MHA 700	Organizational Communication and Behavior in Health Service Organizations	3SH
MHA 710	Contemporary Health Services Organizations and Systems	3SH
MHA 715	Legal and Ethical Perspectives in Healthcare Administration	3SH
MHA 725	Leadership Perspectives in Health Policy	3SH
MHA 730	Health Economics	3SH
MHA 735	Health Services Information Management	3SH
MHA 740	Health Services Financial Management	3SH
MHA 760	Health Administration Research Methods and Analytics	3SH
MHA 770	Health Services Marketing	3SH
MHA 776	Comparative International Health	3SH

OR

MHA 777	Comparative International Health Study	3SH
MHA 780	Research Applications in Health Administration	3SH
MHA 799	Strategic Health Services Management	3SH

One MSL or MHA Elective (Suggested MSL courses: MSL 730,740,750) 3SH

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

Courses Offered

MHA 700 Organizational Communication and Behavior in Health Service Organizations 3 SH

This course focuses on written and other forms of communication as a management tool to motivate people and problem solve in health service organizations/systems. Students will develop attitudes and analytic abilities through assignments that assess the impact of culture, mission, individuals/groups and organizational structure and processes upon the behavior of health service organizations and systems.

MHA 710 Contemporary Health Services Organizations and Systems 3 SH

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

MHA 712 Population Health 3 SH

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

MHA 715 Legal and Ethical Perspectives in Healthcare Administration 3 SH

Exploration of the ethical and legal implications of various situations found in healthcare settings. Legal foundations,

principles and processes, including the origins of health law, will be emphasized. A major component will focus on issues in biomedical such as: euthanasia, abortion, access to care, and biotechnology.

MHA 725 Leadership Perspectives in Health Policy

3 SH

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

MHA 730 Health Economics

3 SH

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

MHA 735 Health Services Information Management

3 SH

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

MHA 738 Healthcare Human Resources Management

3 SH

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

MHA 740 Health Services Financial Management

3 SH

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

MHA 742 Operations Management and Quality in Healthcare

3 SH

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

MHA 760 Health Administration Research Methods and Analytics

3 SH

This course will provide techniques and uses of research applications in health administration, including assessments, hypothesis testing, and evaluation. Students will learn applied descriptive statistics, correlational methods, and linear regression to gain conceptual and theoretical foundations to pursue advanced research. Students will use SAS and other computer programs for descriptive, quantitative statistical analysis and interpretation of results as well as methods of qualitative analysis.

MHA 770 Health Services Marketing

3 SH

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

MHA 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 780 Research Applications in Health Administration**3 SH**

Faculty-supervised independent study to introduce the student to applied research techniques in health administration. Students will select a health problem/topic to explore in detail through actual data collection/analysis using quantitative, qualitative or mixed methods. The student will prepare a proposal and carry out an IRB approved research project that involves analysis of primary or secondary data, resulting in the creation of a formal research paper.

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 implementing these models within the total health care environment. Topics include the strategic management process, the marketing concept, organizational culture, ethics and marketing research.

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

See the **joint degree** description and policies under the section: "Graduate Academic Programs and Policies" of this Catalog. For admission to the MHA/MBA program see "Graduate Admission" in Part One of this Catalog.

MHA/MBA Joint Degree Curriculum Requirements - 60 Semester Hours Total (SH)

MHA Curriculum Requirements Portion – 36 SH

All MHA/MBA students must satisfactorily complete the following core health administration curriculum:

MHA 700	Organizational Communications and Behavior in Health Services Organizations	3SH
MHA 710	Contemporary Health Services Organizations and Systems	3SH
MHA 715	Legal and Ethical Perspectives In Healthcare Administration	3SH
MHA 725	Leadership Perspectives in Health Policy	3SH
MHA 730	Health Economics	3SH
MHA 735	Health Services Information Management	3SH
MHA 740	Health Services Financial Management	3SH
MHA 760	Health Administration Research Methods and Analytics	3SH
MHA 770	Health Services Marketing	3SH
MHA 776	Comparative International Health	3SH
<u>OR</u>		
MHA 777	Comparative International Health Study	
MHA 780	Research Applications in Health Administration	3SH
MHA 799	Strategic Health Services Management	3SH

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 Portion– 24 SH

In addition, all MHA/MBA students must satisfactorily complete the following course core business curriculum:

MBA 701	Organizational Communications	3SH
MBA 705	Economics for Leadership	3SH
MSL 702	Organizational Behavior	3SH
MBA 706	Managerial Finance	3SH
MBA 703	Quantitative Decision Making	3SH
MSL 710	Effective Leadership	3SH
MBA 704	Managerial Accounting	3SH
One Leadership course preferably:		
MSL 730, 740 or 750		3SH

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

See **joint degree** description and policies under the section: “Graduate Academic Programs and Policies” of this Catalog. For admission to the MHA/MSL program see “Graduate Admission” in Part One of this Catalog.

MHA/MSL Joint Degree Curriculum Requirements - 57 Semester Hours Total (SH)

MHA Curriculum Requirements Portion - 36 SH

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

All MHA/MSL students must satisfactorily complete the following 12 course core health administration curriculum:

MHA 700	Organizational Communication and Behavior in Health Services Organizations	3SH
MHA 710	Contemporary Health Services Organizations and Systems	3SH
MHA 715	Legal and Ethical Perspectives in Healthcare Administration	3SH
MHA 725	Leadership Perspectives in Health Policy	3SH
MHA 730	Health Economics	3SH
MHA 735	Health Services Information Management	3SH
MHA 740	Health Services Financial Management	3SH
MHA 760	Health Administration Research Methods and Analytics	3SH
MHA 770	Health Services Marketing	3SH
MHA 776	Comparative International Health	3SH
<u>OR</u>		
MHA 777	Comparative International Health Study	3SH
MHA 780	Research Applications in Health Administration	3SH
MHA 799	Strategic Health Services Management	3SH

MSL Curriculum Requirements Portion - 21 Semester Hours

In addition, all MHA/MSL students must satisfactorily complete the following core in leadership curriculum:

MSL 702	Organizational Behavior	3SH
MSL 710	Effective Leadership	3SH
MSL 712	Ethical Behavior and Employment Law	3SH
MSL 715	Critical Thinking for Continuous Improvement	3SH
<u>OR</u>		
MSL 720	Managing a Diverse Workforce	3SH
MSL 740	Negotiations and Conflict Resolution	3SH
MSL 750	Organizational Change Management	3SH

Master of Science in Leadership (MSL)

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

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

Graduate Admission

For admission to the MHA/MSL program see "Graduate Admission" in Part One of this Catalog.

Additional (MSL) Admission Requirements

In addition to the Graduate Admission requirements on Part One of this Catalog, MBA students are required the following:

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

Master of Science in Leadership Curriculum Requirements

-36 Semester Hours (SH)

MBA 701	Organizational Communications	3SH
MSL 702	Organizational Behavior	3SH
MSL 710	Effective Leadership	3SH
MSL 712	Ethical Behavior and Employment Law	3SH
MSL 730	Human Resource Management	3SH
MSL 740	Negotiations and Conflict Resolution	3SH
MSL 750	Organizational Change Management	3SH
MSL 751	Strategies for High Performance Teams	3SH
MSL 799	Strategic Management and Leadership	3SH
Electives: from MSL, MBA, or FFI courses		9SH

Master of Science in Leadership: Concentration in Human Resources Requirements

36 SH Core Requirements:

MBA 701	Organizational Communications	3SH
MSL 702	Organizational Behavior	3SH
MSL 710	Effective Leadership	3SH
MSL 712	Ethical Behavior and Employment Law	3SH
MSL 730	Human Resource Management	3SH
MSL 740	Negotiations and Conflict Resolution	3SH
MSL 750	Organizational Change management	3SH
MSL 751	Strategies for High Performance Teams	3SH
MSL 799	Strategic Management and Leadership	3SH

Concentration Requirements:

MSL 720	Managing a Diverse Workplace	3SH
MSL 731	Human Resource Development	3SH
MSL 735	International Human Resources Management	3SH

Master of Science in Leadership: Concentration in International Mgmt.

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

MSL with Concentration in International Management Requirements

36 SH Core Requirements:

MBA 701	Organizational Communications	3SH
MSL 702	Organizational Behavior	3SH
MSL 710	Effective Leadership	3SH
MSL 712	Ethical Behavior and Employment Law	3SH
MSL 730	Human Resource Management	3SH
MSL 740	Negotiations and Conflict Resolution	3SH
MSL 750	Organizational Change management	3SH
MSL 751	Strategies for High Performance Teams	3SH
MSL 799	Strategic Management and Leadership	3SH

Concentration Requirements:

MBA 730	International Business	3SH
MSL 794	Comparative International Business Law	3SH
MSL 776	International Exp.	3SH

OR

MSL 735	International HR	3SH
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Graduate Certificate in Leadership

(12 SH)

MSL 702	Organizational Behavior	3SH
MSL 710	Effective Leadership	3SH
MSL 740	Negotiations and Conflict Resolution	3SH
MSL 750	Organizational Change Management	3SH

Courses Offered

- MSL 702 Organizational Behavior 3 SH**
Organizational structure and theory, work redesign, perception and attribution, learning, motivation, groups, conflict, power, influence, leadership, and decision-making. Organizational behavior within complex work organizations.
- MSL 710 Effective Leadership 3 SH**
This course will examine current and significant issues in effective leadership. Instruction focuses on existing theories and practical applications with emphasis given to the application of the theories on the individual student. Prerequisite: MBA 701 and MSL 702.
- MSL 712 Ethical Behavior and Employment Law 3 SH**
The study of employment law is important because of the impact it has on businesses, management, and employees. This course, Ethical Behavior and Employment Law will focus on: (1) the parameters of the relationship between employer and employee and independent contractor, (2) the procedures for selecting and testing employees, (3) the Civil Rights Act, affirmative action and the various forms of discrimination found in employment, (4) the government regulation of the workplace with regard to unions, collective bargaining, minimum and maximum hours, safety, health, compensation, for injuries and pension/ benefits. Prerequisites: MBA 701 and MSL 702.
- MSL 715 Critical Thinking for Continuous Improvement 3 SH**
Organizational management decision making theories and techniques. Topics presented include factors and conditions that influence decision making in the workplace, the process of rationale decision making, stimulating creativity, and total quality management approaches. Emphasis is given to employee empowerment in the problem solving process and the development of critical thinking skills. Prerequisite: MBA 701 and MSL 702.
- MSL 720 Managing a Diverse Workforce 3 SH**
This course focuses on one of the most controversial issues facing the workplace today: building a diverse workplace. It explores diversity, race and gender as well as other areas. Topics include: ageism, religious diversity, EEOC laws, family tracks vs. corporate ladder climbing, and other issues that will draw from current events in the workplace. Focus will be not only on the topic but also on possible solutions and tips for corporations to develop diversity in the workplace. Prerequisite: MSL 710.
- MSL 725 Ethical Issues in Organizations 3 SH**
The study of ethical behavior is important because of the impact it has on businesses, management, and employees. This course focuses on (1) the reintroduction of the impact of ethics on business operations, the development of an ethical model appropriate for all organizations, (3) how ethical behavior impacts the interactions of organizations as they produce products or services, (4) an understanding of how international cultural-ethical perceptions differ and the impact of those differences on successful management of international operations. Prerequisite: MSL 710.
- MSL 730 Human Resource Management 3 SH**
This course provides students with an overview of current knowledge and techniques used in managing human resources in organizations. Topics covered include: employment Law, role of HR manager in developing job analysis, job description, job design, HR planning, recruiting, selecting, training, developing, performance appraisal, compensation, benefits, and international HR management. Prerequisite: MBA 701 and MSL 702.
- MSL 731 Human Resource Development 3 SH**
Techniques and practical application of training processes within the organizational context with a focus on building a learning organization. Topics may include planning, development, curriculum design, and evaluation techniques. Prerequisite: MSL 710.
- MSL 735 International Human Resource Management 3 SH**
This course will focus on the theories and practices necessary to gain the knowledge and skill to effectively manage an organization's human resources in the global economy of the 21st century. It will focus on human behavior across cultures, international human resource management and building high performance organizations/teams. Prerequisite: MSL 730 or permission of the program director. Prerequisite: MSL 710.

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

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

MSL 750 Organizational Change Management**3 SH**

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

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

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

MSL 752 Global Management**3 SH**

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

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

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

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

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

Master of Science in Financial Fraud Investigations (FFI)

Accounting has evolved from the simple balance sheet to the complex transactions of the contemporary business environment. As business structures have evolved, and the need for financial information has increased, so has the propensity for fraud. In today's capital markets, where transparency has become of paramount importance, the need for specialists in the areas of fraud detection and prevention has increased dramatically. In alignment with the need for specialists in the area of fraud detection and prevention within organizations has been an increased demand by federal and state law enforcement, and other regulatory agencies, for individuals who possess the skills and knowledge to detect fraud, embezzlement, other related white collar crimes, and investigation of the financial activities of organized crime and terrorism. Specialists in financial fraud and fraud examinations are also in demand in civil litigation proceedings; matrimony, business and asset valuations, lawsuits between joint ventures and other business related activities.

Based on the competencies required for fraud investigations and research with professionals in the field of fraud investigations, the following curriculum has been developed to meet those criteria. Students entering the program can be from any undergraduate degree program. Non-Accounting majors should be encouraged to take the Fundamentals

Accounting course (ACCT 591), but are not required to take the course. This program is 30 hours.

Graduate Admission

For admission to the FFI program see “Graduate Admission” in Part One of this Catalog.

Additional (FFI) Admission Requirements

In addition to the Graduate Admission requirements on Part One of this Catalog, MBA students are required the following:

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

Master of Science in Financial Fraud Investigations Curriculum Requirements

Core Courses 21 SH:

FFI 701	Internal Controls & Corporate Governance	3SH
FFI 702	Fraud and the Law	3SH
FFI 703	Fraud Analytics	3SH
FFI 706	Legal elements of Fraud & Litigation support	3SH
FFI 799	Capstone	3SH
FFI 738	Financial Information Analysis	3SH
MBA 701	Organizational Communication	3SH

***Plus 9sh of Specialization (9sh)**

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

Cyber Forensics**

FFI 712	Information Security Assurance I	3SH
FFI 714	Information Security Assurance II	3SH
FFI 717	Advanced Issues in Cybercrime, Cyber Forensics, and Anti-Money Laundering	3SH

Anti- Money Laundering & Law Enforcement**

FFI 717	Advanced Issues in Cybercrime, Cyber Forensics, and Anti-Money Laundering	3SH
FFI 720	Advanced Topics in Criminal investigations	3SH
FFI 740	Contemporary Topics in Money Laundering	3SH

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

Concentration for MBA/MSL

FFI 701	Internal Controls & Corporate Governance	3SH
FFI 702	Fraud and the Law	3SH
FFI Elec	Elective	3SH

Graduate Certificate in Financial Fraud Investigation

FFI 701	Internal Controls & Corporate Governance
FFI 703	Fraud Analytics
FFI 706	Legal Elements of Fraud & Litigation Support
2 FFI	Electives

Certificate in Cyber Forensics

FFI 701	Internal Controls & Corporate Governance
FFI 703	Fraud Analytics
FFI 712	Information & security I
FFI 714	Information & Security II
FFI 717	Advanced Issues in Cybercrime, Cyber Forensics, and Anti-Money Laundering

Courses Offered

FFI 701 Internal Controls & Corporate Governance 3SH

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

FFI 702 Fraud and the Law 3SH

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

FFI 703 Fraud Analytics 3SH

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

FFI 706 Legal Elements of Fraud 3SH

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

FFI 712 Information Security Assurance I 3SH

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

FFI 714 Information & Security Assurance II 3SH

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

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

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

FFI 720 Advanced Topics in Criminal Investigations 3SH

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

FFI 725 Contemporary Issues in Forensic Accounting Theory 3SH

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

FFI 727 Business and Asset Valuation 3SH

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

FFI 730 Advanced Topics in Litigation Support 3SH

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

FFI 799 Capstone 3SH

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

FFI 738 Financial Information Analysis 3SH

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

Master of Science in Global Sport Management (GSM)

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

The program design includes set scheduling and morning classes four days per week in the summer (MTWR) and three days per week in the fall and spring (TWR), thereby enabling students to easily participate in the sporting industry,

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

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

Master of Science in Global Sport Management Curriculum

(30 SH) Core Curriculum Courses

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

GSM 702 - Foundations of Global Sport Management

GSM 704 - Research Methods and Analytics in Sport

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

GSM 708- Contemporary Issues in Global Sport

GSM 710 - Global Sport Governance

GSM 712 - Global Sport Marketing

GSM 790 - Internship/Capstone/Thesis I

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

GSM 714 - Global Sport Media and Communication

GSM 716- Model of Sport

GSM 718 - Global Sport Tourism and Events

GSM 792 - Internship/Capstone/Thesis II

Courses Offered

GSM 702 Foundations of Global Sport Management

3SH

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

GSM 704 Research Methods and Analytics in Sport

3SH

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

GSM 708 Contemporary Issues in Global Sport

3SH

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

GSM 710 Global Sport Governance

3SH

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

GSM 712 Global Sport Marketing**3SH**

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

GSM 714 Global Sport Media and Communication**3SH**

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

GSM 716 Model of Sport**3SH**

Model of Sport is a course that culminates in a study abroad experience, giving them a unique firsthand experience in international sports. The course is designed to introduce students to the model of sport management, marketing, and sports law.

GSM 718 Global Sport Tourism and Events**3SH**

This course examines the global sport tourism and events industry. The social, economic, and environmental sustainability of tourist destinations as well as major sporting event hosting will be discussed. Active sport tourism, event sport tourism, and nostalgia sport tourism models will be analyzed.

GSM 790 Internship/Capstone/Thesis I**3SH**

The internship track involves a paid or voluntary work experience in a sport industry setting where students apply course work, theories, and research from the GSM program. The capstone/thesis track allows students to develop a project or research for both practical and theoretical problems in global sport management.

GSM 792 Internship/Capstone/Thesis II**3SH**

The internship track involves either a continuation of the student's fall internship or a new paid or voluntary work experience in a different sport industry setting. The capstone/thesis track is a continuation of Internship/Capstone/Thesis I which is designed for students to complete their projects and research and present their projects or defend a thesis.

Master of Arts in Marriage and Family Therapy

The Marriage and Family Therapy Program at Pfeiffer University is designed to provide the required academic and experiential preparation for students who intend to pursue licensure as a Marriage and Family Therapist in the state of North Carolina. The MMFT (Master of Arts in Marriage and Family Therapy) degree is offered at both the Charlotte and Raleigh/Durham locations. In collaboration with the American Association for Marriage and Family Therapy (AAMFT), the MMFT Program in Charlotte and Raleigh is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). See accredited MFT graduate schools at www.aamft.org.

Student admission to the program will be determined by a structured application process and the approval of the designated Admissions Committee. Graduation from the Marriage and Family Therapy Program will require rigorous clinical training through the completion of a supervised practicum and internship during a minimum of 3 consecutive semesters, 500 minimum clinical face-to-face hours (a minimum of 40% or 200 clinical hours must be "relational"), mastery of specified COAMFTE competencies, a passing grade on the comprehensive exit exam, and a minimum of 69 graduate semester hours. Students may transfer up to six (6) semester hours of comparable COAMFTE accredited marriage and family program-related graduate level course work on a case by case approval. Students will be in continuous enrollment with a minimum of 6 or a maximum of 9 semester hours during the fall and spring semesters. During the summer semesters, students will enroll in a minimum of 3 and a maximum of 6 semester hours. Additionally, MMFT degree requirements must be completed within five (5) years after enrolling in the program.

Clinical supervision will be provided by an AAMFT Approved Supervisor or AAMFT Supervisory Candidate.

MMFT Graduate Admission

For admission to the MMFT program see “Graduate Admission” in Part One of this Catalog.

Additional (MMFT) Admission Requirements

- In addition to the Graduate Admission requirements in Part One of this Catalog, MMFT applicants are required to meet the following criteria:
- 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.
- A writing sample describing how one’s degree and experiential training will influence your personal and professional goals.
- Current resume.
- Personal interview with Faculty Admissions Committee approval.
- Proof of satisfactory criminal background record check for all states of residence for the past (5) years. MMFT degree requirements must be completed within five (5) years after enrolling in the program.

MMFT Curriculum Requirements

69 SEMESTER HOURS (SH) MINIMUM

Pfeiffer University—Marriage & Family Therapy Program Degree Requirements Checklist (**revised 5/01/2020**)

I. Assessment & Diagnosis: 6 credit hours required, and noted as:

MMFT 604—Diagnosis of Mental & Emotional Disorders	3
MMFT 630—Assessment & Treatment Planning in Family Therapy	3

II. Human Development & Family Relations (9 SH) Credit Hrs.

MMFT 640—Family Therapy: Children & Adolescents	3
PSYC 600—Advanced Human Growth & Development	3
PSYC 615—Advanced Psychopathology in the Family Context	3

III. Practice of MFT (15 SH) Credit Hrs.

MMFT 600—Emerging Cross-Cultural Issues in Families & Communities	3
MMFT 606—Practicum I: Therapeutic Alliance	3
MMFT 607 – Practicum II: Clinical Procedures	3
MMFT 620—Couples Therapy, Theory, and Techniques	3
MMFT 670—Human Sexuality & Contextual Sex Therapy	3

IV. Professional Identity & Ethics (6 SH) Credit Hrs.

MMFT 610—Professional Identity & Issues in Marriage & Family Therapy	3
MMFT 680—Legal & Ethical Implications in Marriage & Family Therapy	3

V. Research (3 SH) Credit Hrs.

PSYC 625—Research Methods & Program Evaluation	3
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VI. Theoretical Foundations of MFT (9 SH) Credit Hrs.

MMFT 601—Introduction to Family Systems	3
MMFT 602—Family Therapy Theories	3
MMFT 621—Advanced Theories & Special Issues	3

VII. Clinical Practice (9-15 SH)*	Credit Hrs.
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MMFT 690—Internship in MFT	3
MMFT 690—Internship in MFT	3
MMFT 690—Internship in MFT	3
MMFT 690A—Internship in MFT (if needed)	
MMFT 690A—Internship in MFT (if needed)	

VIII. Additional Core Coursework (12 SH)	Credit Hrs.
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MMFT 603—Theory & Practice of Group Psychotherapy	3
MMFT 605—Addiction in Family Systems	3
MMFT 608—Crisis Intervention	3
MMFT 685—Advanced Trauma Focused Assessment & Intervention	3

Total Credit Hours Needed to Graduate (69 SH)	69
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1. Supervisors for MMFT 690/MMFT 690A are AAMFT Approved Supervisors or AAMFT Supervisory Candidates under current ongoing supervision. The clinical internship will cover a minimum of (3) consecutive semesters. Additional semesters of clinical internships may be required for those students who are not able to fulfill the clinical hour requirement in (3) semesters. Please note that in order for applicants to be issued a license by the NCLMFT Board, the applicant must receive a passing grade on the Marriage and Family Therapy (AMFTRB) national examination, complete 1,500 hours of clinical experience in the practice of marriage and family therapy, (not more than 500 hours of which were obtained while the candidate was a student in a master's degree program and at least 1,000 of which were obtained after the applicant was granted a degree in the field of marriage and family therapy or an allied mental health field), and document ongoing supervision and coursework consistent with standards approved by the NCLMFT Licensure Board). Students may register and take the AMFTRB national examination at the next group sitting after his/her degree is conferred.
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 **Practicum I MMFT 606 and Practicum II – MMFT 607** and **18 other** semester hours as documented by the following coursework: MMFT 601, MMFT 602, MMFT 604, MMFT 606, MMFT 610, MMFT 630, and MMFT 680. Additionally, MMFT 620 must be successfully completed prior to MMFT 690 or taken concurrently during the first semester of MMFT 690 - Internship. Internship approval will require completion of the MMFT Internship Candidacy Form and the consensus of all current MMFT Program Faculty, the Clinic Director, and the Program Director.
3. 500 minimum clinical face-to-face hours (a minimum of 40% or 200 hours must be relational), mastery of specified COAMFTE competencies, a passing grade on the comprehensive exit exam, and a minimum of 69 graduate semester hours will be required for graduation. A Graduation Audit Checklist will also be fully completed by the student with applicable faculty signatures and delivered to the Registrar's Office before the graduation process is official.
4. An additional lab fee for clinical training (MMFT 690 & 690A) is charged each semester in the amount of \$150.00 per intern to defray the cost of clinic operating expenses and educational supplies.
5. The MMFT program does not discriminate based on age, culture, ethnicity, gender, physical disability, race, religion, or sexual orientation.
6. As part of the application process for the Marriage and Family Therapy Program, background checks are completed for all applicants. A history of any state and/or federal offenses will be reviewed with applicants. Although criminal history does not immediately disqualify an applicant from the acceptance, some offenses may be considered to be incongruent with the criteria and skills essential for success as a marriage and family therapist. Applicants should note that the North Carolina Marriage and Family Therapy Licensure Board and

licensure boards of other states examine criminal history carefully when determining whether an applicant is an asset or liability for licensure. Faculty will help students navigate the licensure process, but are not responsible for decisions determined by a licensure board review. Neither Pfeiffer University nor the MMFT Department will be held liable for board decisions; neither will the NC Licensure Board be responsible for Pfeiffer University policy decisions.

DELTA KAPPA HONOR SOCIETY is an international honor society in Marriage and Family Therapy. To be eligible for membership, students must have completed at least 12 SH of Marriage and Family Therapy courses in an accredited program and maintained a 3.7 overall GPA. The honor cord colors for graduation are red and gold.

Courses Offered

MMFT 600 Emerging Cross-Cultural Issues in Families & Communities F 3 SH

An exploration of therapy issues related to a culturally diverse population, including societal attitudes and behaviors based on gender, race, ethnicity, age, religion, socioeconomic status, sexual orientation, and disability status. The sensitive delivery of interventions to meet the special needs of clients and subsequent research on therapist-client cultural congruence will also be addressed.

MMFT 601 Introduction to Family Systems F 3 SH

This course is an introduction to the history and systemic foundations of the study and understanding of family life with emphasis on the various theories of family process and development. Case examples to help students visualize the complexity of couple and family interaction and the need for both basic and specialized family counseling skills will be introduced.

MMFT 602 Family Therapy Theories S 3 SH

A survey of contemporary, multicultural, and contextual analyses of the major models of marriage and family therapy, the integration of various approaches in relationship therapy, and the research outcomes which document the state of MFT effectiveness. Prerequisite: MMFT 601.

MMFT 603 Theory and Practice of Group Therapy F 3 SH

This course is designed to provide students with theoretical understanding and training in the use of groups in clinical and educational settings. Included will be an application of effective psychotherapy skills and procedures to help prepare students to work with children, youth, and adults in a systemic context. Additionally, students will participate in an ongoing experiential process group throughout the semester. Prerequisites: MMFT 601 & 602.

MMFT 604 Diagnosis of Mental and Emotional Disorders in Family Systems F 3 SH

This course is designed to examine the DSM-5 major classifications of psychological disorders that impede healthy family functioning. Methods of assessment and diagnosis, evidence based research, treatment, and psychopharmacology of these disorders will be studied. Strengths and weaknesses of the current diagnostic system and a multidimensional individual assessment and social history approach including a biopsychosocial-cultural-spiritual intake and mental status exam will be presented.

MMFT 605 Addiction in Family Systems 3 SH

This course is an experiential course and examines the disease model vs. systemic views of addiction and treatment. Markers of abuse and dependence are identified as well as its impact on individuals, couples, and families. Specific attention to a systems perspective and various therapeutic approaches for the treatment of chemical dependency and substance abuse will serve as a critical guide to assessment and intervention efforts. Prerequisites: MMFT 610 & 680.

MMFT 606 Practicum I: Therapeutic Alliance F 3 SH

The initial study of theory, processes, and techniques involved in establishing and maintaining the therapeutic alliance with individuals, couples, and family systems. This course strives to elevate clinical training standards and focuses on learning basic therapeutic skills, specifically, the beginning application of basic attending skills, accurate assessment, and effective treatment through observation and practice.

MMFT 607 Practicum II: Clinical Procedures**S 3 SH**

This is an advanced experiential course designed as a pre-internship experience and onboarding process with transition from the classroom into the clinical experience. Emphasis is placed on the application of concepts, methods, and procedures that ensure high standards of client care through accurate assessment and effective treatment.

MMFT 608 Crisis Intervention**S 3 SH**

This course is intended for advanced students pursuing studies in psychology, criminal justice, counselor education, and the human services and mental health professions. Basic issues and strategies in the theory and practice of trauma and crisis intervention will be addressed including the application of practical helping skills and techniques. Special topics include normal assessment of situation stress and chronic stress, grief and loss, lethality, suicide/homicide, mass disaster, child and elder abuse, domestic violence, rape and assault, violence in the schools and in the work place, post traumatic therapy and recovery, Critical Incident Stress Debriefing (CISD), and compassion fatigue.

MMFT 610 Professional Identity & Issues in Marriage & Family Therapy Sum**3 SH**

A survey of current issues relating to professional identity and functioning in the field of Marriage and Family Therapy including a greater understanding of self-development and the therapist's understanding of self when working with systems. Students will be introduced to the organizational structure of ethical practice including therapist-client agreements, record keeping, professional liability, third party coding and billing, referral resources for special needs, certification and licensure requirements, and the utilization of supervision and consultation in both professional and therapeutic practice.

MMFT 620 Couples Therapy, Theory, and Techniques**S 3 SH**

This course is an experiential course and provides theoretical and practical foundations for the practice of couples therapy including marital and pre-marital work. Students will experience the application of current evidence-based methods for assessing and treating relationship problems from a systems perspective. Students will also have an opportunity to explore a variety of dyadic relationships in which individuals are struggling with common clinical issues that cause distress and dysfunction as well as problems in the therapeutic discourse. Attention will be given to the influence and impact of socio-economic and socio-cultural factors on couple relationships including gender and power, jealousy, infidelity, partner abuse/violence, and sexual abuse. Prerequisites: MMFT 601, 602, 603, 604, 610, 630, & 680.

MMFT 621 Advanced MFT Theories and Special Issues**F 3 SH**

Special focus will be given to advanced theories and practical applications in working with individual, marital, couple, and family systems in the clinical setting, including normative family transitions, family resilience, and interactional patterns that require unique skills in working with special issues and/or having challenging conversations with difficult clients.

MMFT 630 Assessment and Treatment Planning in Family Therapy**S 3 SH**

An advanced look at clinical theory, systemic interviewing skills, biopsychosocial history, methods of assessment and interpretation, family assessment instruments, and systemic interventions for working with couples and families in marriage and family therapy. Prerequisites: MMFT 601 & 604.

MMFT 640 Family Therapy: Children and Adolescents Sum**3 SH**

This course is an experiential course and will present principles of healthy child/adolescent development and techniques used in establishing effective parent-child relationships from the perspective of marriage and family systems. Research, theory, and practice regarding childhood/adolescent diagnostic categories of the DSM-5 will also be studied. Special issues regarding therapy with minors and creative approaches for building mutually desired outcomes including the facilitation of play therapy and/or filial therapy will be explored. Prerequisites: MMFT 610 & 680.

MMFT 670 Human Sexuality & Contextual Sex Therapy**S 3 SH**

This is an experiential course intended to introduce the theory and practice of sex therapy with clinical investigation into the dominant issues of dysfunctional and pathological sexual functioning, and its effects on individuals, couples, and

family systems. Appropriate assessment and intervention methods utilizing a contextual approach will be studied.

Prerequisites: MMFT 601, 602, 604, 610, 630, & 680.

MMFT 680 Legal & Ethical Issues in Marriage & Family Therapy Sum

3 SH

This comprehensive overview stresses the ethical standards of professional therapy, ethical and legal issues, and their applications to various marriage and family tasks. Ethical dilemmas will be examined through a case approach.

Preparation and procedure for legal processes and court testimony will be addressed.

MMFT 685 Advanced Trauma Focused Assessment & Intervention

F 3 SH

This experiential course is intended for advanced students pursuing studies in psychology, criminal justice, counselor education, and the human services and mental health professions. This course will focus on basic skills and strategies of trauma assessment and intervention including empirically supported models for the treatment of trauma. Models taught may include DBT, EMDR, TFEBT, Cognitive Processing Therapy, Traumatic Incident Reduction Therapy, among others. Skills developed will also include the application of practical helping techniques. Special topics may include, but are not limited to, normal assessment of trauma and related symptomatology, neuroscience of trauma, suicide/homicide, domestic violence, natural disaster and community-based trauma, violence in the schools and in the work place, post-traumatic therapy and recovery, and compassion fatigue. Prerequisites: MMFT 601, 602, 604, 608, 610, 630, & 680.

MMFT 690 Internship in Marriage & Family Therapy

F; S; Sum 9-15 SH

The central goal of this course is to assist students in applying theory, modalities, and methods of therapeutic process to face-to-face counseling sessions. Interns will learn the process of proper record keeping, confidentiality, intake processes, and treatment planning. Interns will participate in the process of supervision of counseling and case conferencing which are processes that must evolve following graduation from the MMFT program in preparation for licensure and onto clinical practice. Interns will be encouraged to integrate theory and practice into their client sessions. This class is designed for structured supervision of advanced students in Marriage and Family Therapy. Appropriate placement in a clinical marriage and family therapy setting will include 500 hours of client contact hours (40 % must be relational) over a minimum of 3 consecutive semesters, and a total of 100 hours of supervision by an AAMFT Approved Supervisor or AAMFT supervisory Candidate (30 hours of individual supervision and 70 hours of group supervision). Note: Of the 100 required hours, 50 must be live supervision. Lab fee: \$125.00 per semester. Prerequisite: Permission of MMFT Program Faculty, Clinic director, and Program director.

MMFT 690A Internship in Marriage & Family Therapy

F; S; Sum 3 SH

This course designation is a Pass/Fail course available only during the 4th and 5th semesters of the formal clinic experience in order to complete the required 500 hours for graduation. Student interns who have successfully completed a minimum of (3) consecutive semesters of MMFT 690 with a letter grade of A or B and concurrently fulfilled all applicable core competencies, yet have not fully acquired the 500 hours of clinical direct client contact, may opt to enroll in MMFT 690A with the written approval from his/her assigned clinic supervisor and the Clinic Director. Even though required clinical hours may be completed by mid- semester, clinical participation is required during the full semester.

MMFT 698 Special Topics

F; S; Sum 3 SH

Formal courses of specialized interest will be offered on a rotating basis. At least one topic may be offered during any one semester as an elective course. A specific title will be used for each course and will be entered on the student's transcript. The intention of this course is to permit the student to pursue special topics in professional therapy, e.g., Career Development and Life skills, Appraisal of the individual, Play Therapy, Gerontological Counseling, Art Therapy, etc.

PSYC 600 Advanced Human Growth & Development

S 3 SH

An examination of the principles of human development and a survey of the stages of lifespan development from prenatal & neonatal development to death and bereavement with emphasis on the resultant issues influencing family development and its subsequent therapeutic process. Developmental crisis, play therapy, elder care, addictive behavior, psychopathology, biopsychosocial factors, and environmental influences are discussed.

PSYC 615 Advanced Psychopathology in the Family Context**S 3 SH**

This course is designed for advanced students in the helping professions who will need a broader and firmer background in psychopathology and psychopharmacology to administer client care at a professional level. Students will examine the interactive processes hypothesized in the etiology and maintenance of various mental and emotional disorders, and be introduced to effective treatment planning and the combined effects of currently used psychotropic medications. Diagnostic dilemmas and approaches with special emphasis on cultural and ethical considerations will be presented with an overall focus on the development of strong diagnostic skills.

PSYC 625 Research Methods & Program Evaluation**F 3 SH**

This introductory course is designed to enable graduate level students to read and understand existing research literature, to understand principal research methods, and to apply research principles to the conduct of research projects. This course lays a foundation upon which other counseling courses build during the graduate program in preparing students for the counseling profession.

PSYC 630 Optional: Statistical Application and Research Design**S 3 SH**

This course includes an overview of statistical theory and application for students planning to complete a master's thesis in marriage and family therapy. Students will learn basic statistical concepts including appropriate research design, and how to conduct research aimed at enhancing their studies in marriage and family counseling. An original research project will be required using the SPSS computerized data analysis method. Prerequisite: Permission of MMFT Program Faculty and Program director.

PSYC 635 Optional: Thesis Completion Sum**3 SH**

Prerequisite: Permission of MMFT Program Faculty and Program director.

Master of Arts in Practical Theology (MAPT)

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.

Graduate Admission

For admission to the MAPT program see "Graduate Admission" in Part One of this Catalog.

Additional (MAPT) Admission Requirements

In addition to the Graduate Admission requirements MAPT students are required the following:

- 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 semester hours of graduate study at Pfeiffer University at Charlotte.

MAPT Transfer Credits

Students who choose to enroll in the Master of Arts program may transfer up to fifteen (15) semester hours, eighteen (18) for the mission/evangelism track. Only three (3) courses (9 SH) of the core curriculum will be accepted from transfer credits. Transfer credits must be earned from an accredited graduate school or seminary with a grade of “B” and earned within the past ten years. Only credits earned at Pfeiffer University are used in calculating the GPA. Since the degree program in Practical Theology endeavors to relate the theoretical to the practical and to provide for individual needs, courses in religion, practical theology, social sciences, fine arts, business, and education are useful in the profession. Credits transferred must be courses which are deemed as educational experiences with application in the ministry of Practical Theology by the admissions committee.

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

Degree Candidacy

All students who wish to become a candidate for a Master of Arts degree must make application to the Director of the Master’s Degree Programs in Practical Theology. Application must be made after satisfactory completion of thirty-three (33) semester hours. Master of Arts in Practical Theology degree requirements must be completed within seven (7) years from the time enrolling in the program.

Master of Arts in Practical Theology Curriculum- 40 Semester Hours (SH)

Curriculum Requirements Core Courses (22 SH):

MAPT 609	Servant Leadership in the Church	3 SH
MAPT 630	Survey of the Old Testament	3 SH
MAPT 615	Systematic Theology in the Contemporary World	3 SH
MAPT 631	Survey of the New Testament	3 SH
MAPT 616	Critical issues in Christian Ethics	3 SH
MAPT 651	Practical Theology Seminar	3 SH
MAPT 618	Spiritual Formation	3 SH
MAPT 690	Capstone	1 SH

Students may complete the degree with a combination of any additional 18 SH from the MAPT program or may choose from one of the specialization tracks below.

Specialization Tracks for the MAPT Degree

1. Christian Education/Age-Level Ministries (9 SH)

a. Christian Education Generalist

- MAPT 608 Teaching/Learning: Foundations for Christian education
 MAPT 642 Teaching for Biblical Faith and Spiritual Formation

Plus at least one age level course from the following:

MAPT 611, MAPT 612, MAPT 613, MAPT 614, MAPT 623

b. Christian Education/Youth Ministries Specialization (18 SH)

- MAPT 608 Teaching/Learning: Foundations for Christian education
 MAPT 642 Teaching for Biblical Faith and Spiritual Formation
 MAPT 612 Adolescent World
 MAPT 613 Christian Education with Youth

c. Christian Education/Children's Ministries Specialization (18 SH)

MAPT 608	Teaching/Learning: Foundations for Christian education
MAPT 642	Teaching for Biblical Faith and Spiritual Formation
MAPT 611	Ministries with Children and Families
MAPT 623	Godly Play: A Ministry of Christian Formation for Children

2. Pastoral Care & Counseling (15 SH)

*MAPT 601	Integrative Pastoral Psychotherapy
*MAPT 603	Pastoral Theological Method in Pastoral Psychotherapy
MAPT 619	Spiritual Direction
MAPT 641	Counseling
MAPT 695	Clinical Pastoral Education

3. Missions/Evangelism (9 SH)

MAPT 602	Introduction to the History of the Church
MAPT 605	Christian Mission and Globalization in an Interfaith World OR
MAPT 606	Evangelism in the Contemporary Church & World
MAPT 625	Christian Worship

4. CHURCH ADMINISTRATION (12 SH)

MAPT 642	Teaching for Biblical Faith and Spiritual Formation
OR	
MAPT 608	Teaching/Learning
OR	
MAPT 605	Christian Missions and Globalization in an Interfaith World
MBA 702	Organizational Behavior
MSL 740	Negotiation and Conflict Resolution
MSL 750	Organizational Change Management

Plus an additional six semester hours (2 courses) as Electives"- Students who take MSL 710 Effective Leadership as an elective will be eligible for the "Graduate Certificate in Leadership".

Additional Electives:

MAPT 604	Pastoral Diagnosis
MAPT 620	United Methodist History, Doctrine and Policy
MAPT 626	Theology and Christian education
MAPT 627	Communication Through Creative Arts
MAPT 652	Masters Praxis
MAPT 665	Practicum in spiritual direction/Companionship
MAPT 697	Special Topics in Bible
MAPT 698	Special Topics
MAPT 699	Independent study
MAPT 710	Effective Leadership

For United Methodist Students Seeking Ordination as Deacons

Those students who are United Methodist and seeking ordination as permanent deacons must be in contact with their Conference Board of Ordained Ministry for specific instructions. Generally, The United Methodist Church accepts the Master of Arts in Practical Theology plus the completion of the Basic Graduate Theological studies from an approved seminary. Pfeiffer University offers these courses through the Center for deacon education.

Center for Deacon Education

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

MAPT 606 Evangelism in the Contemporary Church & World**3 SH**

Students engage theological foundations of Christian evangelism in today's global context. 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 (UMC) as specified in The Book of Discipline and fulfills a requirement for certification in Evangelism by UMC.

MAPT 608 Teaching/Learning: Foundations for Christian Education**3 SH**

This course surveys historical, theological, and philosophical bases of Christian Education with attention to ways that people learn. It includes how to facilitate learning, what to teach, choosing and creating appropriate curriculum resources. It is the foundational course for anyone engaged in educational ministries. This course meets the requirements for certification in Christian Education for The United Methodist Church and Children's Ministry.

MAPT 609 Servant Leadership in the Church**3 SH**

An introduction to the administrative and educational ministries of the Church. This course involves an examination of leadership styles, church organizational structures, group processes, recruitment and training as both professional and lay persons join together in the Christian Educational ministry of the Church. May be taken by non-degree students for undergraduate credit. This course fulfills one of the requirements for certification in the United Methodist Church.

MAPT 611 Ministries with Children and Families**3 SH**

This course assists Christian religious educators with their ministries with children and families. Students learn prevalent developmental theories and philosophies about accompanying children, parents, siblings and other significant mentors on their spiritual journeys. They examine resources, programs, weekday education, policies, supervision, and methodologies for effective ways that the church can meet the needs of contemporary families. This course fulfills one of the requirements for certification in the United Methodist Church.

MAPT 612 Adolescent World**3 SH**

A course designed to develop an understanding of youth in today's world. Attention will be given to the personal, moral, social and religious development of youth and how these factors impact the educational ministry with youth. This course fulfills one of the requirements for certification in youth ministry through the United Methodist Church.

MAPT 613 Ministries with Youth**3 SH**

A survey of practical strategies for Christian education with youth. A major focus of the course will be the exploration of resources and the development of program planning for a ministry with youth in the local church. This course fulfills one of the requirements for certification in Youth Ministry through the United Methodist Church.

MAPT 614 Ministries with Adults**3 SH**

This course examines the development of adults as they move through the various stages of adult life. The transitions in the adult life will be the basis for surveying approaches to the Christian education with adults, including ways adults learn, faith development and resources for program planning with adults. This course fulfills a requirement for certification in Older Adult Ministries in the United Methodist Church.

MAPT 615 Systematic Theology in the Contemporary World**3 SH**

This course will examine the contemporary Christian theological understanding of God, sin/ evil, Jesus Christ, salvation, church and ethics. From exploration of these perspectives, students will begin to formulate and articulate their own theological beliefs.

MAPT 616 Critical Issues in Christian Ethics**3 SH**

This course is an introduction to the field of Christian Ethics. By practicing disciplined reflection on ethical issues, students will learn to use various methods in ethics, and how to employ responsibly different sources, such as Scripture, Christian traditions, social sciences/ philosophy, and experience, in ethical argument.

MAPT 618 Spiritual Formation**3 SH**

An orientation to the history and practices of spiritual disciplines for personal and parish renewal, this course particularly emphasizes prayer and its relationship to worship, discernment processes, prophetic witness, and Christian servant leadership. It provides resources for personal and corporate spiritual formation. This course meets the academic requirements for certification in Spiritual Formation in The United Methodist Church.

MAPT 619 Spiritual Formation - Spiritual Direction/Companionship**3 SH**

Students will practice focusing attentiveness to God, listening skills, psychological awareness, personal spiritual disciplines, spiritual formation's historical background, including formative Wesleyan spirituality, and ethical issues for fostering this supportive relationship. They acquire training in ways to offer spiritual guidance and friendship. The course emphasizes many prayer practices, spiritual guidance, personal and professional development. This course is required for Spiritual Formation Certification in the United Methodist Church.

MAPT 620 United Methodist History, Doctrine and Polity**3 SH**

An examination of the historical tradition, doctrine, and structure of the United Methodist Church. This course fulfills the United Methodist Studies requirement for certification in Christian education, youth, music and evangelism. This does not fulfill the requirement for those seeking ordination as Deacons. May be taken by non-degree students for undergraduate credit.

MAPT 623 Godly Play: A Ministry of Christian Formation for Children**3 SH**

A study of the educational and theological foundations, and of the resources and story materials for implementing a particular ministry of Christian formation for children. Opportunity will also be provided for examining the spirituality and learning styles of children, exploring sacred space and the classroom environment, and practicing the teaching roles and skills involved in this approach to the Christian nurture of children.

MAPT 625 Christian Worship**3 SH**

An exploration of the history, development and meaning of worship. Attention will be given to designing worship for various settings and experimenting with creative forms of worship.

MAPT 626 Theology and Christian Education**3 SH**

This course will examine traditional Christian doctrines through the writings and teachings of selected twentieth century theologians. Students will learn both the historical development of major doctrines and the particular meanings offered by contemporary interpreters. The course will also include the use given to these doctrines in the faith, worship, and work of the modern Church community. May be taken by non-degree students for undergraduate credit. This course fulfills the theology requirement for all certifications in the United Methodist Church.

MAPT 627 Communication through Creative Arts Media**3 SH**

An introduction to various ways of expressing Biblical stories, religious and theological thoughts and concepts. The course varies depending on the selection of subject matter. Some possible topics are: mime, storytelling, puppetry, and the use of media in Christian education.

MAPT 630 Survey of the Old Testament**3 SH**

A survey of the Old Testament and the issues most relevant to its academic study. Both historical and theological approaches to the text will be emphasized, as well as the integration of these approaches with the tasks of Christian education.

MAPT 631 Survey of the New Testament**3 SH**

A survey of the New Testament and the issues most relevant to its academic study. Both historical and theological approaches to the text are emphasized, as well as the integration of these approaches with the tasks of Christian education.

MAPT 641 Counseling**3 SH**

An introduction to basic theories and skills related to an understanding of the human personality and the ministry of counseling in the effort to establish helping relationships in Christian Education.

MAPT 642 Teaching for Biblical Faith and Spiritual Formation 3 SH

This course is a study of the biblical message, the nature of the Bible, its role in congregational contexts and processes that nurture spiritual formation and discipleship. Students ascertain the relation of the Bible to Christian Education and Spiritual Formation. They experience teaching approaches and methodologies appropriate for the Church's book of faith and life. This course fulfills the Bible requirement for all certifications in the United Methodist Church

MAPT 651 Practical Theology Seminar 3 SH

This seminar offers an orientation to the field of Practical Theology and an overview of methodologies for doing practical theological reflection in a variety of contexts. Practical Theology is concerned with Christian action; therefore we utilize practical theological methods to help us explore the connections between our religious traditions and convictions and the way that we do ministry.

MAPT 652 Master's Praxis 3 SH

In the "Culminating experience" students demonstrate their competency in Practical Theology and integration of course work in their ministry of Practical Theology. In consultation with faculty and/or advisor, students may choose to do a research paper, field assessment, or project related to their discipline. Students will submit an extensive proposal for their Master's Praxis to the program director by August 1st for any research segment or project segments that will be done during the upcoming academic year/ summer. The specific format for this proposal is available from the program director. Faculty will review and approve proposals and assign faculty advisors.

MAPT 662 Field Study 3 SH

This is a semester-long field education placement and is an optional elective for any track applicable.

MAPT 665 Practicum in Spiritual Direction/Companionship 3 SH

The practicum provides supervised field education in spiritual guidance of individuals and groups, extending over an academic year. This includes students' own regular engagement with a spiritual director, monthly participation in a peer supervision group, personal written reflection, and a minimum of one spiritual retreat with professor. Prerequisite: MAPT 618 and MAPT 619. This course is required for Spiritual Formation Certification in The United Methodist Church.

MAPT 690 Capstone 1 SH

Students will demonstrate integration and mastery of the core competencies and their chosen tracks in MAPT. Students will formulate well-reasoned theological and ethical positions, engage social contexts, examine the relevance of Scripture and History, and demonstrate their vocation and spiritual formation through examination. This course should be taken some time after the student has complete 30-33 SH. Offered every spring.

MAPT 695 Clinical Pastoral Education 3SH

Clinical Pastoral Education (CPE) (with Carolina Health Care System) CPE develops the capacity for the pastoral and spiritual care of individuals, families, and systems. This course provides an opportunity to apply and practice pastoral care skills with patients and their families under faculty supervision. Students gain the opportunity to hone their listening and care-giving skills and will learn to integrate theological, psychological, and sociological aspects of spiritual care. The course brings theological students and ministers of all faiths into supervised encounter with persons in crisis. This course requires 300 hours of clinical (in the hospital or congregation) ministry. Students on the Pastoral Care and Counseling track are required to do supervised Clinical Pastoral Education (CPE) as their master's culminating experience. Students pursuing deacon ordination are advised to complete this course as their culminating experience for the degree.

MAPT 697 Special Topics in the Bible 3 SH

Courses of special interest in the Bible will be offered, such as studies on specific biblical texts, for example, the Pauline epistles, eschatological or wisdom literature.

MAPT 698 Special Topics 1-3 SH

Courses given on topical or special interests. A special title will be used in each instance and will be entered on the student's transcript. The intention of this provision is to permit flexibility in the curriculum for the student and to

provide opportunities for study of issues not contained in the curriculum. Some special topics are: Christian education and the Future, Drug Education, Christian Education, and Human Sexuality.

MAPT 699 Independent Study

3 SH

With the guidance of their faculty advisor, students who have completed the required foundation courses may request an independent study. The purpose of this course is to meet specific needs of the student and to provide opportunity for intense research on a topic not in the curriculum. A professor with competence in the student's area of study will guide the course and set requirements acceptable to the MAPT Program Director and the dean of the school of religion.

Master of Arts in Teaching (MAT)

The Master of Arts in Teaching Special Education (MAT) is a 36- semester hour degree program. It is designed to prepare individuals interested in entering the teaching field with the knowledge, skills and dispositions needed to seek professional licensure. Students may pursue of two tracks within this degree: Elementary Education (K-6) or Special Education (General Curriculum K-12)

Conceptual Framework

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

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

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

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

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

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

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

Domain 4. Professional Responsibilities - The professional teacher is responsible, not only to the students, but also to the entire learning community and to the teaching profession. Therefore, the teacher as servant leader models

excellence in support of the school and the profession. Moreover, the teacher has an advocacy role to help assure that settings outside the classroom in which the student participates also promote healthy development.

Teacher Licensure

The MAT program includes two phases and leads to recommendations for North Carolina licensure in Special Education-General Curriculum or Elementary Education. Students who complete Phase I and earn qualifying scores on all of the required licensure exams will qualify for a recommendation for initial North Carolina Standard Professional I licensure. With completion of Phase II, candidates will be recommended for the advanced (“M”) license. In Phase II of the program, candidates must meet the advanced level standards specified by the North Carolina Department of Public Instruction.

Graduate Admission

For admission to the MAT program see “Graduate Admission” in Part One of this Catalog.

Additional (MAT) Admission Requirements

In addition to the Graduate Admission requirements MAT students are required the following:

- Response to an application prompt.
- Three (3) letters of recommendation from individuals familiar with the applicant’s dispositions that are related to teaching (using Division of Education Recommendation Form).
- General Knowledge Licensure Exam (This score may be submitted after admission to the University but before the student has completed 6 SH of coursework and applies to the Teacher Education Program)
- Documentation of Computer Literacy by portfolio or approved course work from an accredited 2- year or 4- year institution of higher education. (Documentation of computer literacy may be submitted after admission to the University but before the student has completed 6 SH of coursework and applies to the Teacher Education Program.)

Submit all documentation to: **Pfeiffer University at Charlotte**
Office of Graduate and Degree Completion Admissions
 1515 Mockingbird Lane, Suite 100
 Charlotte, NC 28209
 Phone (704) 945-7340
gradadmissions@pfeiffer.edu

Admission to the Teacher Education Program

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

- **Content Knowledge** - based on transcripts of all undergraduate and graduate study and score on the General Knowledge Licensure exam.
- **Computer Literacy** - based on a portfolio to include word processing, spreadsheet, and a multimedia presentation or approved coursework from his/her undergraduate experience.
- **Dispositions** - based on letters of recommendation and ratings on the Division’s dispositional assessment.
- If an applicant has a GPA of 2.75 from a regionally accredited college or university, a qualifying score on both components of the General Knowledge Licensure Exam, three satisfactory reference letters, documentation of computer literacy, and an acceptable response to the admissions essay, the applicant may be admitted directly to the Teacher Education Program at time of admission to the university.
- If an applicant is **not** admitted to the Teacher Education Program at the time of admission to the University, the applicant must request admission to the Teacher Education Program after successful completion of six (6) semester hours. At this time, the Division of Education Graduate Faculty reviews the student’s qualifications for admission to the Teacher Education Program. The Division of Education Graduate Faculty will assess the candidate on the following standards: content knowledge, computer literacy, and dispositions in the four domains of the conceptual framework. The following data will be used for this assessment.
 - A grade of “B” or higher on six (6) semester hours of course work in the MAT program.

- Score on the General Knowledge Licensure Exam
- Documentation of computer literacy.
- Assessment of the candidate's dispositions by all Pfeiffer Division of Education faculty members who have taught the student.

The Division of Education Graduate Faculty will make a recommendation to the Teacher Education Board regarding formal acceptance into the program. Final approval of all applications is subject to the discretion of the Teacher Education Board (TEB), a faculty committee with representatives from all of the licensure areas. Teacher candidates must demonstrate identified dispositions of successful teachers and be mentally, physically, morally, and emotionally suitable for teaching. Teaching candidates are notified in writing of the decision/recommendation(s) of the TEB.

Additional content area course work at the undergraduate level may be required for candidates for admission into the Teacher Education Program if content knowledge weaknesses are identified.

Master of Arts in Teaching candidates may request a waiver from up to three courses in the initial licensure phase of the program based on successful completion of previous coursework that demonstrates mastery of the content at the initial licensure level. A waiver form and appropriate documentation must be presented to the Graduate Education Faculty for review. Candidates will be informed in writing of the decision.

Academic Advising

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

Academic Load

A full academic load is defined as six (6) credit hours during any semester. During the six week summer sessions, a full academic load is defined as two courses per session. Candidates wishing to register for more than a full load in any semester must submit a written request to their respective advisors. These requests will be reviewed by the Program Director and approved by the Division of Education Graduate Faculty. Candidates will be notified, in writing, of the decision.

Academic Deficiencies

The Division of Education Graduate Faculty reviews each candidate's undergraduate transcript for specific content competencies. Content deficiencies are reported to the candidate and his/her advisor. The University reserves the right to make curricular recommendations to the candidate's program. These recommendations could require that the candidate take undergraduate courses without receiving credit toward the MAT Program.

Academic Probation

Candidates must maintain a GPA of 3.0 on a 4.0 scale to be in acceptable academic standing. At the graduate level, a grade of "C" indicates below average performance. Only two grades of "C" may be applied to the MAT-SPED degree. Candidates who do not maintain a 3.0 GPA are placed on academic probation. Candidates on probation must achieve a GPA of at least 3.0 in the semester following placement on probation and must achieve an overall GPA of at least 3.0 within two (2) semesters. Failure to maintain this standard may result in suspension from the program by action of the Division of Education Graduate Faculty and the Teacher Education Board. Candidates who have been suspended from the program may reapply after two (2) semesters, not including summer terms. Re-admission is not guaranteed. Re-admitted candidates must achieve a GPA of 3.0 in the semester in which the candidates reenter the program. The Division of Education Graduate Faculty will review candidates who do not maintain a 3.0 GPA for possible suspension. A second suspension will result in permanent dismissal. Only course work at Pfeiffer University is used in calculating the GPA. Additional academic probation, suspension, and dismissal policy information can be found in the policies section of the Graduate Catalog. The Division of Education adheres to all of the University policies related to probation, suspension, and dismissal.

Licensure Endorsements

Candidates seeking an endorsement for licensure through the Division of Education at Pfeiffer University must meet **ALL** of the requirements for the appropriate license (as specified by the North Carolina Department of Public Instruction and the Division of Education at Pfeiffer) in effect **at the time of program completion**. Candidates seeking an advanced (“M”) level licensure endorsement must have met **ALL** of the requirements for the initial level license, including any testing requirements, before Pfeiffer University’s Licensure Officer can make a recommendation for the license being sought.

MAT Curriculum Requirements

36 Semester Hours

Licensure Phase I	Initial Level (24 SH)	
EDUC 604	Advanced Educational Psychology	3SH
EDUC 605	Diversity, Exceptionality, Multiculturalism	3SH
EDUC 654	Reading: Curriculum, Instruction, and Assessment	3SH
EDUC 611	Mathematics: Curriculum, Instruction & Assessment	3SH
EDUC 612	Assessment of Students with Diverse Needs	2SH
EDUC 614	Differentiating Instruction	2SH
EDUC 628	Workshop in Behavior Management	2SH

Choose 3 SH from:

EDUC	657	Integrating Science & Social Studies
EDUC	668	Problem-based Learning
STEM	601	Using Technology to Enhance STEM
SPED	618	Collaboration
SPED	628	IEP Development
SPED	607	Special Education Service Coordination

Choose 3 SH from:

EDUC	621A	Internship in Elementary Education
SPED	621A	Internship in Special Education
EDUC	622	Foundations of Teaching Practice

Phase II: Advanced Level 12 SH

EDUC 660	Research and Assessment
EDUC 661	Instructional Leadership in Diverse Setting
EDUC 614	Master’s Project
EDUC 659	Clinical Experience and Seminar

Master of Science in Education (MSE)

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

Graduate students are expected to demonstrate abilities in analyzing, planning and critical thinking in relation to specific problems and issues in education. These skills are evaluated in each course as well as in a culminating experience.

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

The Pfeiffer University Master of Science in Education degree program enables teachers to achieve the advanced level standards of the North Carolina Department of Public Instruction for advanced teacher preparation. Completion of the MSE degree, in the elementary and special education tracks, leads to a recommendation for advanced “M” licensure in North Carolina.

Graduate Admission

For admission to the MSE program see “Graduate Admission” in Part One of this Catalog.

Additional (MSE) Admission Requirements

In addition to the Graduate Admission requirements MSE students are required the following:

- An essay in response to a designated prompt.
- Three letters of recommendation from creditable individuals familiar with the applicant’s abilities to teach.
- A copy of the candidate’s current teaching license or proof of eligibility.

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

Admission to the Teacher Education Program

When the candidate has taken 6 semester hours, s/he may apply for admission to the Teacher Education Program at Pfeiffer University. The candidate’s advisor and program director will assist with the application process. The Division of Education Graduate Faculty will review the candidate’s application and qualifications for admission to the Teacher Education Program. For review, the applicant must provide the following to the Division of Education Graduate Faculty:

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

Considering these evidences, the Division of Education Graduate Faculty assesses the candidate in terms of academic success, content knowledge, pedagogical skill, professional dispositions, and the major components of the Division’s Conceptual Framework. A recommendation for admission to the Teacher Education Program is made on the basis of this assessment and is reported to the Teacher Education Board. The Teacher Education Board reviews the recommendation and can formally admit or decline s the candidate’s application to the Teacher Education Program. Applicants will be notified, in writing, of the decision.

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

Master of Science in Education Curriculum

CURRICULUM REQUIREMENTS: 34 Semester Hours

EDUC 606	Curriculum and Instruction as Tools	3SH
EDUC 660	Research & Assessment	3SH
EDUC 661	Instructional Leadership for Diverse Settings	3SH
EDUC 655	School Law & Professional Ethics	3SH
EDUC 663	Comprehensive Exam	1SH
EDUC 614	Master's Project	3SH
EDUC 659	Clinical Experience & Professional Development Seminar	3SH

Choose 1 Contemporary Issues Course (3 SH):

SPED	646	Contemporary Issues in Special Education
EDUC	616	Contemporary Issues in Elementary Education
STEM	607	Contemporary Issues in STEM Education

Choose 4 Specialization (Content & Technology) Courses (12 SH):

SPED	643	Integrative Technology to Support Learners
SPED	644	Consultation & Collaboration
SPED	648	Diagnostic & Corrective Mathematics
EDUC	656	Diagnostic & Corrective Reading
STEM	601	Using Technology to Enhance STEM Education
STEM	603	Science & Engineering in Inquiry Settings
STEM	605	Math as an Interdisciplinary Topic
EDUC	668	Problem-Based Learning in Class.
EDUC	603	Technology for the 21 st Century Classroom
EDUC	657	Integrating the Curriculum through Science and Social Studies
EDUC	680	Supervision for Learner & Teacher Evaluation
EDUC	690	Practicum in Supervision

Other electives selected in consultation with program advisor.

Candidates interested in licensure endorsement should meet with their program director/program advisor to develop a licensure plan. At the present time, advanced licensure (NC M-level) endorsement is available in elementary education and special education (general curriculum). Endorsement for curriculum and instruction specialist is pending with the NC Department of Public Instruction.

3-2 Program in Elementary Education

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

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

- Complete all of the required coursework in the 3-2 Program in Elementary Education (150 SH) as required by the University;
- Complete prescribed courses in elementary education (K-6);
- Earn a grade of C or better in each education (EDUC) and (SPED) course;
- Earn a grade of C or better in HPED 210;
- Earn a grade of C or better in science courses, ENGL 101, 102, MATH 210M, 211, or higher level

course and HSTY courses;

- Complete an e-portfolio demonstrating mastery of State of North Carolina standards for teacher candidates. **E-portfolio subscription carries a one-time cost of \$180 (for a 5 year subscription).**
- Pass licensure examinations required by the NC Department of Public Instruction (NCDPI) for elementary teacher candidates.

Teacher Licensure

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

Terminating Enrollment in the 3-2 Program In Elementary Education

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

Requirements for Admission to the 3-2 Graduate Portion

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

- Application Form for the Division of Graduate Studies at Pfeiffer University;
- Transcript of all coursework completed at Pfeiffer University indicating a GPA of 3.0+;
- Written essay response to a program-specific prompt;
- Three (3) letters of recommendation from individuals familiar with the applicant’s dispositions that are related to teaching using the Division of Education Reference Form;
- Passing scores on the licensure examinations required by the NC Department of Public Instruction for the field of elementary education.

Admission to the Teacher Education Program

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

Elementary Education Curriculum for 3-2 Program 54 SH Minimum

Professional Core Studies: (25 SH)

Curriculum Requirements

EDUC 205	Introduction to Teaching	*
EDUC 225	Educational Technology	3
EDUC 306	Learner and Learning I	3
EDUC 475/6	Licensure Preparation	1
EDUC 510	Student Teaching –K-6	12
OR		
SPED 250	Behavior Management for Exceptional Children	3

SPED 301	Assessments in Students	3
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Specialty Studies: (29 SH)

EDUC 215V	Arts in the Elementary School	*
EDUC 307	Learner and Learning II	3
EDUC 407	Practicum in Elementary Ed I	1
EDUC 408	Practicum in Elementary Ed II	1
EDUC 412	Teaching Reading in the Primary Grades	3
EDUC 520	Cross Curricular Reading	3
EDUC 441	Science Methods in the Elementary School (WI)	3
EDUC 442	Math Methods in the Elementary School	3
EDUC 443	Social Studies Methods in the Elementary School (WI)	3
EDUC 444	Language Arts in the Elementary School	3
HPED 210	Health & Physical Education in Elementary School	3
SPED 200	Introduction to Teaching Students with Exceptional Needs	3

*Listed under General Education as a required course.

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

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

Writing (3 SH)

ENGL 102W College Writing

Literary Study (3 SH general education)

ENGL/EDUC 299L Children's Literature (WI)

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

HSTY 203 North Carolina History

1 course selected in consultation with advisor

Global Awareness (3 SH)

EDUC 205 Introduction to Teaching (WI) (pending)

Study in Religion (3 SH)

One course

Visual and Performing Arts (3 SH)

EDUC 215V Arts in the Elementary Classroom

Social and Behavioral Sciences (3 SH)

One course

Introduction to Natural Science (4 SH general education; 6-8 SH licensure requirement)

3 courses selected in consultation with advisor

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

2 courses selected in consultation with advisor

Additional University Requirements: (25 SH)**The Pfeiffer Journey (9 SH)**

UNIV 125-126 or UNIV 128-129 First Year Seminar UNIV 275 Second Year Seminar
UNIV 375 Third Year Seminar

Electives (12-14 SH)

Twelve Semester hours of elective coursework

Master of Science in Elementary Education Curriculum for the 3-2 Program (31 SH)**Core Coursework (19SH)**

EDUC 606	Curriculum & Instruction as Tools for Transformation	3SH
EDUC 660	Research and Assessment	3SH
EDUC 661	Instructional Leadership for Diverse Settings	3SH
EDUC 655	School Law and Professional Ethics	3SH
EDUC 663	Comprehensive Examination	1SH
EDUC 614	Master's Project	3SH
EDUC 659	Clinical Experience	3SH

Contemporary Issues Course (3 SH)

Choose three (3) semester hours from:

SPED	646	Contemporary Issues in Spec. Educ.
EDUC	616	Contemporary Issues in Elem. Educ.
STEM	607	Contemporary Issues in STEM Educ.

Specialization Coursework (9 SH)

Choose nine (9) semester hours, in consultation with the program advisor, from:

SPED	643	Integrative Tech to Support Learners
SPED	644	Consultation & Collaboration
SPED	648	Diagnostic & Corrective Mathematics
EDUC	656	Diagnostic & Correct. Reading
STEM	601	Using Tech to Enhance STEM Education
STEM	603	Science & Engineer in Inquiry Settings
STEM	605	Math as an Interdisciplinary Topic
EDUC	668	Problem-Based Learning in Class.
EDUC	603	Technology for 21 st Century Class.
EDUC	657	Integrating the Curriculum through Science & SS
EDUC	680	Supervision for Learning & Teacher Evaluation
EDUC	690	Practicum in Supervision

Other electives selected in consultation with program advisor

Courses Offered**EDUC 601 Introduction to Educational Research 3 SH**

The purpose of this course is to introduce students to research methods in education and to develop an understanding of the research process. An overview of different types of research is included. Students critically read, analyze, and evaluate the quality of research studies related to education. In addition, they develop a research proposal.

EDUC 603 Technology for the 21st Century Classroom 3 SH

This course focuses on the development of strategies, concepts, and materials for the use of computer technology in enhancing instruction. The course explores the impact that computer technology can have on the nature of the teaching and learning process. Recent developments in educational software, the Internet, and computers have provided educators with a new array of tools for enriching the educational process. The course prepares educators to create technology-integrated lessons for learning.

EDUC 605 Diversity/Multiculturalism/Exceptionalities**3 SH**

The purpose of this course is to focus upon the development of instructional practices and materials to meet the needs of various student populations including learners with special needs, the culturally different learner, and learners representative of diverse ethnic groups. Social and cultural contexts of teaching are addressed.

EDUC 606 Curriculum and Instruction as Tools for Transformation**3 SH**

The purpose of this course is to expand teacher's understanding of learning theory and instructional models and practices effective in teaching students in diverse educational settings. Includes discussion relative to the advantages and disadvantages of the practices. Teachers design units and present lessons that demonstrate their ability to apply knowledge of learning styles, multiple intelligences, motivational strategies, social and cultural contexts, critical and creative thinking, assessment, and reflection to instruction.

EDUC 607 Servant Leadership Seminar**1 SH**

The Servant Leadership Seminar will introduce the master's degree candidate to principles of servant leadership. Candidates will explore these principles in terms of their application to the school setting and the development of a service leadership project. Co-requisite: EDUC 608.

EDUC 608 Servant Leadership Internship**2 SH**

During the Servant Leadership Internship, the master's degree candidate will demonstrate skills and dispositions related to servant leadership in the implementation of a project that will serve the candidate's school community. The project also will reflect the criteria of service projects required for National Board Certification by the National Board for Professional Teaching Standards. Candidates who have already achieved NBCT status may present their credentials for waiver from the EDUC 607 and EDUC 608 requirement. Co-requisite: EDUC 607.

EDUC 611 Mathematics: Curriculum, Instruction & Assessment**3 SH**

The focus of this course is upon the review of research relative to mathematics education. The teacher analyzes and discusses current research findings and applications to classroom practice. A variety of instructional materials and approaches are evaluated for their effectiveness to meet the needs of diverse learners including students at risk. Teachers demonstrate their knowledge of content by developing lessons that integrate the National Council of Teachers of Mathematics standards and the competencies from the North Carolina Standard Course of Study. Additionally, they demonstrate their ability to use audiovisual aids and electronic technology. A service-learning component is included.

EDUC 614 Master's Project**3 SH**

The master's degree candidate plans, implements, and presents an action research study that demonstrates mastery of the North Carolina advanced level standards in education, including: instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional development and leadership. This non-thesis culminating project is presented to other graduate students and the graduate faculty in the School of Education, using a multi-media presentation. A panel of graduate faculty members in the School of Education reads and evaluates the project.

EDUC 615 Assessment in the Instructional Program**3 SH**

Teachers study the selection, construction, administration, and interpretation of appropriate assessment methods to assess individual student progress and the effectiveness of the instructional program. Teachers develop traditional and alternative assessment instruments for diagnostic, formative and summative evaluation. They also develop action research studies to assess instructional methods.

EDUC 616 Contemporary Issues in Education**3 SH**

The purpose of this course is to involve teachers in the analysis of current educational issues with a specific focus upon service learning. It provides a platform for reflection and in depth discussions of contemporary practices in elementary education. Students select specific issues for focused study and use multimedia to present their understanding of the issues in class. Content focus includes legal, political, and socio-cultural issues in education.

EDUC 621A Teaching Internship**3 SH**

This course provides supervised clinical practice for lateral entry elementary classroom teachers. University supervision is provided for 15 weeks in the assigned classroom with at least four formal observations by the University supervisor, the principal, and the mentor teacher. Content knowledge, lesson planning, teaching strategies, student assessment, and classroom management will be evaluated. Candidates will work in collaboration with the instructor to design a product of learning that demonstrates the candidate's ability to develop and implement curriculum for positive learning outcomes. The course culminates in the presentation of the product of learning to graduate faculty and students. Prerequisite: Praxis II Scores Required for North Carolina Licensure in Elementary Education. Fee of \$200.

EDUC 622 Internship in Education (non-licensure)**3SH**

This course is designed for candidates who have elected not to seek endorsement for NC educator license from the division of education. Students will engage in an educational internship in a non-licensure setting. The students will demonstrate their content knowledge, pedagogical skills, and professional dispositions in support of the mission and vision of the cooperating placement site. \$300.00 fee.

EDUC 654 Reading: Curriculum, Instruction, and Assessment**3 SH**

This course focuses on evidence-based strategies for teaching reading and writing to all children in a multicultural setting. Topics include word analysis, comprehension, vocabulary, writing, guided reading, and independent reading. The role of literacy assessment in differentiating instruction will be emphasized and students will complete a case study of a child's literacy development with recommendations for instruction. Field experience required.

EDUC 655 School Law and Professional Ethics**3 SH**

This course is intended to provide classroom teachers with knowledge of the legal rights and responsibilities of those involved with the operation of public schools. Candidates will examine the legal framework of public education through a study of constitutional provisions, state legislation, regulations of the department of education/public instruction (state and federal) and the decisions of courts in litigation brought before them. The ethical considerations required by the Code of Ethics for North Carolina Educators are an integral part of this course.

EDUC 656 Diagnostic and Corrective Reading**3 SH**

This course is designed to equip candidates with the tools and abilities to recognize, diagnose, and address reading exceptionalities and difficulties within the classroom. Candidates will be acquainted with and use informal assessments, reading tests, and standardized test results that will assist in identifying sources of reading difficulties. A field-based, service learning experience will give practice in recognizing, diagnosing, planning, and implementing remediation/ acceleration procedures.

EDUC 657 Integrating the Curriculum through Science and Social Studies**3 SH**

This course will use current research in science and social studies education as a basis for providing meaningful instruction in the content areas while integrating literacy, numeracy, and other 21st century skills. Throughout the course, candidates will develop high quality, integrated units of instruction that can be delivered to students and evaluated for their effectiveness.

EDUC 658 Teaching 21st Century Literacy Skills in the Multicultural Classroom**3 SH**

This course will immerse candidates in 21st century literacy skills to develop a comprehensive understanding of current research related to teaching and learning in the language and literacy classroom. In this course, candidates will define the meaning of literacy in a linguistically and culturally diverse society. Specifically, this course will examine issues stemming from language diversity in the schools and the impact of educational policies and programs on language minority students. The relationship between language and literacy and characteristics of effective curriculum and instruction will be examined based on current educational research and teachers' action research in the classroom.

EDUC 659 Clinical Experience & Seminar**3 SH**

Using current research in teaching, learning, and assessment as a springboard, candidates will examine the teaching and learning within their individual classrooms. As part of the examination, the candidates will develop a 360 evaluation plan, implement it, evaluate the data that are derived from the assessment measures, and develop a comprehensive professional development plan. A candidate-selected review team will evaluate the candidate's progress at pre-determined steps throughout the process. A \$75 fee.

EDUC 660 Research and Assessment**3 SH**

This course will prepare candidates to use research and assessment data to make inferences, judgments and predictions about educational outcomes and change.

EDUC 661 Instructional Leadership for Diverse Settings**3 SH**

This course will engage candidates in an exploration of leadership theories and their application to diverse educational settings. Leadership, organizational behavior, management, and supervision will be examined.

EDUC 662 Theories of Thinking and Learning**3 SH**

This course will explore the cognitive development of children in various ages and stages and the cognitive processes involved in learning. Included are discussions on learning styles, critical and creative thinking, and strategies to enhance thinking across the curriculum.

EDUC 663 Comprehensive Examination**1 SH**

This course will require candidates to demonstrate their competency in the program goals through the completion of a proctored comprehensive examination.

EDUC 665 Seminar in Ethics and Professional Behavior**1 SH**

Ethics and professional behavior will be examined from the local education agency, NC Department of Public Instruction, and national specialty area perspectives. Codes of conduct, state regulations, technology policies, and ethics guidelines will be examined as they relate to the role of teachers in a modern society.

EDUC 668 Problem-Based Learning in Classrooms and Schools**3 SH**

This course will examine problem-based learning as a curriculum development tool for promoting critical and creative thinking skills in students. Candidates will design, develop, and publish a problem-based learning unit on a topic of their choice.

EDUC 675 Professional Licensure Review**1 SH**

This course will serve as an avenue for review for candidates preparing to take the required licensure exam(s) mandated by the NC Department of Public Instruction for initial licensure as an elementary or special education (general curriculum) teacher. Specifically, candidates will be assisted in synthesizing knowledge and skills acquired within and outside the graduate teacher education program to effectively respond to tasks on the licensure examination(s).

EDUC 680 Supervision of Learning and Teacher Evaluation**2 SH**

This course will assist candidates in developing and demonstrating basic skills in staff development and supervision. Supervision skills in assessment, observation, collaboration, and conferencing will be developed and practiced. Hiring practices including attracting, interviewing and hiring competent staff will also be emphasized. A long-range staff development plan relating to state-specific performance standards will be developed with the emphasis on professional development.

EDUC 690 Practicum in Supervision**3 SH**

This course will engage candidates in the typical work of the curriculum and instruction specialist in a public school setting. Supervised by a working professional in the field, candidates will demonstrate proficiency in developing curriculum, demonstrating appropriate instruction, evaluating assessment data to drive instruction, and working with diverse member of the school community.

SPED 610 High Incidence Exceptionalities: An Introduction 2 SH

This course will explore the historical underpinnings, legal framework, definitions, characteristics, and multicultural aspects of students identified with exceptionalities. Particular emphasis will be placed on specific learning disabilities, emotional-behavioral disorders, and cognitive disabilities.

SPED 612 Assessment of Students with Diverse Learning Needs 2 SH

This course will focus on the selection, and use of assessment tools (diagnostic, formative, and summative) and the analysis of results as a means of data gathering for IEP development, classroom instruction, and program reporting/evaluation. Current issues in the field of assessment will be discussed and testing ethics will be emphasized.

SPED 614 Differentiating the School Curriculum 2 SH

This course will address the design or modification of curriculum, instructional materials, and classroom environments for students with high incidence disabilities. Emphasis will be placed on differentiated instruction that focuses on developmentally appropriate strategies to assure that the student with a high incidence disability is successful in mastering the general education curriculum.

SPED 618 Collaboration for Student Success 2 SH

This course focuses on the study of teaching, learning, curriculum, and environment as factors in classroom management, with special emphasis on behavior modification. An overview of learning and developmental theories will establish a basis for understanding the goals of behavior modification, exploration of curriculum theory and analysis of teaching styles will assess the value of these variables in the creation of effective learning environments. Presentations will be reinforced throughout with exercises, case studies, and problem simulated experiences.

SPED 621A Teaching Internship: Special Education 3 SH

This course is the culminating experience in the program of studies leading to initial certification. The course provides one semester of supervised experience in a public school classroom. Emphasis is placed on the student's demonstration of the standards for licensure and on the ability to integrate content area knowledge, and pedagogical theory and practice. The course will include on-site observation by a University supervisor and weekly seminars that address challenges in teaching that are experienced in the classroom. Fee of \$200.

SPED 622 Workshop in Behavior Management 2 SH

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

SPED 624 Workshop in Language Development 1 SH

Research on language development in the cognitive-social learning of young children will be examined. Factors of acculturation, stages of intellectual development, and personality building within the family will be viewed in relation to the role of the school in promoting optimal learning.

SPED 628 Individual Education Plan Development 1 SH

The Individualized Education Plan (IEP) development will be the focus of this course. Legal issues, processes, compliance, and strategies for working with general education teachers and family members will be examined.

SPED 630 Introduction to Gifted Education 3 SH

This course will present an overview of the gifted in our society from the past to the present. Upon completion of this course, teacher education candidates will know the historical foundations of giftedness as well as significant research studies and major contributors in the field of gifted education. Candidates will explore the state legislation and definitions regarding gifted education students. Candidates will explore relevant journals in the field of gifted education for historical and contemporary research on topics related to gifted education.

SPED 632 Methods and Models in Gifted Education 3 SH

This course will focus on methods used to identify students in gifted education and modes of instructional delivery for addressing gifted students' needs. A special focus will be on methods to identify students from diverse populations and economic backgrounds with a focus on understanding the role of culture and its relation to measurements of abilities and intelligences. Various frameworks for possible gifted programs and services will also be explored in order to ensure the maximum range of services delivery options for students.

SPED 634 Trends and Issues in Gifted Education 3 SH

This course will focus on the cognitive, affective, social and cultural needs and challenges of gifted learners. Teacher education candidates will explore the gifted plans and identification procedures of schools and districts in the region and across the state. Candidates will explore topics such as social and emotional issues, perfectionism, peer relations, sensitivity, and unique needs of the gifted learner.

SPED 636 Differentiated Strategies for Gifted Learner 3 SH

This course will focus on instructional methods, management, and assessments in the classroom for gifted learners. Teacher education candidates will explore how to modify the process, product, and content of lessons in order to reach the academic needs of the gifted learner. Candidates will develop strategies for modifying the curriculum through questioning techniques and advanced strategies.

SPED 643 Integrating Technology to Support Learners with Special Needs 3 SH

This course will introduce candidates to modern technologies that can be used as tools for engaging students identified with varying learning needs. Candidates will engage in hands-on experiences using a variety of software and digital media applications for learning support and will explore how these tools can be incorporated into their classroom practice.

SPED 644 Consultation and Collaboration in Case Management 3 SH

This course will blend theory, research, and practice to assist candidates in developing advanced communicative, interactive, and collaborative problem-solving skills for working with families, school personnel, and community agencies in support of students and other individuals identified with special needs.

SPED 646 Contemporary Issues and Trends in Special Education 3 SH

Through reading, research, discussion, and debate, candidates will explore a wide variety of issues and trends currently impacting the field of special education in an effort to prepare candidates to advocate on issues they may encounter in professional settings.

SPED 648 Diagnostic and Corrective Mathematics 3 SH

This course will equip candidates with the tools and abilities to recognize, diagnose, and address mathematical exceptionalities and difficulties within the classroom. Candidates will be acquainted with and use both informal assessments and standardized test results to identify sources of mathematics difficulties.

STEM 601 Using Technology to Enhance STEM Education 3 SH

This course will expand candidates' proficiencies with ISTE (International Society for Technology Education) standards. Candidates will examine research and best practices in applying technology in the field of STEM education.

STEM 603 Science and Engineering in Inquiry Settings 3 SH

This course will explore the development of active learning experiences. Candidates will examine scientific thinking and engineering design processes and apply them to curriculum development and classroom planning.

STEM 605 Mathematics as an Interdisciplinary Topic 3 SH

This course will examine mathematical concepts and apply them to real world settings. Opportunities to explore mathematics through art, literature, music, social studies, science, and engineering will be pursued.

STEM 607 Issues and Trends in STEM Education**3 SH**

Through reading, research, discussion, and debate, candidates will explore a wide variety of issues and trends currently impacting the STEM education in an effort to prepare candidates to advocate on issues they may encounter in professional settings.

Master of Science in Occupational Therapy (OT)

Pfeiffer University, Department of Occupational Therapy offers a Master's of Science in Occupational Therapy. The MSOT program is designed for students who have a bachelor's degree in fields other than occupational therapy which consists of 4 years of pre-professional preparation to obtain a bachelor's degree before admission into the program. The full time, 77 credits, 2 years and one-semester MSOT program will be delivered in 27 months (7 semesters) beginning in August of each year. All courses are sequential and only one cohort of students is accepted per the calendar year. The educational program consists of academic coursework, supervised fieldwork experiences (24 weeks of level II FW). The rationale for a time frame is consistent with standards of graduate education for professional education and is comparable across other institutions. The cohort size will be 25-45.

This curriculum is designed to provide an excellent education for students planning for professional roles as occupational therapy practitioners in traditional settings, as well as in areas of newly identified needs or emerging practices, especially rural health. The occupational therapy program integrates students into a community of professional graduates, who seek to become caring and competent health professionals, and who value the unique synergies possible in an inter-professional educational approach. Pfeiffer University creates an environment that promotes a *servant attitude and holistic approach* to the care of all human beings encouraging the sharing of information and the teamwork approach found in today's healthcare and rehabilitation professionals.

Admissions Requirements

Baccalaureate degree (or US equivalent): completed by the Summer Semester prior to the start of the MSOT program in the Fall Semester. A degree in any area of study will be accepted.

Occupational Therapy Centralized Application (OTCAS): All applicants are processed through OTCAS. The 2020-2021 cycle will open on Jan 1, 2020. The program will consider all applications submitted to OTCAS by the deadline of March 31, 2020. Pfeiffer University does not have a supplemental application for the MSOT program. We strongly recommend that all requirements be completed by the end of the Fall Semester prior to application.

Prerequisite Coursework: All prerequisites must be completed by the summer semester before starting the program in the fall. Courses will not be able to be taken during the fall semester after the program starts. Completion of all prerequisites with a grade of B or better. Submit ALL official transcripts from each college/university that was attended.

Prerequisite Coursework **Credits**

Human Anatomy Lecture/Lab; Physiology **4-6**
(If enrolled in a combined anatomy/physiology course you will need 6 semester hours)

Cultural Ideas and/or Global Perspectives **3**

Any course in one of the following areas: world religions, gender studies, sociology or anthropology (Cultural Anthropology or Diversity in Global Context is preferred).

One course in **Lifespan OR**

one course in **Human Development OR**

three courses to include Childhood, Adolescent and Adult Development. **OR**

two courses that cover the **Lifespan of Development.** **3-9**

Abnormal Psychology **3**

Statistics (Social science statistics OR biostatistics preferred) **3**

Medical Terminology (can be an online course) **1-3**

English Composition OR Technical Writing **3**

Ethics OR Philosophy OR Theology **3**

Transfer course credit: Subject to approval and review of the transcript, up to 6 hours of graduate transfer credits may be applied toward the MSOT. Graduate transfer credits will only be considered for graduate-level courses completed with a grade of “B” or higher within the last five (5) years. Students wishing to substitute or transfer a course required by the Department of Occupational Therapy must submit a form requesting a transfer or substitution along with the course name and number, course description including number of credit hours and course syllabus. The faculty will review to determine if the course meets the curriculum requirement in parts or completely. Faculty reserves the right to have student test out of any section of a course that is being considered for transfer or substitution to ensure mastery of content. Due to the nature of the curriculum, treatment courses and research courses are not eligible for transfer or substitution. Please note that work experience is not acceptable as credit or partial credit for coursework. The MSOT Program Director must approve all course transfers and copies of the approval document will be kept with students’ admission information.

Personal Essay: Describing a significant experience or personal characteristic that demonstrates why you would be an effective occupational therapist. Please articulate your understanding of occupational therapy practice. The essay should not exceed 600 words.

Letters of Recommendation: Three letters (minimum) from professors, therapists, and/or other professionals familiar with your knowledge, skills, and achievements. One recommendation **MUST** be from an Occupational Therapist. Clinical observation: 50 hours in multiple settings with different clients and settings (pediatrics, adults, acute, sub-acute, LTC, etc.) Submit a time log signed by a therapist.

Falcon Interview: Will be conducted onsite with selected/invited ranked applicants. Interviews for class entering August 2020: Interviews will be conducted on a rolling basis beginning in May 2020 through June 2020. Pfeiffer will accept 30 students for the initial cohort entering August 2020.

YR 1	Fall 1 - 2020	CR	L	LAB	CH
1	OT 800 Introduction to OT & OS	3	3	0	3
1	OT 802 Gross Anatomy & Kinesiology	4	2	2	4
	OT 804 Movement, Occupation and Participation	5	2	3	5
	OT 810 Interprofessional Practice	1	1	0	1
	OT 818 (online) Documentation in OT	1	1	0	1
	TOTALS	14	9	5	14
	Spring 1- 2021	CR	L	LAB	CH
	OT 812 Foundations of Neuroscience	3	2	1	3
	OT 814 Mental Health and Wellness	4	2	2	4
	OT 816 Group Dynamics in Mental Health	3	2	1	3
	OT 842 Technologies in OT	3	2	1	3
	OT 822 Inquiry and EBP I	3	3	0	3
	OT 826 Fieldwork Level IA – MH	1	1	0	40
	TOTALS	17	12	5	17
	Summer 1 - 2021	CR	L	LAB	CH
	OT 828 OT in Adults and Geriatrics	4	2	2	4
	OT 830 Occupational Performance Evaluation & Assessment	4	2	2	4
	OT 838 Professional Reasoning	2	2	0	2
	OT 836 Inquiry and EBP II	3	3	0	3
	OT 840 Fieldwork Level IB – Adults	1	1	0	40
	TOTALS	14	10	4	14
YR 2	Fall -2 - 2021	CR	L	LAB	CH
2	OT 852 OT in Pediatrics & Youth	4	2	2	4
2	OT 854 Occupational Performance Evaluation & Assess Pediatrics/Youth	4	2	2	4
2	OT 862 Fieldwork Level 1 –Pediatrics	1	1	0	40
2	TOTALS	9	5	4	9
	Spring-2 - 2022	CR	L	Lab	CH
	OT 866 Fieldwork Level II A (12 weeks) (Adults or Pediatrics)	6	6	0	48
	TOTALS	6	6	0	6
	Summer -2 - 2022	CR	L	LAB	CH
	OT 848 Ethics in OT Practice	2	2	0	2
	OT 856 Management in Health Care	3	3	0	3
	OT 844 Orthotics/Physical Agent Modalities as Occupational Interventions	3	1	2	3
	OT 834 Contextual Population Health, Disparities & Factors	3	3	0	3
	TOTALS	11	9	2	11
YR 3	Fall-3 -2022	CR	L	LAB	CH
3	OT 870 Fieldwork Level II B (12 weeks) (Adults or Pediatrics)	6	6	0	48
	TOTALS	6	6	0	6
Program Total					77

Courses Offered

OT 800 Introduction to Occupational Therapy and Occupational Science 3 SH

This course introduces key ideas of occupational therapy supported by the foundational concepts of occupational science delineating humans as pattern formation (habits) occupational beings in search of meaning. Students analyze occupational patterns (habits) and strategies for adapting, sustaining, and enhancing, the health and wellness of individuals by learning to respond to circumstances and understanding how the formation of habits leads to the manifestation of everyday choices and occupations (daily living activities). Students will develop foundational skill in completing *occupational profiles and task analysis as a means* of analyzing and understanding the basic components of occupational performance and participation in meaningful life activities. Students will also be introduced to the Act, Belong, Commit, (ABC) Framework to begin establishing an understanding of occupational therapies role and assisting all populations with maintaining positive mental health.

OT 802 Anatomy & Kinesiology 4 SH

This course reviews core gross anatomy including bones, joints, muscles, blood vessels muscles palpation and peripheral nerves. Structure and function, and application of basic biomechanical, neuromuscular, and musculoskeletal principles, are discussed in relation to everyday activities and occupational performance. In addition, students learn biomechanical, ecological systems, and dynamical systems' principles underlying human movement and their application to functional activities including seating, transfers, and mobility. Principles covered in lecture are applied through practical experiences and discussions during the application sessions.

OT 804 Movement, Occupation and Participation 5 SH

This course supports students to develop foundational knowledge of occupational performance and human movement necessary for subsequent assessment and intervention courses. Additionally, biomechanical principles of joint and muscle structure and function will be applied to occupational performance. Students will learn assessments and techniques most commonly used in occupational therapy practice including goniometry of range of motion (ROM), and manual muscle testing (MMT). Employing logical thinking, critical analysis, problem solving, and creativity, students learn how to analyze and adapt occupations and activities. Students will be able to explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors. Through a group project, students will articulate the value of occupation to support participation.

OT 810 Inter-professional Practice 1 SH

In this course, students will explore the concept of Inter-professional Practice. In the early 1970s, the Institute of Medicine (IOM) identified the need for and the influence of team-based patient care on patient safety and improved inter-professional communication. The Institute for Healthcare Improvement Triple Aim Initiative describes a framework to optimize health system performance through team collaboration among multiple health disciplines. The triple aim – ***improving the patient experience*** of care (including quality and satisfaction), ***improving the health of populations***, and ***reducing the per capita cost of health care*** – involves training healthcare practitioners to not only improve the quality of the health care delivery but also improve communication at large.

OT 812 Foundations of Neuroscience 3 SH

The anatomy and physiology of the human nervous system are introduced with emphasis on understanding the neural basis of sensory processing, movement, emotion, and behavior, as well as the functional consequences of different types of lesions or dysfunction. Lectures include neuroanatomy; development of the nervous system; the function of central, peripheral, limbic, and autonomic nervous systems; motor control; sensation (vision, hearing, vestibular, somatosensation); and cognition. Laboratory sessions are focused on exploring human brains and an introduction to neurological assessments used in occupational therapy practice.

OT 814 Mental Health & Wellness 4 SH

This course provides students with an overview of the principles of psychiatry and an introductory approach to psychiatric and psychological evaluation and treatment of individuals with psychiatric diagnoses across the lifespan. Students gain an understanding of the healthcare team and wellness approaches as it applies to institutional and community based mental health services. Case studies are used for immediate application of concepts learned and may include topics such as DSM

V and ICF classification systems as it pertains to the psychopathology of function; Disorders, of Infancy, Childhood and Adolescence; Delirium, Dementia, Cognitive Impairments, Mood, Anxiety Personality and other disorders; Schizophrenia and other Psychotic Disorders, Substance-related disorders, and Psychopharmacology. Students learn when and how to use the consultative process with groups, programs, organizations, and communities. Students will discuss and justify the varied roles of the occupational therapist. The synchronized Level 1 fieldwork experience (OT 826) also affords the students the opportunity to deepen their understanding of mental health practice through clinical evaluations and observations.

OT 816 Group Dynamics in MH

3 SH

Teams, social systems, interdepartmental and intradepartmental relationships are a critical part of the healthcare delivery process. This course includes lecture and training in the use of groups in OT treatment. A combination lecture/discussion and training will be used to explore concepts and theories of group formation, development, and structure and their application within the context of occupational therapy. Through small group activities, reflection papers and training in the use of task and developmental groups in OT treatment, emphasis is placed upon self-reflection, experiential, and collaborative learning. Students learn to employ constructive feedback to modify and enhance their ability to function as group members/leaders. This course reflects the professional component of the curriculum by affording students the opportunity to analyze and apply theories of group dynamics and current literature regarding the use of groups in occupational therapy. Students will learn to appreciate the process and meaning of groups through personal experience, class, discussion, and written assignments. ***Blocked 2-day inter-professional simulation will occur as part of PAS 607 seminar addressing roles & responsibilities.***

OT 818 Documentation (on line)

1 SH

This course introduces professional communication and effective documentation of occupational therapy services in a variety of settings.

OT 822 Inquiry and EBP

3 SH

In this course, students learn the foundations of research, evidence-based practice (EBP), and scholarly inquiry. Topics include developing questions for inquiry, searching databases, reading and analyzing evidence, synthesizing literature using American Psychological Association (APA) guidelines, and applying the outcomes of an EBP project to practice. Students will begin to develop ideas for capstone project based on area of interest utilizing resources available such as mentor, self- inquiry, and guest lecturers.

OT 826 Fieldwork Level I – MH

1 SH

Students will complete a level I fieldwork experience in a mental health practice setting and will participate in reflection and discussion about their on-site experience in connection with the OT 814 course. ***This course is Pass/Fail. OT 828***
OT in Adults and Geriatrics

OT 828 OT in Adults and Geriatrics

4 SH

This course focuses on the knowledge and resources needed for effective clinical reasoning about occupation-based evaluation and intervention and on developing an understanding of contextual variables influencing occupational performance and participation in adult and older adult populations. The OTPF and ICF are used as the basis for understanding how healthcare context influences service delivery as well as how age-related changes and illness experiences influence a person's ability to successfully participate in meaningful life activities. Topics covered include diagnostic conditions and disorders, practice contexts/environments, models and theories of practice, research evidence, healthcare/education regulations and policies, and interdisciplinary practitioner roles. Content is applied particularly to individuals living with long-term conditions who are most likely to benefit from occupational therapy interventions. A high level of self-directed learning is expected.

OT 830 Occupational Performance Evaluation & Assessment

4 SH

This course uses a case-based approach to integrate knowledge of contemporary occupational therapy theory and practice to multiple medical and rehabilitation service delivery models. Cases will include increasingly complex physical, psychological, and contextual barriers to occupational performance for adults and older adults with physical disabilities. A significant emphasis is placed on evaluation, intervention, planning, and documentation. Evidenced-based practice and ethical decision-making are emphasized throughout the course. ***Blocked 2-day inter-professional simulation will occur***

as part of PAS 623 seminar addressing inter-professional communication.

OT 834 Contextual Population Health, Disparities & Factors

3 SH

Students will explore the reasons underlying contextual population health and disparities in health and health care in addition to identifying what can be done to address them.

Contextual population health are external environmental factors that may impact health such as education, economics, employment, and access to public health. Students will discuss contextual population health and the impact it can have in rural and lower socioeconomic regions; and how occupational therapy services can address the contextual population health in these environments through skilled intervention.

Disparities in health care may arise from (1) differences in access to health care and (2) differences in the quality of health care received.

Students will explore the impact of:

(1) Timely use of personal health services to achieve the best health outcomes or health care access which, can be assessed using measures of:

- (a) Entry into the health care system.
- (b) Structural barriers (e.g., transportation, ability to schedule appointments, specialist referrals).
- (c) Patient's perceptions (e.g., patient-provider communication and relationships, cultural competency, health literacy, and health information), and d) health care utilization (i.e., routine, acute, and chronic care, and avoidable hospital admissions).

Aspects of quality of care that could result in health disparities include the following: **Effectiveness**: care based on scientific knowledge, as provided to all patients who could benefit and not provided to patients unlikely to benefit. **Safety**: care that avoids injuring patients through care intended to benefit them. **Timeliness**: care that reduces delays in the use of care. **Patient Centeredness**: care that is respectful and responsive to the individual needs, preferences, and values of patients. **Equity**: care that encompasses the need for health care systems to provide care that does not vary in quality because of personal characteristics (such as gender, ethnicity, geographic location and socioeconomic status). Racial and ethnic bias, and stereotyping by health care providers are thought to make significant contributions to health care disparities (Physicians for Human Rights, 2003). Cultural competency training at all levels of curriculum and training programs can play an important role in eliminating racial and ethnic bias, and stereotyping by health care providers

OT 836 Inquiry & EBP II

3 SH

This second course in the evidence-based practice sequence focuses on the critical analysis of qualitative/quantitative methods in research. The purposes of this course is twofold: One, provide training in field methods engaging in research, in particular "Clinical Practice," with emphasis on such research methods as participant-observation, intensive interview, content analysis, and oral history, survey use, among others. Two, establish a forum to direct student work and creative energies towards social, justice, environmental, and political issues in occupational therapy practice at large. This approach allows the student/scholar to discover "communities," create channels of communication, find ways of continual engagement and project development, and bring knowledge beyond the immediate workings of the community and into the realm of culture. The place of these kinds of techniques in social research, as well as the issues raised by them, will be considered. Students will participate in a research project using one or more of the methods discussed. Students will participate in faculty led group research projects using one or more of the methods discussed. Students will further develop project ideas in regards to methodology and design.

OT 838 Professional Reasoning

2 SH

This course provides students with an introduction to the fundamental concepts of professional reasoning and critical inquiry as the basis for professional and interdisciplinary decision-making. Students will examine current theories of professional reasoning, explore assumptions that influence everyday decision-making and develop an attitude of inquiry. Using readings, discussion, lecture and reflective activities, students will learn how therapists reason in practice and begin to apply these skills to practice.

OT 840 Fieldwork Level I –Adults

1 SH

Students will complete a fieldwork experience in a community-based program/agency or an occupational therapy setting. Students will also participate in weekly reflection and discussion about their on-site experiences embedded in the OT 828 course. ***This course is Pass/Fail.***

OT 842 Technology in Occupational Therapy**3 SH**

Assistive technology devices and services have the potential to impact the lives of persons with disabilities, resulting in increased independence and participation in their daily activities. This course will focus on learning about the various types of assistive technology devices and services including but not limited to the following: evaluation and assessment, selection and training, procurement, legislation, and funding. Students will gain an understanding of these applications as they pertain to the communication, learning and environmental issues encountered by persons with disabilities.

OT 844 Orthotics/Physical Agent Modalities as occupational interventions**3 SH**

Orthotics/Physical Agent Modalities as Occupational Interventions is a lecture and laboratory course that provides a supervised learning experience in the fabrication of orthoses and their application as a preparatory method to enhance occupational performance and participation. This lecture and laboratory course also provides a supervised learning experience in the theory, application and physical agent modalities as preparatory tools for enhancing occupational performance.

OT 848 Ethics in OT Practice**2 SH**

This course focuses on ethics, trends, and issues in occupational therapy research, practice, and education. Emphasis is on identifying and resolving ethical issues while recognizing and responding to trends in the environment as they relate to service delivery models, health policy, credentialing and specialization in occupational therapy.

OT 852 OT in Pediatrics and Youth**4 SH**

The focus of this course is on the foundations of occupational therapy services for children, youth, and their families in various settings and models of service delivery. You will learn about evidence-based theories, models and frames of reference; development of skills for occupational performance; pediatric OT process and beginning tools for assessment; policies and legislation influencing practice; primary conditions encountered; and the roles of the occupational therapist in pediatric practice.

OT 854 Occupational Performance, Evaluation, & Assessment Pediatrics/Youth**4 SH**

This course will apply occupational therapy screening, assessment, and intervention process for children and youth participating in medical, educational, and community contexts. Blocked 2-day inter-professional simulation will occur as part of PAS 625 seminar addressing teams & teamwork. Students will complete online Teamstepps as part of class requirements

OT 856 Management in Health Care**3 SH**

The principles of management in the provision of occupational therapy services will be considered in depth, including the principles of organizing, planning, directing, controlling, budgeting and communicating. A variety of systems and models will be examined in relation to the marketing and delivery of occupational therapy services, including medical, community, education and social models. ***Blocked 2-day inter-professional simulation will occur as part of PAS 630 seminar addressing ethics, law & social justice to occur on campus upon completion of FW.***

OT 862 Fieldwork Level I – Peds**1 SH**

Students will complete a fieldwork experience in a community-based program/agency or an occupational therapy setting. Students will also participate in weekly reflection and discussion about their on-site experiences embedded in the OT 852 course. ***This course is Pass/Fail.***

OT 866 Fieldwork Level II- A Adults or Pediatrics**6 SH**

The Level II fieldwork/internship course is required by the Accreditation Council for Occupational Therapy Education (ACOTE). This full time 12 weeks fieldwork experience is the final stage of preparing occupational therapy students for entry-level practice. This course entails supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the lifespan. Students are assigned to an approved clinical education site in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist, as stipulated by ACOTE. All professional courses and Fieldwork Level I must be successfully completed before the students are permitted to enter Fieldwork Level II. ***This course is Pass/Fail.***

OT 873**Fieldwork Level II – B Adults or Pediatrics****6 SH**

The Level II fieldwork/internship course is required by the Accreditation Council for Occupational Therapy Education (ACOTE). This full time 12 weeks fieldwork experience is the final stage of preparing occupational therapy students for entry-level practice. This course entails supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the lifespan. Students are assigned to an approved clinical education site in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist, as stipulated by ACOTE. All professional courses and Fieldwork Level I must be successfully completed before the students are permitted to enter Fieldwork Level II. ***This course is Pass/Fail***

Master of Science in Physician Assistant Studies (PAS)

Mission

The mission of the Pfeiffer University Master of Science in Physician Assistant Studies program is to educate servant leaders from diverse backgrounds as physician assistants who will provide exceptional healthcare in an inter-professional setting--serving rural medically underserved populations through community involvement, public health policy and advocacy.

Vision

The vision of the Pfeiffer University Master of Science in Physician Assistant Studies program is to be recognized for its commitment to excellence in physician assistant education, scholarly activity and servant leadership in the areas of health disparities and social justice.

Values

In keeping with the values of Pfeiffer University, the Master of Science in Physician Assistant Studies program will abide by the following tenets:

- Educational excellence in a learner-centered community.
- Realization of full potential.
- Inclusion of diverse learners in a caring, accessible community - the Pfeiffer Family.
- Spiritual heritage and faith formation.
- Integrity and dignity.

Accreditation***Accreditation Review Commission on Education for the Physician Assistant Accreditation Statement***

The Pfeiffer University Master of Science in Physician Assistant Studies (MS-PAS) Program has applied for Accreditation - Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The Program anticipates matriculating its first class in January 2020, pending achieving Accreditation - Provisional status at the September 2019 ARC-PA meeting. "Accreditation - Provisional" is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation - Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

If the Pfeiffer University MS-PAS Program is not granted provisional accreditation by the ARC-PA, the university will not interview any applicants nor will it enroll students in the program.

Southern Association of College and Schools Commission on Colleges Accreditation Statement

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges approved the Pfeiffer University Master of Science in Physician Assistant Studies program and is included in the scope of the university's current accreditation.

Admission to the PA Program***Admissions Overview***

The goal of the admissions process for the Pfeiffer University Master of Science in Physician Assistant Studies program is to recruit, educate and successfully graduate highly qualified candidates from diverse backgrounds. The program

employs an admissions process by which balanced consideration is given to each applicant's experiences, attributes, and metrics.

The Pfeiffer University Master of Science in Physician Assistant Studies program seeks to admit a student body that will demonstrate academic excellence, servant leadership and the competencies required to effectively meet the healthcare needs of the communities they will serve.

Requirements

- **Degree**
 - Baccalaureate Degree from a U.S. regionally accredited College or University. (Baccalaureate degrees must be completed by the Fall semester prior to matriculation.)
- **Grade Point Average (GPA)**
 - Overall GPA of 3.0
 - Prerequisite GPA of 3.2
 - Trends U60 GPA
- **Graduate Record Examination**
 - The GRE Standardized Test is required– official scores are required and must have been taken within the past five years prior to application.
 - To be considered for an interview, applicants **MUST** meet the following minimum scores:
 - GRE Verbal >150
 - GRE Quantitative >150
 - GRE Analytical writing >4
 - GRE Scores should be sent directly by ETS to CASPA. The Pfeiffer University code is 5536.
- **Requisite Coursework**
 - The following are **REQUIRED** courses and **MUST** be completed with a grade of “B” or higher:

Course	Credits
Statistics	3 SH
General Biology with Lab	8 SH
Anatomy and Physiology	8 SH
Microbiology with Lab	4 SH
Genetics	3 SH
General Chemistry	8 SH
Organic Chemistry with Lab	4 SH
Biochemistry	3 SH
Psychology	3 SH
Medical Terminology	3 SH
 - Requisite coursework **MUST** have been completed no more than 5 years prior to matriculation.
 - CLEP (College Level Examination Program) or Advanced Placement (AP) courses credit may not be used or substituted to meet prerequisite requirements.
 - Experiential learning is not substituted for prerequisite coursework.
 - Required coursework done online will **NOT** be accepted except for Medical Terminology, which can be taken seated, online or hybrid
- **Direct patient Care Experiences**
 - Applicants are expected to have in-depth, hands on, direct patient care experiences in a healthcare setting.
 - A minimum of 500 hours of direct patient care experience in a healthcare setting must be completed prior to application. 24 of the 500 hours must be shadowing a physician assistant.
 - Direct patient care experiences in a healthcare setting will be evaluated based on the type of experience and the number of hours during the application process.
 - Quality of prior health care experience will be taken into consideration; favorable healthcare settings include:
 - Direct health care experience serving disadvantaged populations
 - Rural health care experience
 - Military health care experience

- Direct Patient Care Experience/Shadowing form is available on the program's webpage. This form should be completed and included in your CASPA application.
- Examples of direct patient care experiences in a healthcare setting may include but are not limited to: EMT, Paramedic, Medical Assistant, Nurse, Surgical Technician, Athletic Trainer, Physical Therapy Aide, and Military Medical Corpsman.
- Shadowing experiences will not substitute direct patient care experiences in a healthcare setting.
- Applicants will submit verifiable information regarding their direct health care experiences on CASPA.
- **Letters of Recommendation**
 - Three letters of recommendation are required.
 - Letters should be from physicians, physician assistants, nurse practitioners, research mentors, professors or volunteer coordinators/supervisors who had direct interaction with the applicant and can attest to his/her qualities, strengths and suitability for a career as a physician assistant.
 - Letters must not be from a family member or peer.
- **Personal Statement**
 - Personal statements are submitted in the CASPA application
- **CASPer[®] Assessment**
 - The admissions process at the Pfeiffer University MS PAS program is designed to give balanced consideration to the experiences, attributes, and metrics of each candidate. To best evaluate personal characteristics such as communication, ethics, and empathy; the program is requiring all applicants to complete the CASPer[®] assessment. This is an online "situational judgment assessment" designed to evaluate non-cognitive skills. For more information regarding the CASPer[®] assessment please visit: takecasper.com. The applicant is responsible for the CASPer[®] assessment fees. The CASPer[®] assessment must be completed after submitting the CASPA application.
- **International Students**
 - Degree and prerequisite coursework taken outside of the U.S. is not accepted (regardless if made equivalent by a U.S. institution).
 - In accordance with Pfeiffer University Graduate Admissions; if degree and prerequisite coursework are from a U.S. regionally accredited college or university; international students must submit evidence of English proficiency through one of the following methods:
 - TOEFL score of at least 550 PBT/213 CBT/80 IBT, administered at an official ETS testing center (not at a university)
 - IELTS score of at least 5.0
 - English as a first language reinforced with a satisfactory graduate entrance assessment score
 - Completion of an appropriate level in an ESL program which, according to the ESL school, is sufficient for the undergraduate level of university study
 - CEFR score of C1
- **Residency**
 - U.S. Citizen.
 - If not a U.S. citizen, documentation of immigration status will be required.
- **Transfer of Credits or Admission with Advanced Standing**
 - Transfer credit or admission with advanced standing from another PA program is not accepted.
 - All of the curricular components of the program are required for graduation and must be completed at the Pfeiffer University Master of Science in Physician Assistant program.

Application

- **Submit CASPA Application**
 - All applicants to the Pfeiffer University Master of Science in Physician Assistant Studies program must apply through the Central Application Service for Physician Assistants (CASPA).
 - Applicants may start applying to the Pfeiffer University Master of Science Physician Assistant program through CASPA on April 25, 2019 and our deadline for applications to be received through CASPA is September 1, 2019.
 - We will be accepting and reviewing applications on an ongoing basis until the deadline of September 1, 2019.

- **For the Inaugural Class Entering January 2020**
 - CASPA applications may be submitted starting April 25th, 2019
 - The Pfeiffer University MS-PAS program is a developing program and has made every effort to create a program that reflects excellence in physician assistant education.
 - The Pfeiffer University MS-PAS program has applied for accreditation - provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The Pfeiffer University MS-PAS program anticipates matriculating its first class of 24 students in January 2020, pending achieving accreditation - provisional status at the September 2019 ARC-PA meeting. (Please see Accreditation Statement)
 - If the applicant chooses to apply to the Pfeiffer University MS-PAS program, the applicant understands the program may be denied accreditation after the review process is completed and that there are no refunds should the program fail to gain accreditation.
 - The Pfeiffer University MS-PAS program will be upgraded to a “regular program” in CASPA upon gaining accreditation during the application cycle.
 - Deadline for submission of applications to CASPA is September 1st, 2019
 - Interviews will be conducted October 1st, 2019 through November 15th, 2019 (contingent upon achieving accreditation-provisional status granted by the ARC-PA).
- **Transcripts and Application Updates**
 - Transcripts are to be sent to CASPA, not to the Pfeiffer University MS-PAS program.
 - Do not send additional coursework or experience information to the Pfeiffer University MS-PAS program unless such information is specifically requested.

Interview Process

- Applicants are considered for an on-campus interview based on the strength of their CASPA application in meeting or exceeding the Pfeiffer University MS-PAS program requirements as compared against the applicant pool.
- Veterans and Pfeiffer University students/alumni:
 - All veterans and Pfeiffer University students/alumni who meet or exceed the pre-requirements and apply to the Pfeiffer University MS-PAS program will be guaranteed an interview but **NOT** a seat.
- All applicants should understand that acceptance into a physician assistant program is an extremely competitive process. An interview does not constitute or guarantee acceptance.

Selection Process

- In order to determine preparedness for graduate studies each candidate will be evaluated and ranked on the following:
 - Baccalaureate Degree from a U.S. regionally accredited College or University. (Baccalaureate degrees must be completed by the Fall semester prior to matriculation.)
 - Cumulative Grade Point Average (cumulative GPA) as calculated by CASPA
 - Pre-requisite Grade Point Average (pre-requisite GPA) as calculated by CASPA
 - Trends U60 Grade Point Average as calculated by CASPA
 - Graduate Record Examination (GRE) Scores
 - Letters of Recommendation
 - Personal Statement
 - CASPer® Assessment Score
 - Quality and length of prior health care experience
 - Direct health care experience serving disadvantaged populations
 - Rural health care experience
 - Military health care experience
 - Extracurricular activities
 - Performance during the interview

Required Background Checks

- All students who have been offered conditional acceptance must complete a criminal background check prior to matriculation. The purpose of this requirement is to ensure safety and maintain high quality care of patients and the community.
- All matriculated students must complete a second criminal background check upon completion of the didactic phase of the program.

- Additional criminal background checks remain at the discretion of affiliated hospitals or clinics and/or the Pfeiffer University MS-PAS program.
- A student may be prevented from progressing in the program's didactic phase, being promoted to the clinical phase of the program or being recommended for graduation if the results of the criminal background check prohibits a student from rotating in affiliated hospitals or clinics. Therefore, the Pfeiffer University MS-PAS program reserves the right to withdraw offers of conditional acceptance if criminal or other negative legal histories are uncovered during the background check.
- The Pfeiffer University MS-PAS program encourages candidates to verify with the State licensing board (i.e. North Carolina State Laws on Physician Assistant Licensure and Practice) in which they wish to practice and determine whether their background may be a barrier to future licensing.

Required Drug Screening

- All students who have been offered an interview must successfully pass an initial chain of custody drug screen. The purpose of this requirement is to promote the health, safety and productivity of students and those in their care.
- All matriculated students must complete and successfully pass a second chain of custody drug screen upon completion of the didactic phase prior to entering the clinical phase of the program.
- Additional chain of custody drug screens and "for cause" testing for any student suspected of being under the influence of unlawful drugs or alcohol during their course of study remains at the discretion of affiliated hospitals or clinics and/or the Pfeiffer University MS-PAS program.
- A student may be prevented from progressing in the program's didactic phase, being promoted to the clinical phase of the program or being recommended for graduation if the student fails a chain of custody drug screen. Therefore, the Pfeiffer University MS-PAS program reserves the right to withdraw offers of conditional acceptance if the candidate fails the initial chain of custody drug screen.

Required Physical Examination

- A comprehensive physical examination by a licensed medical provider must be completed indicating that the conditionally accepted applicant is free of infectious disease and has been medically cleared for admission.
- The Student Health Packet includes instructions and the following forms:
 - Medical History
 - Physical Examination
 - Immunization Verification*
 - Student immunization requirements are based on the Centers for Disease Control Recommended Vaccines for Healthcare Workers.
 - Chain of Custody Drug screen
 - Presentation of a valid CPR for Healthcare Providers certification
- Failure to comply with these contingencies will result in withdrawal of the conditional acceptance offer.

Acceptance

- A letter of final acceptance welcoming the candidate to the Pfeiffer University MS-PAS Program will be issued via e-mail when:
 - The non-refundable deposit of \$500 is received.
 - The criminal background check report is received without any liabilities that may preclude the candidate from admission to the program.
 - The physical examination form is completed by a licensed healthcare provider clearing the candidate for admission to the program.
 - A valid CPR for Healthcare Providers certification is presented.
- Students who are not accepted will receive either a letter of alternate acceptance (wait list) or non-acceptance.

Technical Standards

The Pfeiffer University Master of Science in Physician Assistant Studies (PU MS-PAS) is committed to comply with Section 504 of the 1973 Vocational Rehabilitation Act and PL 101-336, the Americans with Disabilities Act (ADA), and also ascertains that the following minimum technical standards must be present in the prospective candidates.

The PU MS-PAS has determined technical standards that are essential for successful progression and completion of all aspects of the curriculum, as well as entry into the profession. These Technical Standards are required for admission and must be maintained throughout the student's enrollment in the MPAS Program. In the event a student is unable to fulfill

these Technical Standards, with or without reasonable accommodation, the student will be subject to dismissal.

Candidates must have somatic sensation and the functional use of the senses of vision and hearing. Candidates' and students' diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell, and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities described in the section above. They must be able to consistently, quickly, and accurately integrate all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

Technological compensation can be made for some disabilities in these areas, but a candidate should be able to perform them in a reasonably independent manner. The use of a trained intermediary would mean that a student's judgment must be mediated by someone else's power of selection and observation. Therefore, third parties cannot be used to assist students in accomplishing curricular requirements in the five skill areas specified below. Reasonable accommodations can be made for documented disabilities.

- **Observation**
 - Candidates and students must be able to observe a patient accurately at a distance and close at hand.
 - Observation necessitates the functional use of the sense of vision, hearing, smell, and somatic sensation.
- **Communication**
 - Candidates and students must be able to speak, hear and observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications.
 - Candidates and students must be able to communicate effectively and sensitively with patients.
 - Candidates and students must be able to communicate (verbal, nonverbal, and written) effectively and efficiently in oral and written form with all members of the healthcare team.
 - Candidates and students must possess reading skills at a level to be able to independently accomplish curricular requirements and provide clinical care for patients.
- **Motor Coordination and Function**
 - Candidates and students should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers.
 - Candidates and students should be able to do basic laboratory tests, carry out diagnostic procedures and read EKGs and X-rays.
 - Candidates and students should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.
 - Examples of emergency treatment reasonably required of Physician Assistants are cardiopulmonary resuscitation, the administration of intravenous medication, application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds and the performance of simple obstetrical maneuvers.
 - Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.
- **Intellectual, Conceptual, Integrative, and Quantitative Abilities**
 - Candidates and students must exhibit the following intellectual abilities:
 - Measurement
 - Calculation
 - Reasoning
 - Analysis
 - Synthesis
 - Comprehend three-dimensional and spatial relationships
 - The above listed abilities are necessary skills in order to perform problem solving tasks quickly and efficiently.
- **Behavioral and Social Attributes**
 - Candidates and students must possess the behavioral emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities

attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients.

- Candidates and students must be able to tolerate physically taxing workloads and to function effectively when under stress.
- Candidates and students must be able to adapt to changing environments, to display flexibility and to

learn to function in the face of uncertainties inherent in the clinical problems of many patients.

- Candidates and students must demonstrate empathy, integrity, concern for others, interpersonal skills, interest, motivation, and the ability to interact with people at all levels in a culturally diverse society.

Program Description

Overview

The Pfeiffer University Master of Science in Physician Assistant Studies (MS-PAS) program is a 27-month continuous residential program; committed to creating an academic experience known for its excellence in PA education, scholarly activity and servant leadership in the areas of health disparities and social equity.

The Pfeiffer University MS-PAS program will have a strong emphasis on the unequal distribution of health, illness, disease, suffering, and death by social status, where social status includes race/ethnicity, sex/gender, socioeconomic status, geographical region, and other factors locally, nationally and globally. Students will receive instruction in health policy, advocacy and community intervention best practices aimed at reducing health disparities.

The students will participate in collaborative service-learning experiences through community initiatives such as interdisciplinary community service, where students identify a specific healthcare disparity within the community and then design and implement a self-sustaining program that addresses the disparity and empowers the community. Through these initiatives, the students will gain real-life experience in culturally competent healthcare for the underserved.

Students will be evaluated and expected to meet the highest standards of competency in the six areas of Competencies for the Physician Assistant Profession: Medical Knowledge, Interpersonal and Communication Skills, Patient Care, Professionalism, Practice-Based Learning, and Implementation and System-Based Practice throughout both the didactic and clinical phases of the program. Students will be evaluated using a variety of assessment tools such as multiple-choice questions, verbal and written case presentations, simulation activities, objective structured clinical examinations (OSCEs), short essays, reflection journals, research projects, and clinical preceptor evaluations.

Upon successful completion of all curricular elements of the program, the student will be awarded a Master of Science in Physician Assistant Studies.

Didactic Phase

The program begins with a 15-month rigorous didactic phase which includes robust instruction in anatomy, physiology, pathophysiology, pharmacology, pharmacotherapeutics, clinical laboratory and diagnostic studies, physical diagnosis, clinical medicine, behavioral medicine, community medicine, clinical research design, medical writing, evidence-based medicine, legal and ethical issues in medicine, and cultural issues in medicine. Instruction in professionalism, patient safety, and advocacy are interwoven throughout the curriculum. The program will provide instruction through creative and innovative active learning strategies, such as interdisciplinary team-based and simulation learning, on the four core competencies for interprofessional collaborative practice: Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Interprofessional Communication, Teams, and Teamwork. The students will participate in interprofessional experiences alongside nursing, health and exercise science, occupational therapy, marriage and family therapy, and health administration students.

Clinical Phase

The didactic phase is followed by a 12-month clinical phase where the students will engage in over 2,100 hours of supervised clinical practice experiences (SCPEs). Students will participate in seven core SCPEs: Internal Medicine, Family

Medicine, Pediatrics, Prenatal Care and Women's Health, Surgery, Emergency Medicine, Psychiatry and two elective SCPEs (all SCPEs are five weeks long).

At the end of each SCPE, the students return to the main campus and participate in a two-day Clinical Seminar. Clinical Seminar activities include an end of SCPE examination, OSCE, focused NCCPA board review with case discussions, an NCCPA-type practice exam, and round table discussions on topics regarding PA practice.

Graduate Research Project

A graduate research project is a requirement for graduation. The students may choose one of two options for the graduate research project. The first option is a three-part individual graduate research project which entails a written case report, a literature review related to the case report, and an oral presentation of the case and key findings of the literature review. The second option is a collaborative graduate research project where a small group of students (three students maximum) identifies a health disparity in a specific community, conduct a literature review on the subject matter and then design and implement a community health initiative. The report (written and oral presentation) includes a literature review and a description of the project and its outcomes.

Scholarly Concentrations

In response to the critical need of health care providers in the areas of Behavioral and Mental Health and Rural Medicine, the Pfeiffer University MS-PAS program is offering Scholarly Concentrations in Behavioral and Mental Health and Rural Medicine. The Scholarly Concentrations are offered during the clinical phase of the program; and will not extend the duration of the program.

- **Behavioral and Mental Health**

Focusing on application and integration of clinical concepts in behavioral and mental health cases; the scholarly concentration will build on the knowledge acquired during the didactic phase of the program. It will provide in-depth content about the epidemiology, evaluation and diagnosis, clinical neuroscience including psychiatric genetics, psychopharmacology, psychotherapies, age issues, gender issues, culture issues (e.g., religion and spirituality), comorbidity, risk issues—medical/legal risk management of simple and complex chronic and acute behavioral and mental disorders across the lifespan.

The Scholarly Concentration in Behavioral and Mental Health will explore topics in:

- Integration of Behavioral and Mental Health in Primary Care
- Child and Adolescent Behavioral and Mental Health
- Adult Behavioral and Mental Health
- Addiction Medicine
- Mental Health Policy and Advocacy

- **Rural Medicine**

Focusing on application and integration of clinical concepts in family and internal medicine, the scholarly concentration will build on the knowledge acquired during the didactic phase of the program. It will provide in-depth content about the epidemiology, evaluation and diagnosis, clinical medicine including genetics, pharmacology, age issues, gender issues, culture issues (e.g., religion and spirituality), comorbidity, risk issues—medical/legal risk management of simple and complex chronic and acute disorders across the lifespan from a Rural Medicine point of view.

The Scholarly Concentration in Rural Medicine will explore topics in:

- Integration of Clinical Concepts in Rural Health Practice
- Advanced Clinical Skills in Rural Health Practice
- Rural Health Policy and Advocacy
- Administration and Management of a Rural Health Practice

PA Course Sequence (Curriculum)**Didactic Phase****Semester 1 -Spring**

Course Number	Course Name	SH
PAS 600	Clinical Anatomy and Radiology with lab	5
PAS 601	Medical Physiology	2
PAS 602	Medical Interviewing, Counseling and Documentation	3
PAS 603	Essentials of Medical Genetics	1
PAS 604	Medical Microbiology	2
PAS 605	The Physician Assistant: Delivering Healthcare in America and Beyond	1
PAS 606	Epidemiology and Biostatistics: An Introduction to Clinical Research	1
PAS 607	Interprofessional Seminar I: Roles and Responsibilities	NC

Total Credits=15**Semester 2 -Summer**

Course Number	Course Name	SH
PAS 608	Pathophysiology of Disease I	2
PAS 610	Clinical Medicine I	6
PAS 613	Pharmacology I	2
PAS 615	Physical Diagnosis I	4
PAS 617	Clinical Laboratory and Diagnostics I	2
PAS 619	Evidence Based Medicine I	2
PAS 622	Public Health: Principles, Policy and Advocacy	1
PAS 623	Interprofessional Seminar II: Interprofessional Communication	NC

Total Credits=19**Semester 3-Fall**

Course Number	Course Name	SH
PAS 609	Pathophysiology of Disease II	2
PAS 611	Clinical Medicine II	6
PAS 614	Pharmacology II	2
PAS 616	Physical Diagnosis II	4
PAS 618	Clinical Laboratory and Diagnostics II	2
PAS 620	Evidence Based Medicine II	2
PAS 624	Cultural Issues in Healthcare	1
PAS 625	Interprofessional Seminar III: Teams and Teamwork	NC

Total Credits=19**Semester 4-Spring**

Course Number	Course Name	SH
PAS 612	Clinical Medicine III	6
PAS 626	Advanced Clinical Pharmacotherapeutics	2
PAS 627	Clinical Skills and Procedures	4
PAS 628	Behavioral Medicine	2
PAS 621	Evidence Based Medicine III	2
PAS 629	Ethics, Law and Social Justice in Medicine	1
PAS 630	Interprofessional Seminar IV: Ethics and Values	NC

Total Credits=17**Total Credits Didactic Phase=70****Clinical Phase****Semester V Summer, Semester VI Fall, Semester VII Spring**

Course Number	Course Name	SH
PAS 700	Graduate Research Project	NC

PAS 701	Behavioral and Mental Health	5
PAS 702	Emergency Medicine	5
PAS 703	Family Medicine	5
PAS 704	General Surgery	5
PAS 705	Internal Medicine	5
PAS 706	Pediatrics	5
PAS 707	Women's Health	5
PAS 708	Orthopedics	5
PAS 709	Elective (Subspecialty Option 2)	5

Total Credits =45

Total Credits for the Program =115

Courses Offered

PAS 600 Clinical Anatomy and Radiology with Lab 5 SH

This is a clinically oriented course developed to integrate knowledge and understanding of human anatomy and function in health and disease. Anatomical landmarks and findings are correlated with imaging and pathophysiology. The cadaver laboratory sessions will reinforce the student's knowledge of anatomy and provide the student with the opportunity to visualize the texture, color, location, and three-dimensional relationships of anatomical structures. In conjunction with the cadaver lab session, there will also be corresponding online 'Virtual Lab' modules. Embryology and developmental biology will be incorporated into course. This course will also introduce students to the fundamentals of anatomical structure as it correlates to radiologic imaging. Students will learn how to identify and locate key organs through a series of radiographic images. Integration of clinical concepts activities at the end of each body system re-enforces application of anatomical concepts to clinical practice.

PAS 601 Medical Physiology 2 SH

Medical Physiology is an integrated study of normal physiologic function of the cell and organ systems from a clinical perspective. Using a systems-based approach and synchronized with concurrent topics in Clinical Anatomy this course emphasizes normal physiologic function in preparation for Pathophysiology of Disease I and II.

PAS 602 Medical Interviewing, Counseling and Documentation 3 SH

This course will equip the student with the fundamentals of patient-centered communication skills, patient education and basic counseling techniques as well as the components of the medical interview. The student will develop competency in behavioral change counseling strategies such as motivational interviewing. These concepts will be reinforced through the introduction to medical documentation.

PAS 603 Essentials of Medical Genetics 1 SH

This course is an introduction to medical genetics where students will review chromosomes, DNA, RNA, protein synthesis, and inheritance patterns and continues with a clinical focus based on understanding different disease processes. Diagnostic techniques and an overview of embryonic development and teratogens will also be discussed. A variety of genetic diseases are explored, including what is known about the genetics involved, the signs and symptoms of the disease, and prevention and treatment options available. The roles of genetic counseling and screening, as well as the ethical and legal issues related to genetic screening and genetic testing are also discussed.

PAS 604 Medical Microbiology/Infectious Disease Part I 2 SH

This course provides the physician assistant student the principles of medical microbiology and infectious disease. It covers mechanisms of infectious disease transmission, principles of aseptic practice, and the role of the human body's normal microflora. The biology of bacterial, viral, fungal, and parasitic pathogens and the diseases they cause are also covered. Additionally, the course provides the conceptual basis for understanding pathogenic microorganisms and the mechanisms by which they cause disease in the human body. Relevant clinical examples are provided to facilitate the application, evaluation and correlation of laboratory data used in the diagnosis and treatment of common infectious disease states. Problem solving and communication skills are refined through small and large group clinical case discussions.

PAS 605 The Physician Assistant: Delivering Healthcare in America and Beyond 1 SH

This course offers students a comprehensive overview of the fundamental structure and operations of the U.S. health care system. The course presents the complex nature in the organization, financing, and delivery of health care services in the US in a systematic fashion. Healthcare systems of other countries and global health challenges and reform are also explored. Additionally, the course will closely examine the history, current issues and future trends of the Physician Assistant profession and their role in the U.S. healthcare system. Students will review legal and regulatory issues in Physician Assistant practice; gaining an appreciation for the importance of active participation in healthcare policy and legislation. The course will also introduce students to the role of other health service professionals and the principles of inter-professional practice.

PAS 606 Epidemiology and Biostatistics: An Introduction to Clinical Research 1 SH

This course will explore fundamental concepts of biostatistics and epidemiology necessary to interpret clinical research articles and design clinical studies most commonly encountered in health research.

PAS 607 Interprofessional Seminar I: Roles and Responsibilities 0 SH

Physician Assistants must successfully function in a health care environment that effectively utilizes the resources and knowledge offered by each member of the healthcare team in the delivery of patient centered care. Successful inter-professional practice results in improvement in quality, reduction in cost, optimization of efficiency; ultimately achieving the best possible patient outcomes. These seminars will provide the PA student opportunities to apply the principles of inter-professional practice to clinical scenarios while interacting with students from other healthcare disciplines. The seminars will be conducted over two days and will focus on the four inter-professional collaborative practice competency domains: Roles and Responsibilities, Interprofessional Communication, Teams and Teamwork, and Ethics and Values.

Semester II

PAS 608 Pathophysiology of Disease I 2 SH

Pathophysiological Basis of Disease I is the first of a two semester overview of medical physiology as well as an introduction to the underlying pathological basis for specific disease processes common to primary care. The clinical pathophysiology portion of the course serves as a transition from the basic medical sciences to clinical medicine. The student will be exposed to the study of disease, both congenital and acquired with an emphasis on providing understanding pathologic physiology in conjunction with information regarding medical history and laboratory data to solve case based clinical problems during small group discussions. Students are taught how pathophysiology translates into patient signs, symptoms and laboratory test results. Students are also encouraged to begin the thought processes leading to development of differential diagnoses. The course content is presented synchronized with appropriate, correlative topics in Physical Diagnosis I, Clinical Medicine I, Clinical Laboratory and Diagnostics I, and Pharmacology I.

PAS 610 Clinical Medicine I 6 SH

This course integrates the epidemiology, risk factors (including genetics, as applicable), pathophysiology, signs and symptoms, history and physical findings, laboratory and diagnostic tests, differential diagnosis, therapeutic management, possible complications, prevention measures prognosis, patient education and follow-up of emergent and non-emergent disorders encountered in primary care across the lifespan. The course utilizes a systems approach and is delivered through a combination of traditional lectures and problem based learning (PBL) sessions. The topics are synchronized with and correlative to topics in Pathophysiology of Disease I, Pharmacology I, Physical Diagnosis I and Clinical Laboratory Medicine I. Organ systems covered in Clinical Medicine I include, Dermatology, Ophthalmology, Otolaryngology, Cardiology, Electrocardiography, and Pulmonary Medicine. At the end of each organ system students will engage in critical thinking and integration of clinical concepts exercises through problem based learning.

PAS 613 Pharmacology I 2 SH

This course is designed to prepare the student for the clinical study of therapeutics by providing knowledge of the manner in which drugs modify biological function. It includes a systematic study of the effects of drugs on different organ systems and disease processes, the mechanisms by which drugs produce their therapeutic and toxic effects, and the factors influencing their absorption, distribution and biological actions. The course consists of a combination of lectures and problem based learning (PBL) sessions. The topics are synchronized with and correlative to topics in Clinical Medicine I, Pathophysiology of Disease I and Clinical Laboratory and Diagnostics I.

PAS 615 Physical Diagnosis I**4 SH**

This is a course where the student develops a systems based approach to performing a full physical examination and critical thinking skills enabling them to formulate differential diagnoses and treatment plans. The course content has been synchronized and integrated with correlative content in Pathophysiology of Disease I, Clinical Pharmacology I, Clinical Laboratory and Diagnostics I and Clinical Medicine I to maximize student learning. Students will receive instruction through lectures and actively participate in labs where they interact with, interview and examine standardized patients. Students are primarily assessed by Objective Structured Clinical Examinations (OSCE); where they will interview and examine a standardized patient then document and present their findings to course instructors.

PAS 617 Clinical Laboratory and Diagnostics I**2 SH**

This course is the first of a two part series where the student receives instruction in medical laboratory and radiographic studies used in the diagnosis and management of common disorders of the major body systems. It also provides the rationale for the selection, utilization and interpretation of clinical laboratory, imaging and other diagnostic tests used to evaluate each system's principal functions. The topics are synchronized with and correlative to topics in Clinical Medicine I, Pathophysiology of Disease I and Pharmacology I.

PAS 619 Evidence Based Medicine I**2 SH**

This is the first course of a two part series where the basic principles of utilizing research evidence in clinical practice are expounded on. Course I will focus on developing efficient strategies for searching and using available databases to access evidence-based journals and medical literature. Students will also acquire the skill of formulating an answerable research question. Course II will provide students with the requisite knowledge and skill to appropriately interpret and critically appraise research studies of intervention, harm, diagnosis and prognosis in an efficient manner. After appraising the study students will be able to determine if the information is valid and how it will affect the care of the patient. Course III will offer instruction on medical writing as students start to develop the foundation of their graduate research project.

PAS 622 Public Health: Principles, Policy and Advocacy**1 SH**

This course offers the student a population perspective on the determinants of health and disease. It will also explore best practices and the tools available to promote health and prevent disease. The student will examine public healthcare systems as well as society-wide systems (i.e. laws and taxation) and their role on health inequities in the United States and abroad. Additionally, the student will be introduced to public health policy: its purpose, how it is originated, and how it is implemented. Underlying theories and frameworks as well as practical analytical tools needed for effective advocacy and communication will be discussed. The course will also demonstrate how policymaking is a complex, multidisciplinary, and integrated top-down and bottoms-up process that embraces a myriad of public and private stakeholders.

PAS 623 Interprofessional Seminar II: Interprofessional Communication**0 SH**

Physician Assistants must successfully function in a health care environment that effectively utilizes the resources and knowledge offered by each member of the healthcare team in the delivery of patient centered care. Successful inter-professional practice results in improvement in quality, reduction in cost, optimization of efficiency; ultimately achieving the best possible patient outcomes. This seminar series will provide the Physician Assistant student opportunities to apply the principles of inter-professional practice to clinical scenarios while interacting with students from other healthcare disciplines. The seminars will be conducted over two days and will focus on the four inter-professional collaborative practice competency domains: Roles and Responsibilities, Interprofessional Communication, Teams and Teamwork, and Ethics and Values.

Semester III**PAS 609 Pathophysiology of Disease II****2 SH**

Pathophysiology of Disease II is the second of a two semester overview of medical physiology as well as an introduction to the underlying pathological basis for specific disease processes common to primary care. The clinical pathophysiology portion of the course serves as a transition from the basic medical sciences to clinical medicine. The student will be exposed to the study of disease, both congenital and acquired with an emphasis on providing understanding pathologic physiology in conjunction with information regarding medical history and laboratory data to solve case based clinical problems during small group discussions. Students are taught how pathophysiology translates into patient signs,

symptoms and laboratory test results. Students are also encouraged to begin the thought processes leading to development of differential diagnoses. The course content is presented synchronized with appropriate, correlative topics in Physical Diagnosis II, Clinical Medicine II and Pharmacology II.

PAS 611 Clinical Medicine II

6 SH

This course integrates the epidemiology, risk factors (including genetics, as applicable), pathophysiology, signs and symptoms, history and physical findings, laboratory and diagnostic tests, differential diagnosis, therapeutic management, possible complications, prevention measures prognosis, patient education and follow-up of emergent and non-emergent disorders encountered in primary care across the lifespan. The course utilizes a systems approach and is delivered through a combination of traditional lectures and problem based learning (PBL) sessions. The topics are synchronized with and correlative to topics in Pathophysiology of Disease II, Pharmacology II, Physical Diagnosis II and Clinical Laboratory and Diagnostics II. Organ systems covered in Clinical Medicine II include: Hematology/Oncology (Liquid Malignancies), Gastroenterology, Urology/Nephrology, Endocrinology, Rheumatology, Psychiatry, Neurology, and Oncology Medicine. At the end of each organ system students will engage in critical thinking and integration of clinical concepts exercises through problem based learning.

PAS 614 Pharmacology II

2 SH

This course is designed to prepare the student for the clinical study of therapeutics by providing knowledge of the manner in which drugs modify biological function. It includes a systematic study of the effects of drugs on different organ systems and disease processes, the mechanisms by which drugs produce their therapeutic and toxic effects, and the factors influencing their absorption, distribution and biological actions. The course consists of a combination of lectures and problem based learning (PBL) sessions. The topics are synchronized with and correlative to topics in Clinical Medicine II, Pathophysiology of Disease II and Clinical Laboratory and Diagnostics II.

PAS 616 Physical Diagnosis II

4 SH

This is a course where the student develops a systems based approach to performing a full physical examination and critical thinking skills enabling them to formulate differential diagnoses and treatment plans. The course content has been synchronized and integrated with correlative content in Pathophysiology of Disease II, Clinical Pharmacology II, Clinical Laboratory and Diagnostics II and Clinical Medicine I to maximize student learning.

Students will receive instruction through lectures and actively participate in labs where they interact with, interview and examine standardized patients. Students are primarily assessed by Objective Structured Clinical Examinations (OSCE); where they will interview and examine a standardized patient then document and present their findings to course instructors.

PAS 618 Clinical Laboratory and Diagnostics II

2 SH

This course is the second of a two part series where the student receives instruction in medical laboratory and radiographic studies used in the diagnosis and management of common disorders of the major body systems. It also provides the rationale for the selection, utilization and interpretation of clinical laboratory, imaging and other diagnostic tests used to evaluate each system's principal functions. The topics are synchronized with and correlative to topics in Clinical Medicine II, Pathophysiology of Disease II and Pharmacology II.

PAS 620 Evidence Based Medicine II

2 SH

This is the second course of a three part series that where the basic principles of utilizing research evidence in clinical practice are expounded on. Course I focused on developing efficient strategies for searching and using available databases to access evidence-based journals and medical literature. Students also acquired the skill of formulating an answerable research question. Course II will provide students with the requisite knowledge and skills to appropriately interpret and critically appraise research studies of intervention, harm, diagnosis and prognosis in an efficient manner. After appraising the study students will be able to determine if the information is valid and how it will affect the care of the patient. Course III will offer instruction on medical writing as students start to develop the foundation of their graduate research project.

PAS 624 Cultural Issues in Healthcare

1 SH

This course enhances the understanding of culture and its relationship to health, health disparities, disease incidence

and prevalence for specific communities and/or ethnic groups. It will also explore historical factors that might shape the health behaviors, beliefs, folk practices, ethno pharmacology, and communication practices of specific communities. Students will be challenged to discover the effect of bias and stereotyping on the delivery of healthcare. Upon completion of this course the student will develop an understanding and value the importance of providing culturally competent healthcare.

PAS 625 Interprofessional Seminar III: Ethics and Values 0 SH

Physician Assistants must successfully function in a health care environment that effectively utilizes the resources and knowledge offered by each member of the healthcare team in the delivery of patient centered care. Successful inter-professional collaborative practice results in improvement in quality, reduction in cost, optimization of efficiency; ultimately achieving the best possible patient outcomes. These seminars will provide the Physician Assistant student opportunities to apply the principles of inter-professional collaborative practice to clinical scenarios while interacting with students from other healthcare disciplines such as nursing, health and exercise science, occupational therapy, marriage and family therapy and health administration.

Semester IV

PAS 612 Clinical Medicine III 6 SH

This course integrates the epidemiology, risk factors (including genetics, as applicable), pathophysiology, signs and symptoms, history and physical findings, laboratory and diagnostic tests, differential diagnosis, therapeutic management, possible complications, prevention measures, prognosis, patient education and follow-up of emergent and non-emergent disorders encountered across the lifespan in primary care. Students will apply knowledge obtained in Clinical Medicine I and II to specific populations and clinical situations. It is delivered through a combination of traditional lectures and problem based learning (PBL) sessions. Topics covered in Clinical Medicine III: Surgery, Geriatrics, Pediatrics, Infectious Disease Part II, and Emergency Medicine. Throughout each module students will engage in critical thinking and integration of clinical concepts exercises through problem based learning.

PAS 626 Advanced Pharmacotherapeutics 2 SH

This course provides the opportunity to acquire advanced knowledge and skills in the therapeutic use of pharmacologic agents. The pharmacologic treatment of complex health problems will be explored. It is designed to facilitate the process of teambuilding by making basic knowledge in pharmacology “come alive” in structured case studies. Thus the didactic lecture material taught in Pharmacology I and Pharmacology II will be expanded, reinforced, and made practical through the team based/problem based learning method. Additionally, students will administer medications using patient simulators and will observe the clinical response

PAS 627 Clinical Skills and Procedures 4 SH

This course is designed to introduce students to essential procedures and skills necessary for primary care practice such as phlebotomy; injection techniques; splinting; suturing and more. Students will participate in Advanced Cardiac Life Support and Pediatric Advanced Life Support Certification training during this course. Students will demonstrate competence through written and practical evaluations.

PAS 628 Behavioral Medicine 2 SH

Behavioral Medicine is a course that aims to develop and integrate behavioral, psychosocial, and biomedical science knowledge and techniques relevant to the understanding of health and illness, and the application of this knowledge and these techniques to prevention, diagnosis, treatment and rehabilitation across the lifespan. It includes the following topics as they pertain to human behavior: children and adolescent health, aging, chronic pain, death, dying and loss, domestic violence, eating disorders, environmental health, human sexuality, HIV/AIDS, obesity, public health, quality of life, rehabilitation, sexually transmitted diseases, stress, substance abuse (alcohol, tobacco, and other drugs) and women's health.

PAS 621 Evidence Based Medicine III 2 SH

This is the second course of a three part series that where the basic principles of utilizing research evidence in clinical practice are expounded on. Course I focused on developing efficient strategies for searching and using available databases to access evidence-based journals and medical literature. Students also acquired the skill of formulating an answerable research question. Course II will provide students with the requisite knowledge and skills to appropriately

interpret and critically appraise research studies of intervention, harm, diagnosis and prognosis in an efficient manner. After appraising the study students will be able to determine if the information is valid and how it will affect the care of the patient. Course III will offer instruction on medical writing as students start to develop the foundation of their graduate research project.

PAS 629 Ethics, Law and Social Justice in Medicine 1 SH

This is a highly interactive course where principles of ethics and the law are discussed followed by case simulations that illustrate where social determinants of health (i.e. access to justice), ethics and the law intersect. Students will explore their roles and responsibilities as healthcare providers and discover how interdisciplinary collaboration is key for effective advocacy and changes in health policy that address health disparities and social injustice.

PAS 630 Interprofessional Seminar IV: Teams and Teamwork 0 SH

Physician Assistants must successfully function in a health care environment that effectively utilizes the resources and knowledge offered by each member of the healthcare team in the delivery of patient centered care. Successful inter-professional practice results in improvement in quality, reduction in cost, optimization of efficiency; ultimately achieving the best possible patient outcomes. This seminar series will provide the Physician Assistant student opportunities to apply the principles of inter-professional practice to clinical scenarios while interacting with students from other healthcare disciplines. The seminars will be conducted over two days and will focus on the four inter-professional collaborative practice competency domains: Roles and Responsibilities, Interprofessional Communication, Teams and Teamwork, and Ethics and Values.

Clinical Phase Semesters V, VI, and VII

PAS 700 Graduate Research Project 0 SH

The graduate research project is a requirement for graduation. Students may choose one of two options for the graduate research project. The first option is a three part individual graduate research project which entails: a written case report, a literature review related to the case report, and an oral presentation of the case and key findings of the literature review. The second option is a collaborative graduate research project where a small group of students (three students maximum) identify a health disparity in a specific community; conduct a literature review on the subject matter, design, and implement a community health initiative. The report (written and oral presentation) includes a literature review, a description of the project and its outcomes.

PAS 701-708 Supervised Clinical Practice Experiences (Rotations) 5 SH

Supervised Clinical Practice Experiences (Rotations) are five week clinical courses in seven core medical specialties and two elective subspecialties. During these rotations students will integrate, expand and refine clinical skills (i.e. performing history and physical exams, ordering and interpreting laboratory/diagnostic tests, synthesizing information in establishing diagnosis, formulating and implementing a treatment plan) as they manage urgent, emergent and non-emergent; acute and chronic disease, in out-patient and in-patient settings. Students will also develop an appreciation for the role of preventive medicine in the delivery of health care; become aware of the impact of families and culture on health problems, patient perception and reception of health care (bio-psycho-social model); and their own personal strengths, interests, and limitations.

PAS 701 Behavioral and Mental Health Rotation 5 SH

This five week clinical course introduces the student to Behavioral and Mental Health where the student is exposed to common psychiatric/behavioral conditions treated by health care providers specializing in Behavioral and Mental Health in conjunction with other members of the health care team. Emphasis is placed on further developing and refining the students' skills in taking a history and performing a physical exam, ordering and interpreting laboratory/diagnostic tests, synthesizing information in establishing a diagnosis, formulating and implementing a cost-effective treatment plan, and promoting patient education in both outpatient and inpatient behavioral and mental health settings.

PAS 702 Emergency Medicine Rotation 5 SH

This clinical course introduces the student to Emergency Medicine where the student, with supervision, receives experience in triage, stabilization, in-depth exposure to traumatic illnesses, injuries and surgical scenarios that

necessitate emergent care for patients across the life span. Emphasis is placed on the proper evaluation and management of life-threatening illness and injury by refining the students' skills in taking a history and performing a physical exam, ordering and interpreting laboratory/diagnostic tests, synthesizing information in establishing a diagnosis, learning proper disposition of patients and performing lifesaving techniques in an emergency department setting.

PAS 703 Family Medicine Rotation

5 SH

This five week clinical course introduces students to the Family Medicine setting where they will experience the continuity, comprehensiveness, complexity, context, and coordination of care across the life span provided by Family Medicine clinicians in conjunction with other members of the health care team. Emphasis is placed on further developing and refining the students' skills in taking a history and performing a physical exam, ordering and interpreting laboratory/diagnostic tests, synthesizing information in establishing a diagnosis, formulating and implementing a cost-effective treatment plan and promoting patient education in an outpatient family medicine setting.

PAS 704 General Surgery Rotation

5 SH

This is a five week clinical course where students are introduced to General Surgery. With supervision, the student is provided with practical experience in the evaluation and management of major and minor surgical problems. Emphasis is given on the longitudinal management and care of the surgical patient. Students will have the opportunity to follow patients in the preoperative confirmation of clinical impressions through history taking, appropriate physical examination, ordering and interpreting laboratory/diagnostic tests. Subsequently, students will further develop their surgical skills and experience basic operating room procedure during the intra-operative care of the patient. Finally, the student will participate in the post-operative management of the patient. The student will develop an increased understanding of how to effectively communicate and function as an integral member of the surgical team.

PAS 705 Internal Medicine Rotation

5 SH

This is a five week clinical course where students will be assigned to the inpatient medical/hospitalist service. The purpose of the Internal Medicine rotation is to provide the student with practical clinical experience in working with the hospitalized patients with acute or chronic diseases that are routinely seen by internists. Under the supervision of a licensed provider, students will participate in a wide variety of inpatient care activities. Medical history review, physical examination, diagnostic testing, and management are emphasized, as is the importance of functioning on a multidisciplinary team.

PAS 706 Pediatric Rotation

5 SH

This is a students a five week clinical course where students are assigned to private practice offices or to community health centers where they will participate in the care of pediatric/adolescent patients. Through supervised exposure to patients in a pediatric/adolescent practice setting, students are given the opportunity to become familiar with the parameters of normal growth and development, newborn assessment, immunizations schedules, and the evaluation and management of common problems in the pediatric/adolescent population. Students will participate in well child/adolescent preventive care as well as in the evaluation of acute and chronic pediatric/adolescent illnesses. In addition, the students will advocate parental counseling regarding immunizations, preventive health care visits, growth and development, nutrition, and common psychosocial problems.

PAS 707 Women's Health Rotation

5 SH

This clinical course introduces the student to the Women's Health setting where the students, with supervision, will participate in routine well-woman screening and examinations, family planning and birth control, recognition and treatment of sexually transmitted disease, the evaluation of common gynecologic problems, cancer detection and prevention, and prenatal care. Exposure and participation in the surgical management of gynecological and obstetrical concerns may also be provided. Emphasis is placed on further developing and refining the students' skills in taking a history; performing a physical exam; ordering and interpreting laboratory/diagnostic tests; synthesizing information in establishing a diagnosis; and formulating and implementing a cost-effective treatment plan and promoting patient education in a Women's Health setting.

PAS 708 Orthopedics (Subspecialty Option 1)

5 SH

These are 5 week clinical courses in any medical or surgical subspecialty where the Pfeiffer University Master of Science

Physician Assistant Studies Program has fully executed affiliation agreements. Students are encouraged to select specialties that will augment clinical knowledge applicable to the primary medical care setting. Students who are participating in scholarly concentrations tracks will complete two electives in their field of study. These rotations must be approved by the student's Academic Advisor and the Program Director

PAS 709 Elective (Subspecialty Option 2)

5 SH

These are 5 week clinical courses in any medical or surgical subspecialty where the Pfeiffer University Master of Science Physician Assistant Studies Program has fully executed affiliation agreements. Students are encouraged to select specialties that will augment clinical knowledge applicable to the primary medical care setting. Students who are participating in scholarly concentrations tracks will complete two electives in their field of study. These rotations must be approved by the student's Academic Advisor and the Program Director

Part four: University General Information

Honorary Organizations

Upsilon Phi Delta

Membership in Upsilon Phi Delta Honor Society is open to individuals who meet the national and local standards of this organization and are accepted and initiated into membership of the Pfeiffer University Chapter. In order to be eligible for induction, graduate students must have a minimum cumulative 3.5 based on at least 18 hours of graduate work at an AUPHA Member Program, which Pfeiffer University holds membership. It is open to students, faculty, healthcare executives and administrators, and to those contributing to the healthcare administration profession and is based on academic excellence and upholding high professional standards and ethics. Members are selected on the basis of academic achievements, service to the MHA Program and the community, and/or contributions to the healthcare management profession.

Pfeiffer University Faculty and Administration

Faculty

Jimmy Atkins (2013)

Associate Professor of Organizational Management. B.A., North Carolina A&T State University, 1998; M.A., University of Delaware, 2000; Ph.D., Regent University, 2012.

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.

Aimee Ryan Bellmore (2013)

Associate Professor of Human Services. B.S., Leslie University, 1996, M.A., Naropa University, 2000; Ph.D., Portland State University, 2011.

Thomas Creager Bischoff (2019)

Assistant Professor of MFT. B.I.S. Weber State University, 2012, M.S., Northern Illinois University, 2015, Ph.D. Candidate, University of Connecticut (2018).

Susan Blair (2019)

OT Faculty Capstone Coordinator. B.S. Medical University of South Carolina, 1987, O.T.D. Chatham University, 2019

Christopher S. Boe (2005)

Professor of Elementary Education, Division Dean for Education & Director of Graduate Education Programs, Charlotte Teacher Education Program. B.A., University of North Carolina at Asheville, 1992; M.Ed., University of NC at Charlotte, 1996; Ed.D., Gardner-Webb University, 2013.

Martha Bramlett (2012)

Associate Professor of Nursing. B.S.N., University of NC at Chapel Hill, 1975; B.S., University of NC at Charlotte, 1977; M.S.N., University of NC at Greensboro, 1981; Ph.D., Medical College of Georgia, 1990.

Casey S. Brasher (2019)

Visiting Assistant Professor of Economics. B.S., University of Kentucky, 2002, Ph.D., University of Kentucky, 2015.

Ross A. Braymer (2006)

Assistant Professor of Mathematics. B.S. Pennsylvania State University, 2004; M.O.R. North Carolina State University, 2006.

Deborah Burris (1997)

Associate Professor of Communication, Chair of the Department of Social Sciences and Director of the Pfeiffer Journey. B.A., North Carolina State University, 1976; M.A., University of Kansas, 1984; Ph.D. University of North Carolina at Greensboro, 2018.

David Cartrette (2017)

Assistant Professor of Organic Chemistry. B.A., North Carolina State University, 1992; B.S., North Carolina State University, 1992; M.S., Western Carolina University, 1997; Ph.D., Purdue University, 2003.

Shaun L. Cashman (2010)

Assistant Professor of Communication. B.A., University of North Carolina at Asheville, 1999; M.A., University of NC at Greensboro, 2006, Ph.D., North Carolina State University, 2010.

Jennifer L. Cease (1999)

Cataloging Librarian and Assistant Professor of Library Science. B.A., Indiana University, 1994; M.L.S., Indiana University, 1997.

Mary Beth Chambers (2019)

Assistant Professor and Chair of Sport Mgmt/Program Director for Global Sport Mgmt. B.A. University of Kentucky, 1991, M.Ed. Bowling Green University.

Thomas Andrew Cook (2019)

Assistant Professor of Math. B.S. University of North Carolina Asheville, 2010, M.S. Appalachian State University, 2014, Ph.D., University of North Carolina Charlotte, 2019.

Pamela Courville (2019)

Assistant Professor of Nursing/Maternal Child Health. B.A. Lewis University, 2005, M.A. Chamberlain College of Nursing, 2014, D.N.P., Gardner Webb University, 2019.

Robert m Cox (2016)

Clinic Director, Misenheimer Counseling Services and Wellness Center, & Coordinator of Clinical Addiction Programming & Outreach: Assistant Professor of Marriage & Family. LCAS/CCS Substance Abuse, B.S., Appalachian State University, 1992; M.A., Appalachian State University, 1998; Ed.D., The University of Memphis, 2016

Rachel Cozort (2012)

Associate Professor of Nursing. A.D.N., Western Piedmont Community College, 1982; B.S.N., University of North Carolina at Greensboro, 1994; M.S.N., University of NC at Greensboro, 1996; Ph.D., University of NC at Greensboro, 2008.

Edward Crabb (2017)

Assistant Professor of Health & Exercise Science. B.A. UNC Wilmington, 2007; M.S. UNC Greensboro, 2010; Ph.D., Virginia Commonwealth University, 2018.

Joshua V. Cross (2005)

Associate Professor of Art and Director of the Grace and Cameron West Gallery. B.A. Southeast Missouri State University, 1998; M.F.A. Kansas State University, 2002.

Tom Darling (2020)

Professor of Health and Exercise Science, B.S., Phillips University, 1997, M.S. University of Louisiana Monroe, 1999, Ph.D. Oklahoma State, 2007.

Ronald B. Dasher, Visiting Assistant Professor of Psychology (2020)

Atlantic Seminary, doctorate, 2011, Capella University, MS., 2009, Univ. of Florida, B.S., 1977

Carrie DeJaco (2017)

Assistant Professor of Biology. B.A. University of Louisville, 1996; M.S. University of Louisville, 2000; Ph.D. University of Illinois at Urbana-Champaign, 2006.

Brenda Diaz (2016)

Director of PA Program & Assistant Professor of Master of Science in Physician Assistant Studies. B.S City University of New York; M.S., A.T. Still University, 2009.

Danielle Donelson (2018)

Assistant Professor of English. B.A., Marietta College; M.A., University of Toledo; Ph.D., Bowling Green State University, 2018.

Tom Earnhardt (2017)

Director of Clinical Education and Assistant Professor. B.S., Pfeiffer College, 1981; P.A., Emory University School of

Medicine, 1984; M.H.A., University of North Carolina, 2003.

Jason Matthew Emory (2014)

Assistant Professor of Chemistry. B.S., University of NC-Charlotte 2004; M.S. University of North Carolina at Charlotte, 2004; Ph.D. Louisiana State University 2010.

Elizabeth Fain (2019)

Director of OT Program & Assistant Dean of Applied Health Sciences. B.S. Medical College of Georgia, 1981, MHS Medical University of South Carolina, 1989, Ed.S. Appalachian State University, 2009, Ed.D. University of St. Augustine, 2014.

Kelli Fellows (2011)

Associate Professor of Business Communications. B.S., University of Southern Mississippi, 1993; M.S., University of Southern Mississippi, 2002; Ph.D., University of Georgia, 2006.

Susan Furr (2018)

Assistant Professor for Nursing. B.S., Lenoir-Rhyne College, 1984; M.S., Gardner-Webb University, 2009; D.N.P., Gardner-Webb University, 2014

Crystal Gaddy (2020)

Assistant Professor of OT-Pediatrics, B.S., East Carolina University, 2003, O.T.D. Creighton University, 2019.

Raushan Gross (2015)

Assistant Professor of Business Administration. B.A.S., Campbell University, 2007; M.B.A., Pfeiffer University, 2009; Ph.D., Regent University, 2016.

Danae C. Guerra (2020)

Principal Faculty of Masters of Physician Assistant, B.A., Louisiana State University, 1986, M.A., Eastern Virginia Medical School, 2004.

Jim E. Gullede (1985)

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

David Haralson (2018)

Assistant Professor of Marriage and Family Therapy. B.A., Brigham Young University, 2010; M.S., Colorado State University, 2013; Ph.D., East Carolina University, 2018

Elizabeth Harrison (2015)

Program Coordinator, Worship/Music and Assistant Professor of Music. B.A., Duke University, 1981; B.A., Southern Adventist University, 1986; M.M. New England Conservatory of Music, 1988; Ph.D., Stanford University, 1995.

Caroline Hohensee (2013)

Associate Professor of Health Administration. B.S. Loyola Marymount University, 1997; M.H.A. & M.S.G., University of Southern California, 2000; Ph.D., University of NC at Charlotte, 2012.

David Wasson Hollar, Jr. (2013)

Associate Professor of Health Administration-IT. B.S., University of NC at Chapel Hill; M.S., Vanderbilt University, 1984; Ph.D., University of NC at Greensboro, 1997.

Sandra Holley (2015)

Assistant Professor of Accounting. B.A. St. Andrews Presbyterian College, 2001; M.B.A., University of Phoenix, 2005; Ph.D., Capella University, 2016.

Christopher S. Howard (2010)

Associate Professor of Business Administration. B.S., Carson- Newman College, 1991; MBA, Saint Louis University, 1997; Ph.D. Regent University, 2009.

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.

Edgar J. Ingram, Jr. (1977)

Assistant Professor of Sport Management and Chair of the Sport Management Department. Faculty Athletic Representative. A.B., Pfeiffer College, 1974; M.S., University of NC at Chapel Hill, 1980.

Travis Johnson (2020) Clinic Director of Marriage and Family Therapy Training Clinic-Pfeiffer Institute

Joseph D. Judge (2008)

Director of Choral Activities and Assistant Professor of Music. B.A., Pfeiffer College, 1987; M.M., University of Colorado, Boulder, 1997.

Megan Keaton (2017)

Assistant Professor of Rhetoric and Composition. B.A., Michigan State University, 2007; M.A., University of North Carolina at Charlotte, 2012; Ph.D., Florida State University, 2018

Angela Kern (2011)

Associate Professor of Elementary Education and Coordinator of Undergraduate Elementary Education Cohort. B.A., North Carolina State University, 1994; M.Ed., University of NC at Greensboro, 1995; Ed.D., University of NC at Chapel Hill, 2009.

Rebecca T. Klase (2013)

Associate Professor of Political Science & Special Assistant to the Office of the Provost. B.M. Wesleyan College, 1978; M.A. West Virginia University, 1998; Ph.D. West Virginia University, 2005.

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.

Caitlin Lofton (2018)

Assistant Professor of Nursing. B.S.N., University of North Carolina at Greensboro, 2013; M.S.N., Duke University, 2017.

Laura Lowder (2012)

Associate Professor of Education. B.A., Pfeiffer University 2002; M.S., Jones International University, 2006, Ed.D., University of Florida, 2013.

Ying Lu (2011)

Associate Professor of Computer Information Systems. B.S., Sichuan University, 1991; M.S., Pennsylvania State University; Ph.D., University of Wisconsin at Milwaukee, 2006.

Dawn W. Jacoby Lucas (1998)

Professor of Health and Physical Education & Dean of Teaching, Learning & Innovation B.S., State University of New York, 1995; M.S., University of NC at Charlotte, 1998. Ed.D., Liberty University, 2012.

Susan Luck (1996)

Professor of Business Administration. B.A., Queens College, Charlotte, 1979; M.A., University of NC at Charlotte, 1983; Ph.D., University of South Carolina, 1990.

Deborah Lung (2009)

Clinical Coordinator of the Charlotte PIMFT Clinic & Associate Professor of Marriage and Family Therapy. B.S., James Madison University, 1984; M.A., James Madison University, 1995; Psy D., James Madison University, 2007

Dana Martin (2011)

Associate Professor of Nursing. B.S.N., University of NC at Charlotte, 1997; M.S.N., University of NC at Charlotte, 2011. D.N.P., Gardner-Webb University, 2014.

Jon M. Martin (2013)

Associate Professor of Health Administration - Marketing. B.S., University of NC at Chapel Hill, 1979; M.M., J.L. Kellogg Graduate School of Management at Northwestern University, 1983; Ph.D., Capella University, 2012.

Mark E. McCallum (1994)

Professor of Biology & Dean of Academic Success. B.A., Wake Forest University, 1985; Ph.D., Georgia Institute of Technology, 1995.

Jack R. McCaffery (2012)

Assistant Professor of Legal Studies- Graduate. B.A. National-Louis University, 1990; LL.M., St. Thomas University Miami 2002; J.D., Barry University, 2004; D.B.A, Argosy University, 2008; M.S.H.A., Strayer University, 2010.

F. Elisa Melvin (2013)

Associate Professor of Health Administration. B.A., University of South Carolina, 1989; M.Ed., Augusta State University, 2006; Ph.D., Norman J. Arnold School of Public Health, University of South Carolina, 2012.

Heidi Anne Miller (2019)

Program Director of MAPT. B.A. Goshen College, 1992, M.Div. Eastern Mennonite Seminary, 1997, Ph.D. The Catholic University of America, 2012.

Timothy Mode (2018)

Instructor of Physics/Lab Manger. B.A., University of North Carolina at Charlotte, 1999; M.S., University of North Carolina at Charlotte

William Morris (2018)

Assistant Professor of History. B.A., University of Mississippi, 2000; M.A., University of Mississippi, 2002; Ph.D., University of Illinois at Urbana-Champaign, 2009.

Christopher Murray (2019)

Assistant Professor of Education. B.A., M.S., The University of North Carolina Charlotte, 1995, 2006, Ed.D., Wingate University, 2012.

Jamal Nahavandi (2003)

Associate Professor of Economics. B.A., University of NC at Charlotte, 1978; M.A., Tufts University, 1980; Ph.D., University of New Hampshire, 1991.

Ashley Yarbrough Oliphant (2007) *Associate Professor of English and Chair of English Department.* B.A., University of NC at Charlotte, 1999; M.A. University of NC at Charlotte, 2002; Ph.D., University of NC at Greensboro, 2007.

Don Poe (2003)

Professor of Psychology. B.A., Duke University, 1968; M.A., Virginia Polytechnic Institute and State University, 1975; Ph.D., Cornell University, 1980.

Tina Preslar (2001)

Assistant Professor of Accounting. B.S., Pfeiffer University, 1996; M. of Accounting, University of North Carolina at Charlotte, 2000.

Laura Reichenberg (2014)

Assistant Professor of Biology. B.S., University of NC at Greensboro, 2001; M.S., University of Tennessee, 2003; Ph.D., North Carolina State University 2009.

John A. Reid (2020)

Assistant Professor of Criminal Justice, Masters in Criminal Justice, The University of Alabama 1999

Kathryn Riley (2017)

Assistant Professor of Biology. B.S. Francis Marion University, 2006; M.S. Wake Forest University, 2010; Ph.D. Wake Forest University, 2016

Leah Robinson (2018)

Associate Professor of Religion. B.A., Shortner University, 2004; M.div., Mercer University, 2007; Ph.D., University of Edinburgh, 2018

Edward Royston (2018)

Visiting Assistant Professor of English. B.A., University of Texas at Dallas, 2003; M.A., University of Texas at Dallas, 2005; M.A., University of Dallas, 2013; Ph.D., Texas Woman's University, 2018

Ashley Schoppe (2017)

Assistant Professor of English. B.A., Louisiana Scholars' College at Northwestern State University, 2009; M.A., University of Tulsa, 2011; Ph.D., University of Tulsa, 2016

Kristy Schmaldinst (2019)

Assistant Professor of Nursing. A.A.S., Central Piedmont Community college, 2007, B.S.N. Winston-Salem State University, 2012, M.S.N., University of North Carolina Charlotte, 2018.

Mike Seda (2012)

Associate Professor of Accounting- Graduate. B.S., St. Johns University, 1971; M.B.A., St. Johns University,

1979; Ph.D., New York University, 1996; D.B.A., Argosy University, 2008.

Ali Sever (2002)

Professor of Computer Information Systems. M.S., Ataturk University, 1989; Ph.D., Wichita State University, 1995.

Joshua Stone (2020)

Director of Didactic Education P.A. Program B.A. Carson Newman University, 2004, M.S. University of Florida 2018, Dr. East Carolina University, 2013

Marilyn Sutton-Haywood (2014)

Dean of Arts and Sciences and Professor of Biology. B.S., North Carolina Central University, 1975; M.S., Atlanta University, 1977; Ph.D., Atlanta University, 1980.

Gwyndolan L. Swain (2011)

Associate Professor of Health Administration & Director of MHA Programs. B.S.N., Dillard University, 1976; M.B.A. /M.H.A., Pfeiffer University, 2004; D.H.A., Medical University of South Carolina, 2013.

Thomas Kevin Taylor (2012)

Associate Professor of Religion. B.A., Wake Forest University, 1994; M.Div., Princeton Theological Seminary, 1998; Ph.D., University of Cambridge, 2009.

Michael Thompson (2000)

Professor of History & Director of the Undergraduate Honors Program. B.A., Wake Forest University, 1993; M.A., University of Mississippi, 1995; Ph.D., Miami University, Ohio, 2000.

Carol A. Vogt (2007)

Professor of Health Administration. B.S., Edinboro University of Pennsylvania, 1977; M.S.N., Edinboro University of Pennsylvania, 1985; Dr.PH. University of Pittsburgh, 1993.

Susan B. Wilkie (2006)

Founding Program Director of the Masters in Marriage and Family Therapy. Professor of Marriage and Family Therapy. B.S., University of Maryland, 1972; M.A. University of Alabama at Birmingham, 1975; M.Ed., University of New Orleans, 1991; Ph.D., University of New Orleans, 1994.

Isha Williams (2018)

Assistant Professor of Marriage and Family Therapy. B.A., East Carolina University, 1990; M.S., East Carolina University, 1998; M.S., East Carolina University, 2007

Jacqueline C. Wisler (2019)

Assistant Professor of Leadership - Human Resources Management, M.B.A. Drexel University, 1992, Ed.D, Argosy University, 2015

Sarah Wolford (2019)

Assistant Professor of MFT. B.S., Emerson College, 2010, M.A., The William James College, 2013, Ph.D., Florida State University, 2019.

Administration

Office of the President

Scott W. Bullard, Ph.D. (2019) President

B.A. Campbell University, 1999; M.A. Duke University, 2002; Ph.D. Baylor University, 2009.

Teena Mauldin (2005) Executive Assistant to the President

B.A., Pfeiffer University, 2009.

Academic Affairs

Michael Thompson (2000)

Interim Vice President for Academic Affairs and Provost, Professor of History & Director of the Undergraduate Honors Program. B.A., Wake Forest University, 1993; M.A., University of Mississippi, 1995; Ph.D., Miami University, Ohio, 2000.

Mark McCallum (1994) Dean of Student Success and Professor of Biology

B.A. Wake Forest University, 1985; Ph.D., Georgia Institute of Technology, 1995.

Mary Banks (2017) Academic Records Specialist and Graduate International Student Program Coordinator
A.A., Northern Virginia Community College, B.S., Regent University, 2016.

Ellen Blue (2019) TQP Education Coordinator
B.S. Pfeiffer College, 1989, M.S., Pfeiffer University, 2004, Certificate Executive Leadership, Gardner Webb University, 2013.

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

Paula Dennis (2020) Admin Assistant Education

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

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

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

Julia Kennedy (2017) Director of Institutional Research, Planning, and Assessment
B.S., University of Wisconsin at Green Bay, 1985; M.A., University of Akron, 1990.

Robin W. Listerman (2006) Director of Academic Operations
B.S. North Carolina State University, 2004; M.B.A., Pfeiffer University, 2009.

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

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

Robin Morris (2013) Administrative Assistant for Dean of Arts & Sciences
B.S., Pfeiffer University, 2007.

Sequoya Deatrice Mungo (2019) TQP Project Director
B.A., University of North Carolina Chapel Hill, 2003, M.A. North Carolina Central University, 2008, Ph.D. University of North Carolina Charlotte, 2011.

Cindy Newport (2005) Library Circulation Coordinator
A.A.S., Forsyth Technical Institute, 1976 B. A., Pfeiffer University, 2016.

Chip Palmer (2012) Coordinator of Learning Assistance
B.S., Pfeiffer University, 2009; M.S., University of North Carolina at Charlotte, 2011; Ph.D. Walden University, 2018.

Caroline Sawyer Sowards (2017) Director of Internships and Career Planning
B.A., Pfeiffer University, 2007; M.A., University of North Carolina at Charlotte, 2009.

Lourdes Silva (2017) Registrar
B.A., University of Puerto Rico 1981; M.S., Syracuse University, 1995.

Kim Smith (2011) Assistant Registrar/VA Officer

Junior Degree, Salisbury Business College, 1988

Leslie Tucker (2011) Coordinator of Academic Services

A.A.S., Stanly Community College, 2000; B.S., Pfeiffer University, 2018. M.B.A., Pfeiffer University, 2020.

Perry Washington (2020) Director of YETI

B.A. Morehouse College, 2017, M.A. Interdenominational Theological Center, 2019, M.A.

Emory University, 2020

Tammy Lilly (2020) Admin Assistant for Nursing

A.A.S. Bucks County C.C., 1992

Luree Benjamin (2020) Administrative Assistant for Pfeiffer REACH Institute

B.A. UNC Chapel Hill, 2001, M.M.F.T. Pfeiffer University 2019

Amy Dry (2020) Administrative Assistant for PA Program

A.A.S. Stanly C.C. 2012

Wendi McCarn (2020) Operational Admin Assistant, P.A. Program

B.S. UNC Chapel Hill, 1990

Joshua Stone (2020) Director of Didactic Education P.A. Program

B.A. Carson Newman University, 2004, M.S. University of Florida 2018, Dr. East Carolina University, 2013

Advancement

JoEllen Newsome (2018) Executive Director of Advancement

B.S., Pfeiffer University 2013; B.A., Pfeiffer University, 1993.

Cindy Benson (1992) Director of Advancement Services

B.S., University of Kansas, 1985.

Alicia Blalock (2019) Advancement Services Associate

B.S., Pfeiffer University, 2002.

Tonya Judge (2014) Society and Sponsorship Director

B.S. Pfeiffer University, 2020.

Karin Dancy (2020) Grant Writer

B.A. Hampton University, 1992, M.A. Syracuse University, 1993

Ken Keuffel (2020) Assistant Director of Communications

B.A. Webster University 1984, M.A. Middlebury College, 1985

Zachary Chilton (2020) Director of Falcon Club

B.S. Pfeiffer University, 2015

Athletics

Danielle Lafferty (2015) Director of Athletics

B.S., Elon University, 2012; M.B.A. Pfeiffer University, 2015.

Vada Sherrill (2020) Assistant to the Athletic Director

B.S. Pfeiffer University, 2019

Melanie Wilson (2018) Assistant Athletic Director for Compliance / Senior Woman Administrator

B.A., Elon University, 2009; M.P.A. Kean University, 2011.

Kenneth Culler (2018) Assistant Athletic Director for Athletic Communications

David Matthew Gianferante (2014) Head Coach Men's & Women's Golf

B.A., Pfeiffer University, 1972.

John Anthony "Tony" Faticoni (2015) Head Coach Men's Soccer / Strength and Conditioning Coordinator

B.S., Rutgers University, 1994.

Justin M. Gilfert (2019) Assistant Coach Women's Soccer

B.S. Hilbert College, 2016.

Craig Bolton (2017) Assistant Coach Baseball

B.A., Pfeiffer University, 2015.

Monte Sherrill (2015) Head Coach Softball

B.S., Pfeiffer University, 1987.

Peter Schoch (2016) Head Coach Men's Basketball

B.A. University of Michigan, 2004.

Lee "Tooey" Loy (2014) Head Coach Women's Basketball

High Point University, 1994.

Tucker Nelson (2016) Head Coach Men's Lacrosse

B.S., Binghamton University, 2016.

Jennifer Flaherty (2018) Head Coach Women's Lacrosse

B.S., University of North Carolina at Chapel Hill, 2009.

Chelsie Maher (2018) Assistant Coach Women's Lacrosse

B.S. Wilmington University

Melissa Ferris (2018) Head Coach Women's Volleyball

B.A., University of Arizona, 1996

Kristi M. Sammons (2019) Assistant Coach Women's Volleyball

B.A. LaGrange College, 2017.

Andrew Howard (2015) Head Coach Cross Country/Track & Field

B.S. Gardner Webb University, 2004.

Brad S. Flood (2018) Head Coach Women's Swimming

Justin Mounts (2018) Head Coach Cheerleading & Dance

Darci Dickison (2016) Director of Sports Medicine / Assistant Athletic Director

B.S. University of Maine, 2007; M.S. Husson University, 2012.

Moenique R. Parris (2020) Athletic Trainer

Masters, Plymouth State University, 2018, BS, California State University San Marcos, 2015

Rebecca Rich (2018) Assistant Athletic Trainer

B.A., Messiah College, 2005.

Austin Withrow (2020) Assistant Coach –Golf
B.S. Pfeiffer University, 2018.

Kayla Whitworth (2020) Assistant Coach - Women's Basketball
B.S. Pfeiffer University 2019.

Blake Guillozet (2020) Assistant Coach - Cross Country/Track and Field
B.S. Wright State University, 2018, M.B.A. Columbia International University, 2019

Tramaine Pride (2020) Assistant Coach Men's Basketball
A.A. Sandhills College 2012, B.A. University of North Carolina Charlotte, 2019.

Noah Bucy (2020) Assistant Coach Men's Soccer
B.S. Winthrop University, 2016, M.S. Cairn University, 2018

Katie R. Cobb (2020) Head Coach Women's Soccer
B.S., University of Southern Maine, 2014

Digital Transformation & Technology

Scott Perry (2013) Director of Operations for DTT
A.A.S., Stanly Community College, 2013.

Ryan Conte (2020) Systems Administrator
A.S. Rowan-Cabarrus C.C. 2005

Scott Eisnaugle (2005) Title III Assistant/Blackboard Administrator/AV Coordinator.
A.A.S., Stanly Community College, 2005.

Alex Freeman (2014) Operations Network Analyst
B.S. Pfeiffer University, 2014.

David (Ben) Horbert (2020) Audio Video Administrator and Tech Support
B.A. Pfeiffer University 2018

Enrollment Management Admissions

Holly Boyd (2020) Director of Undergraduate Admissions
B.A. Charleston Southern University, 1993

Adrianna Holbert (2013) Graduate and Undergraduate Data Reporting Specialist
B.A., University of New Mexico, 2001.

Lynzie Ashe (2019) Admissions Counselor
B.S, Western Carolina 2013.

Brittney Washington (2019) Admissions Counselor
B.A. Pfeiffer University, 2015; M.B.A. Lynn University, 2017.

Sierra Matteson (2020) Admissions Counselor
B.S. University of North Carolina Charlotte, 2020

Jalen Little (2020) Admissions Counselor
B.S. University of North Carolina Charlotte, 2020

John Payne (2020) Admissions Counselor
B.S. Pfeiffer University, 2020

Jaclyn Davis (2020)
B.S. University of North Carolina Charlotte, 2016, M.H.A. Pfeiffer University, 2020

Rachel Bryant (2020) Graduate Admissions Counselor
B.S. Salem College, 2013

ChyAnn M. Ketchum (2019) Campus Event Coordinator
B.A Pfeiffer University 2018.

Facilities

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

Financial Aid

Amy Brown (2019) Assistant Director of Financial Aid
B.A., Pfeiffer University, 1989.

Christie Collier (2020) Associate Director of Financial Aid
B.S., University of Tennessee, 2000, M.A. Pfeiffer University 2011

Dominic Jones (2020) Financial Aid Counselor
B.A. North Carolina State University, 2008

Financial Affairs

Robin S. Leslie (2019) Vice President for Financial Affairs
B.A., Pfeiffer College, 1982; C.P.A., 1990.

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

Cindy I. Loflin (1983) Accounts Payable Manager

Ramanda Medlin (2003) Accountant
B.S., Pfeiffer University, 2002. M.B.A. /M.S.L., Pfeiffer University, 2007.

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

Kay Pope (2001) Financial Analyst
B.S., Clemson University, 1981.

Reba Poplin (2008) Accounts Receivable Manager A.A.S., Stanly
Community College, 2006.

Deborah M. Wood (2004) Accounts Receivable Manager
B.S., Pfeiffer University, 2004 .M.B.A., Pfeiffer University, 2009; FFI, Pfeiffer University, 2016.

Dechelle Ellis (2016) Financial Associate/Campus Store Manager
A.S. Ashford University, 2011.

Human Resources

Myra A. Garris (2003) Human Resources Specialist
A.A.S., Stanly Community College, 1982.

Marketing and Communications

Casey Habich (2018) Director of Public Relations and Marketing
A.A., Bossier Parish Community College, 2006; B.A., Louisiana Tech University.

Gary Veazey (2014) Director of Graphic Design
B.A., University of North Carolina at Charlotte, 1997.

Student Development

Ron Laffitte (2016) Vice President of Student Development and Dean of Students
B.A., Winthrop University, 1980; M.S., University of South Carolina, 1982.

Maegan Habich (2017) University Chaplain & Director of Church Relations
B.A., Centenary College; M.A., Iliff School of Theology

Paula Morris (2006) Director of Student Involvement B.S., Berry
College, 1993; M.S.L, Pfeiffer University, 2017.

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

Joanna Foley (2017) Student Development Administrative Assistant
A.A.S., Southern Illinois University, 1990.

Grayson Harris (2020) Summer Conference/SOAR Coordinator
B.A. Pfeiffer University, 2018, M.S. Pfeiffer University, 2019

Other: Contract Services

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

Rick Collins (2014) Captain, Village of Misenheimer Police

Phillip Burdge (2018) Sergeant, Village of Misenheimer Police

Danny Belcher (2003) Police Corporal, Village of Misenheimer Police

Austin Wagoner (2018) Police Officer, Village of Misenheimer Police
B.S., Pfeiffer University, 2017.

Justin Cable (2015) Part-time Police Officer, Village of Misenheimer Police

Nathan Crist (2015) Part-time Police Officer, Village of Misenheimer Police

Rosalyn Harrington (2016) Reserve Police Officer, Village of Misenheimer Police

Matt Flanagan (2018) Reserve Police Officer, Village of Misenheimer Police

Joe Bahr (2003) Plant Operations

Pfeiffer University-Charlotte Campus

Location

1515 Mockingbird Drive, Charlotte, NC

Staff

Enrollment Management

Jeffrey C. Mincey (2015) Director of Graduate and Degree Completion Enrollment B.S., Lynchburg University; M.Ed., Lynchburg University

Student Success Center

Rick Kivior (2006) Coordinator Student Success and Graduate Advising
B.A., University of North Carolina at Chapel Hill, 1996; M.S., Clemson University, 1999.

Program Directors

Christopher S. Boe (2005) Professor of Elementary Education, Dean of the Division of Education & Director of Graduate Education, Charlotte Teacher Education Program
B.A., University of North Carolina at Asheville, 1992; M. Ed., University of North Carolina at Charlotte, 1996; Ed.D., Gardner-Webb University, 2013.

Gwyndolan L. Swain (2011)

Associate Professor of Health Administration & Director of MHA Programs.

B.S.N., Dillard University, 1976; M.B.A. /M.H.A., Pfeiffer University, 2004; D.H.A., Medical University of South Carolina, 2013.

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

Brenda Diaz (2016) Director of PA Program & Associate Professor of Physician Assistant Studies
B.S., City University of New York/ City College/ Harelen Hospital Physician Assistant Program, 1989; M.S., Advanced Physician Assistant Studies/ Education and Leadership, 2009.

Elizabeth Fain (2019)

Director of OT Program & Assistant Dean of Applied Health Sciences.

B.S. Medical College of Georgia, 1981, MHS Medical University of South Carolina, 1989, Ed.S. Appalachian State University, 2009, Ed.D. University of St. Augustine, 2014.

Support Services

Jeri L. Brentlinger (2010) Director of Information Support Services

B.A., University of Tennessee, 1991; M.L.I.S., University of South Carolina, Columbia, 1994.

Linda Fidelle (2010) Evening Librarian

B.S. Winthrop University, 1971; M.L.I.S., Indiana University, 1997

Faculty Emeriti

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

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

- M. Susan Carmichael (1961)** *Professor Emerita of Christian Education. A.A., Jones County Junior College, 1943; A.B., Scarritt College, 1948; M.A., Scarritt College, 1959. Robert H. Crowl (1964)* *Professor Emeritus of Biology. S.B., Harvard College, 1949; M.S., Miami University, 1950; Ph.D., Ohio State University, 1964.*
- Lawrence J. Durrett (1968)** *Professor Emeritus of History. A.B., Pfeiffer College, 1965; M.A., University of Virginia, 1967.*
- Barbara R. Earnhardt (1984)** *Professor Emerita of Writing. B.A., Ohio Wesleyan University 1956; M.A.T., University of NC at Chapel Hill, 1983.*
- Eugene I. Earnhardt (1966)** *Professor Emeritus of History. A.B., Northwestern University, 1956; Doctoral Studies, University of NC at Chapel Hill.*
- Joseph T. Echols (1967)** *Professor Emeritus of Chemistry. B.S., Belhaven College, 1959; Ph.D., University of Mississippi, 1963.*
- William H. Faggart (1968)** *Professor Emeritus of Sociology and Social Work. A.B., Pfeiffer College, 1960; M. Div., Duke University, 1963; M.A., Appalachian State University, 1971.*
- Joseph S. Ferebee (1956)** *Professor Emeritus of Health, Physical Education and Recreation. A.B., Catawba College, 1942; M.A., University of North Carolina at Chapel Hill, 1947.*
- John Ralph Grosvenor (1991)** *Professor of Mathematics. B.A.; Arkansas College, 1969; M.S., Louisiana Tech University, 1971; Ph.D., University of Virginia, 1982.*
- Margaret Sides Harman (1988)** *Professor Emerita of English. A.A., Central Piedmont Community College, 1976. B.A., University of NC at Charlotte, 1978. M.A., University of NC at Charlotte, 1979; Ph.D., Northern Illinois University, 1988.*
- James M. Haymaker (1965)** *Professor Emeritus of Art. A.B., University of NC at Chapel Hill, 1957; M. Ed., University of NC at Chapel Hill, 1961.*
- Donald C. Jackman (1966)** *Professor Emeritus of Chemistry. B.S., Maryville College, 1962; Ph.D., University of Tennessee, 1966.*
- Nancy D. McLaurin (1957)** *Professor Emerita of English. A.B., Coker College, 1945; M.A., University of NC at Chapel Hill, 1947; Ph.D., University of South Carolina, 1958.*
- Philip A. Pharr (1972)** *Professor Emeritus of Religion. A.B., Pfeiffer College, 1961; B.D., Duke Divinity School, 1964; M. Th., Duke Divinity School, 1965; Ph. D., Duke University, 1973.*
- J. Michael Riemann (1966)** *Professor Emeritus of Chemistry. B.A., Berea College, 1962; Ph.D., Ohio University, 1968.*
- Elizabeth Ann Shaffer (1952)** *Professor Emerita of French. B.A., Juniata College, 1946; M.A., University of Pennsylvania, 1949.*
- Joel Vickers (1997)** *Professor Emeritus of Health Policy and Administration. B.A., in Political Science, University of North Carolina at Chapel Hill, 1960; M.P.H., University of North Carolina Chapel Hill, 1980; and Dr. P.H., University of North Carolina at Chapel Hill, 1990*
- Norman B. Wilson (1970)** *Professor Emeritus of Library Science. B.S., Appalachian State University, 1964; M.A., Appalachian State University, 1969.*
- Naulchand Yaemsiri-King (1989)** *Professor of Mathematics, B.Ed., Chulalongkorn University, Bangkok, 1979; M.Ed., North Carolina State University, 1982; M.S., North Carolina State University, 1985; Ph.D., North Carolina State University, 1989.*

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 President, Pfeiffer University Alumni Association

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 Treasurer, United Methodist Women
 The Western NC Conference of the UMC

Ms. Julia Willis
 Climax, NC
 President, United Methodist Women
 The Western NC Conference of the UMC

AC 2020-2021 Master Programs - Grad & Grad On-line (PA excluded)

Fall 2020

Classes Begin	Monday, August 17, 2020
Last Day to add or drop a class	Monday, August 24, 2020
Class Rosters Due 4:00 PM	Friday, August 28, 2020
Labor Day No classes	Monday, September 7, 2020
Deadline to appeal grades from the previous spring or summer	Monday, September 28, 2020
Late Graduation Applications due for December	Monday, September 28, 2020
Fall Break	Friday, Oct 9 to Tues, Oct 13, 2020
Classes Resume at 8:00 am - Semester mid-point	Wednesday, October 14, 2020
Due date for incomplete grades	Wednesday, October 14, 2020
Last day to withdraw from a course ("WP", "WF", or "W")	Monday, October 26, 2020
Spring registration	Mon/Fri., November 2-6, 2020
Graduation application due for Summer & December 2020	Mon/Fri., November 2-6, 2020
Thanksgiving Holidays	Wed. Nov 25 to Sun. Nov 29, 2020
Classes Resume at 8:00 am	Monday, November 30, 2020
Last day of classes	Tuesday Courses - December 8, 2020
Last day of classes	Wednesday Courses - December 9, 2020
Last day of classes	Thursday Courses - December 10, 2020
Last day of classes	Monday Courses - December 14, 2020
Last day to submit grade for fall by 9:00AM	Thursday, December 17, 2020

Spring 2021

Classes Begin	Wednesday, January 13, 2021
Martin Luther King, Jr Holiday (no classes)	Monday, January 18, 2021
Last Day to add or drop a class	Thursday, January 21, 2021
Class rosters due MC	Tuesday, January 26, 2021
Late graduation application for May	Tuesday, February 16, 2021
Deadline to appeal grades from the previous Fall	Wednesday, February 17, 2021
Seniors Day for December 2019 and May 2020 graduation candidates	Tuesday, February 23, 2021
Mid-term grades due at 8:00am	Friday, March 12, 2021
Spring Break	Sat, March 13 to Sun, March 21, 2021
Classes resume at 8:00am - Semester midpoint	Monday, March 22, 2021
Due date to remove incomplete (I) grades	Monday, March 22, 2021
Last day to withdraw from a course ("WP", "WF", or "W")	Wednesday, March 24, 2021
Early registration for Summer and Fall starts	Monday, March 29, 2021
Good Friday Holiday	Friday, April 2, 2021
Classes Resume at 8:00 am	Monday, April 5, 2021
Last Day of classes	Tuesday Courses - May 4, 2021
Last Day of classes	Wednesday Courses - May 5, 2021
Last Day of classes	Thursday Courses - May 6, 2021
Last Day of classes	Monday Courses - May 10, 2021
Final grades due by 9:00 AM	Monday, May 17, 2021

All Programs Summer 2021 (Excluding PA)

Summer Session (10 weeks for Misenheimer & Graduate Programs)

Classes Begin	Monday, May 24, 2021
Last day to add/drop a course	Wednesday, May 26, 2021
Roster Verification-Rosters due by 5pm	Friday, May 28, 2021
Last day to withdraw from a course (WP, WF or W)	Thursday, July 15, 2021
Last day of classes	Thursday, July 29, 2021
Grades due at 9:00am	Monday, August 2, 2021

Summer Session I (5 weeks for Misenheimer & Graduate Programs)

Classes Begin	Monday, May 24, 2021
Last day to add/drop a course	Tuesday, May 25, 2021
Roster Verification due by 5:00pm	Thursday, May 27, 2021
Last day to withdraw from a course (WP, WF or W)	Thursday, June 17, 2021
Last day of classes	Thursday, June 24, 2021
Grades due at 9:00am	Monday, June 28, 2021

Summer Session II (5 weeks for Misenheimer & Graduate Programs)

Classes Begin	Monday, June 28, 2021
Last day to add/drop a course	Thursday, June 24, 2021
Roster Verification due by 5:00pm	Monday, June 28, 2021
Last day to withdraw from a course (WP, WF or W)	Thursday, July 15, 2021
Last day of classes	Thursday, July 29, 2021
Grades due at 9:00am	Monday, August 2, 2021

Summer Session III (8 weeks for Degree Completion & Online Undergraduate Students)

Classes Begin	Wednesday, May 26, 2021
Last day to add/drop a course	Friday, May 28, 2021
Roster Verification due by 5:00pm	Tuesday, June 2, 2021
Last day to withdraw from a course (WP, WF or W)	Monday, July 5, 2021
Last day of classes	Wednesday, July 14, 2021
Grades due at 9:00am	Monday, August 2, 2021

Academic Calendar – Master in Physician Assistant Program

January 6th – 10th, 2020	Orientation
January 13th, 2020	First day of Class – Semester I
January 20th, 2020	Martin Luther King, Jr Holiday (no classes)
March 6th – 9th, 2020	Spring Break
May 1st, 2020	Last Day of Class – Semester I
May 4th – 10th, 2020	Break
May 11th, 2020	First Day of Class – Semester II
May 25th, 2020	Memorial Day Holiday (no classes)
July 3rd – 6th, 2020	July 4th Holiday (no classes)
August 28th, 2020	Last Day of Class – Semester II
August 31st – September 6th, 2020	Break
September 7th, 2020	Labor Day Holiday (no classes)
September 8th, 2020	First Day of Class – Semester III
November 26th – 27th, 2020	Thanksgiving Holiday (no classes)
December 18th, 2020	Last Day of Class – Semester III
December 21st, 2020 – January 1, 2021	Christmas Holiday/Winter Break (no classes)
January 4th, 2021	First Day of Class – Semester IV
January 18th, 2021	Martin Luther King, Jr Holiday (no classes)
February 26th – March 1, 2021	Spring Break
April 23rd, 2021	Last Day of Class – Semester IV
April 26th – May 2nd, 2021	Break