



GRADUATE CATALOG 2023-2024

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

Pfeiffer University/Albemarle
245 East Main Street
Albemarle, NC 28001

Accreditation

Pfeiffer University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. Pfeiffer University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Pfeiffer University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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 2023-2024 and is accurate and current, to the best of Pfeiffer's knowledge, as of July 2023. 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.

Revised July 2023

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 are not 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.

FERPA

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.

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Mission Statement

Pfeiffer University delivers a transformational, personalized education wherein students are shaped by a gifted, diverse, and committed community of mentors. Graduates are prepared to lead, have the disposition to serve, and possess the wisdom and skills to facilitate health and prosperity throughout the region and the world.

Charlotte Campus Location

1515 Mockingbird Lane
Charlotte, NC, 28209

Additional Locations for Graduate Studies:

Pfeiffer University Health Sciences Center

245 East Main Street
Albemarle, NC 28001

Pfeiffer University Misenheimer (main) Campus

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

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

Table of Contents

The Pfeiffer University catalog for Graduate programs is a reference manual for current students, faculty, staff, and others. It describes the University programs for the 2023-2024 academic year and provides other information about Pfeiffer's graduate 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 2023-2024; and other information.

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General Information and Policies for Graduate 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 and graduate 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 a library, classrooms, and meeting space.

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 Admissions to arrange a visit.

Graduate Programs Overview

The academic departments at Pfeiffer offer an excellent graduate experience on the Charlotte campus. These include Master's degrees in Business Administration, Business Administration/Organizational Change, Health Administration, Health Administration/Business Administration, Health Administration/Organizational Change, and Teaching, 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 and two courses during the summer.

For more information contact:

Pfeiffer University

Office of Admissions

48380 US Hwy 52 N

Misenheimer, NC 28109

Phone (704) 463-3104

gradadmissions@pfeiffer.edu

Admissions Requirements for Graduate Degree-Seeking Candidates

Admission to the Charlotte based Graduate Programs

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

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

- Official transcripts from all schools attended (if not from a US college/university, transcripts must be evaluated by an approved agency).

If you are pursuing an F-1 visa, you must also submit:

- Proof of TOEFL/IELTS/CEFR/ELS proficiency (only required if English is not your native language OR if you have not completed a bachelor's degree at a U.S. university or college)
- Proof of financial support. Pfeiffer does not offer graduate scholarships for international students.
- Copy of passport ID 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: www.pfeiffer.edu/applynow or by contacting:

Pfeiffer University

Office of Admissions

48380 US Hwy 52 N

Misenheimer, NC 28109

Phone (704) 463-3104

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, and MSOC students may transfer up to nine (9) semester hours of comparable business-related graduate level work into these programs.

- MAT-Master of Arts in Teaching students may transfer up to nine (9) semester hours of comparable education-related graduate level work into these programs.
- MHA joint degrees-MHA/MBA students may transfer up to a total of twelve (12) semester hours of comparable business-related graduate level studies and comparable health administration-related graduate level studies into the Pfeiffer program.
- MHA joint degrees-MHA/MSOC students may transfer up to a total of twelve (12) semester hours of comparable organizational management-related graduate level studies and of comparable health administration-related graduate level studies into the Pfeiffer program.
- MBA joint degrees -MBA/MSOC students may transfer up to twelve (12) semester hours of comparable business-related graduate level studies and of comparable organizational management-related graduate level studies into the Pfeiffer program.
- MSOT Program students may transfer up to six (6) semester hours of comparable occupational therapy program-related graduate level course work. This is subject to review and approval by the department. 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.
- MSPA does not accept transfer credits into the Master of Science in Physician Assistant Studies program.

Transient Students

Students enrolled in a 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 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's or master's 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 Admissions.

Applicants who, at the time of their application, did not intend to pursue the master's 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's 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.

Re-Admitted Students

- Students returning to Pfeiffer University after an absence of two (2) or more semesters must reapply to the university at: <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 unsatisfactory grade as soon as they return to the university.
- If a student was placed on Academic Suspension at the time they completed their last registration, the student must submit a Letter of Explanation to the Director of Graduate Admissions explaining the reason(s) for academic difficulties in the past, and any steps the student is planning to take to improve their academic standing. The student must also meet with an academic advisor to prepare a study plan that will ensure 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 Admissions. If the student has not attended Pfeiffer University for 3 or more years, he/she must re-submit all college transcripts to the Office of Admissions.
- Re-admission is at the discretion of the University.
- Previously suspended students returning or readmitted must appeal the reinstatement of their financial aid.

Costs and Financial Policies

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

Graduate Tuition and Fees: 2023-2024 (PA and OT Tuition in separate table)

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
International Trip	TBD
Graduation Fee	\$95.00
Late Graduation Fee (in addition to the grad fee)	\$75.00
Returned Check Fee – per check	\$25.00
Teaching Internship Fee (EDUC 621A, SPED 621A, B, C)	\$200.00
Transcripts	\$10.25

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

Physician Assistant Studies Tuition and Fees

COMPREHENSIVE FEE TUITION AND FEES: Spring 2023 Cohort ~ 2023-2025 Reg Group: 202243							
	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025
Tuition	12,415	12,415	12,415	12,415	12,415	12,415	12,415
Orientation Fee	\$ 1,000						
Fees	2,100	1,800	1,800	1,800	1,800	1,800	1,800
Equipment Fees	800						
Clinical Support Fees	-	-	-	-	3,600	3,600	3,600
Comprehensive Program Tuition and Fees	16,315	14,215	14,215	14,215	17,815	17,815	17,815
TOTAL							\$ 112,405

2020 to 2023 Occupational Therapy MSOT Tuition and Fees

Tuition	1st Year	2nd Year	3rd Year	TOTALS
Fall 2020*	9,625.00			
Spring 2021*	9,625.00			
Summer 2021	9,625.00			
Fall 2021		9,625.00		
Spring 2022		9,625.00		
Summer 2022		9,625.00		
Fall 2022			9,625.00	
TOTAL Tuition	28,875.00	28,875.00	9,625.00	67,375.00

ADDITIONAL FEES	1st Year	2nd Year	3rd Year	TOTALS
MSOT Program Fee	1500.00	1500.00	500.00	3500.00
Clinical Year Rotation Fee		2,000.00	2,000.00	

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 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.

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.

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 may be 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 only be deposited twice. Persons whose checks are returned more than twice lose their check cashing privileges. 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 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

Loans

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

- Federal Direct Loans (subsidized and unsubsidized)
- 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.

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

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

VA Education Benefit Programs and GIBill/VA student information

Eligibility for GIBill education benefits is determined by the military service member's length of service and/or circumstance (disability or death) of the veteran, active-duty service member, reservist, and National Guardsman. Eligibility of family members and/or of the service member is based on the criteria set forth by the U.S. Department of Veterans Affairs and Veterans Benefits Administration (VBA).

Requirements for Enrollment Certification and Financial Clearance

All students seeking verification of military/VA education benefits must apply for those benefits at:

<https://explore.va.gov>

Your application for education benefits links your information to your school and any benefits assigned, based on the specific Chapter of entitlement. **VBA will send a Certificate of Eligibility (COE)** direct to service member or dependent. Students seeking to utilize GI Bill/military/VA education benefits for enrollment and financial clearance, must provide a copy of the COE to Pfeiffer's VA Certifying Official. The COE will also note any eligibility and qualification for the Post-9/11 Yellow Ribbon program.

New students attending under any GI Bill education chapters (CH-33, CH-33/Y, CH-35, CH-31, CH-1606), must complete an **Enrollment Certification request form**. This internal Pfeiffer form must be completed prior to the first day of class. Contact Pfeiffer's VA Certifying Official (kim.smith@pfeiffer.edu) for questions about your enrollment certification process, confirming your attendance or assistance with financial clearance.

Tuition, fees, book costs and any housing stipends are governed by the VA education benefit program. Benefits and current rates for VA education benefits are updated during July and October each year and posted to the VA website. **Information on specific benefit rates of payment can be found at:**

<https://www.va.gov/education/benefit-rates>

Traditional undergraduate students **attending under Post 9/11-Chapter 33 or Chapter 31 cannot participate in Pfeiffer's Follett Access program for books**, and must contact the bookstore direct to waive this option. Please contact the bookstore for more information about this process.

Students attending under GI Bill education benefits must declare their major by their Sophomore year.

Academic Standing for Students Attending Under VA Education Benefits

Satisfactory academic progress will be determined at the end of every semester (For more information, see Satisfactory Academic Progress (SAP) information within the published university catalog.) VA educational benefit recipients must meet both a "qualitative" and a "quantitative" standard to maintain eligibility for VA educational benefits.

Students attending must earn at least 67% of the hours that they attempt towards the degree. A student attending through VA education entitlement benefits must meet the same academic standards noted under Pfeiffer's Academic Policies.

Students academically suspended will be terminated for VA purposes. Any change in enrollment status or program of study must be reported to the VA Certifying Official.

Attendance Policy for Students Attending Under VA Education Benefits

Student attendance is required during the first six (6) days of class. Students are expected to attend and participate in all class sessions to ensure academic success. Attendance policies are noted by faculty members and should be printed in the syllabus as well as announced as such – to the class. It is the responsibility of the student to know and understand any attendance policy for any course they are enrolled in.

STUDENTS are required to notify the VA Certifying Official if they add courses, drop courses, or stop attending courses. VA benefits are calculated and paid per diem. Non-attendance could require the student to make repayment to the VBA's Debt Management Center. Attendance and last known date of work for course registration is recorded in the student database file. Student registration records, the student academic transcript, and the student statement are used during VA compliance audits to confirm attendance as well as non-attendance.

Pfeiffer University recognizes the **unique situations that Veteran and/or military service members may be subject to in relation to military orders**. Pfeiffer maintains a "military service leave" of absence policy to protect students from undue hardship caused by forces outside of the student's control, such as military service obligations for deployment or training.

Definition: For purposes of this policy, a “**military service leave**” is a university approved withdrawal from all in-progress classes, necessitated by military order for deployment or training (voluntary or involuntary) in the US armed forces (including service members of National Guard or Reserve) that will be for a period of more than 7 days during a semester – but no more than 10 days of instruction, within the semester.

The military service member student or Veteran student must provide advanced notice of deployment or training orders along with their intention of taking a “military service leave” of absence to Pfeiffer’s VA Certifying Official and/or Pfeiffer’s Registrar. The student must also be proactive in contacting each of their instructors about the deployment or required military service training. Pfeiffer University’s policy notes that absences caused by deployment or training orders will not count toward the total number of absences allowable per the attendance policy of each class in which that student is enrolled. Failure of military service member student or Veteran not providing official orders for deployment or training will not receive notation of a “military service leave” of absence.

If the military deployment or training will last more than 10 days within the semester, the university will note that the student has withdrawn for military service, under the military service leave policy. Students who are granted a military service leave under this type of “withdrawal” (extending over 10 days during the semester) will receive a 100% refund of tuition and fees charged for the semester, if said withdrawal is noted prior to the reported census date for federal enrollment reporting guidelines. If payments for tuition and fees were processed and received after Pfeiffer’s enrollment certification to VBA, and those tuition and fees were paid direct to the student’s account, and the student received a tuition and fee refund from the business office, funds must be returned to VBA/VA instead of being refunded to the student.

Pfeiffer’s team (VACO/Registrar, instructors of said student, and financial services) will collectively discuss each case to determine the best way to assist the veteran or military service member, to meet the requirements of their deployment or military training. Pfeiffer’s team will communicate with the student regarding any additional forms or academic planning required by instructors and advisors to assist the student in completing their program objectives.

Pfeiffer University acknowledges that some classes, such as biology and clinicals in nursing and allied health programs, have unique content; it may not be possible for a student to receive an extension on the assignments in these courses.

If the GIBill student, Veteran or service member remains deployed for an entire semester – or up to a period of one academic year – Pfeiffer will waive the requirement for re-application processing and fees, as long as the student returns to the same program of study.

For more information about academic policies, withdrawal process, or tuition and fee information, please consult our online catalog for current policy guidelines and updates during the academic year.

Military (ACE) Credit Approval and Academic Assessment

The American Council on Education (ACE) can determine the college credit for military training and/or experience. The ACE Military Guide is used to award college credit to military-connected learners, based on the MOS, rank, training, as well as the requirement and qualification of known military standards. Through a Department of Defense (DoD) contract for the U.S. Armed Services, ACE is the sole source of information for courses and occupations evaluated for the military. Pfeiffer requires the Joint Services Transcript (JST) to review and enter any eligible credit within the student’s academic record.

Office of Information Technology

Pfeiffer University is dedicated to providing professional technical assistance to its students through a local IT Help Desk. Our team of knowledgeable Pfeiffer IT staff members is available to assist you from Monday to Friday, between the hours of 8 AM and 5 PM. We understand the importance of prompt and reliable support, which is why we offer multiple channels to connect with Pfeiffer Tech Support. To reach us, you can dial 704-463-3002,

where our helpful support staff will be ready to assist you. Alternatively, you can also send an email to techsupport@pfeiffer.edu. We strive to respond to your inquiries promptly and efficiently.

In addition to these contact options, we have a dedicated online platform to streamline your support experience. By visiting <https://techsupport.pfeiffer.edu>, you gain access to a wealth of information, including a support request system and frequently asked questions. This comprehensive resource aims to address your concerns and provide solutions to common issues.

Kindly be aware that support for student-owned computers at Pfeiffer University is limited to network connectivity within the university campus and assistance with University-provided applications accessible through the Pfeiffer SignOn Portal, found at <https://signon.pfeiffer.edu>. The Pfeiffer SignOn Portal offers a convenient way to access all Pfeiffer Applications from a single screen using your Student ID and password. In addition, if needed, you can utilize the portal to reset your password or locate your student ID.

For face-to-face assistance, we invite you to visit our office located in the Administration Building, Office 103. Our knowledgeable staff is available to provide walk-in assistance, hands-on instruction, and more during our office hours. At Pfeiffer University, we are committed to ensuring that your technology needs are met effectively and professionally. Don't hesitate to reach out to us for any assistance you may require.

Technology Requirements

Pfeiffer University places a strong emphasis on electronic coursework, and it is essential for all students to fulfill technical competencies in order to meet graduation requirements. A significant portion of coursework is conducted online, often involving team collaborations and requiring student mobility. Consequently, having a suitable laptop computer is crucial for academic success at Pfeiffer.

To ensure a smooth learning experience, the University highly recommends that all students invest in a laptop computer and Internet connectivity that meet the minimum requirements detailed below. Furthermore, it is mandatory for any student enrolling in an online class to possess a laptop computer and Internet connectivity that meet these minimum standards.

Windows Systems

- Windows 10 or later
- Intel Core i5 or i7 processor
- 8 GB RAM minimum
- 250 GB hard drive minimum (SSD preferred)
- Webcam

Macintosh Systems

- OS 12 (Monterey) or later
- Any latest generation Macbook

Pfeiffer University operates its network infrastructure using Microsoft's Active Directory system. It's important to note that while certain services are offered specifically for Windows users, they may not be fully available or compatible with Macintosh users. Pfeiffer provides Microsoft 365 Education Suite to all active students, including email, word processing, spreadsheets, presentations, and cloud storage.

Student responsibility includes ensuring the installation of appropriate security software. Windows users generally receive adequate software from Microsoft as part of their operating system. On the other hand, Macintosh users are advised to explore commercially available security products designed specifically for Mac systems.

Having broadband Internet access is essential for all Pfeiffer students. Non-residential and online students are required to coordinate with a local Internet Service Provider (ISP) to obtain the necessary service. Conversely, residential students enjoy the convenience of broadband connectivity already provided in their residence halls and other campus locations. Furthermore, wireless access is available in numerous campus areas for students to utilize.

Computer Purchase Program for Students

Student discounted pricing on computer purchases listed below:

[Apple Direct on the web](#): Available to current and newly accepted college students and their parents, as well as faculty, staff, and homeschool teachers of all grade levels.

[Lenovo Direct on the web](#): If you're a college or university student of any level, you can get exclusive savings by verifying through ID.me in cart.

[Dell Direct on the web](#): Members gain access to specialty pricing, exclusive offers, and Early Access for special events. Love your purchase or return it within 30 days.

[HP Direct on the web](#): University student and teacher discounts with up to 40% everyday savings. Plus, get free shipping and easy returns.

[Pfeiffer University Campus Store](#): Computer Systems and Accessories are available online and in person at the Campus Store located at in Stokes Student Center at the Misenheimer campus.

Pfeiffer University SignOn, Email, and Blackboard Accounts

Access to the Pfeiffer applications and lab computers requires a Student ID and Password. Pfeiffer account creation with SignOn Portal is sent to the student's home email address shortly after they deposit and declare their intention to attend the University.

All Pfeiffer University students must use their assigned Pfeiffer University email for communications. Email account access information is sent to students' home email addresses as part of the Candidate enrollment process.

Blackboard is the University's online learning platform accessible through Pfeiffer's SignOn portal. Students can access their respective courses five days before the first day of the semester and will lose access forty-five days after final grades are submitted. Note: The grade appeal deadline is 30 days after the end of the semester.

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.

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 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

Pfeiffer University provides a collection of books and a self-checkout station on the Charlotte campus to support the face-to-face program there. For all programs, 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 also 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 will also reimburse online graduate students for Friends of the Library or other membership fees to an academic library near them. For more complete information regarding library resources and services, refer to the web site at <https://library.pfeiffer.edu>.

Writing Support

Each student has access to an enhanced student account with Grammarly. By using their Pfeiffer University e-mail address, they will automatically receive all services for free. For synchronous writing assistance, create an account with pfeiffer.upswing.io and select tutoring. By choosing writing, each student can meet with a writing tutor. For asynchronous writing assistance, use the same website to select writing. Each student can upload a document to be reviewed with feedback within 12 hours.

Tutoring Support

For tutoring support, please create an account with pfeiffer.upswing.io to select tutoring with a synchronous tutor for nearly every course. Faculty also have an open door policy and are available for assistance.

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 program, 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.

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 considering 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.

If 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 Dr. Chip Palmer, Director of Student Support and Academic Success at (704) 463-3367
- 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 Director of Student Support and Academic 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 Therapy located on the Charlotte campus to help with these struggles. No problem is too small, and fees are minimal.

Registration and Withdrawal Policies

Graduate 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 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 in the Charlotte based graduate programs.

Auditing a course

If a student desires to attend a class without credit, he/she may enroll as an auditor if 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 Dean's office for final approval. The Dean 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.

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 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.

Incomplete Grade

At the discretion of the instructor, an incomplete (I) grade may be assigned when a student, who is otherwise passing the course, yet 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 an Incomplete Grade Form which contains among other things, a reason for the I, and lists the assignments to be completed. I grades calculate as an F in the student's GPA and SAP calculations.

Incompletes will become F grades automatically if the I grade is not removed by the deadline published for this purpose in the University Catalog. This is true whether 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.

Important: Students must not re-enroll in a course in which they have received an I grade. Students who choose

to re-take the course, will have the I grade on the original course converted to F.

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, 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.

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 (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 (6SH) 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 6SH.

* 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 withdrawal forms to the Registrar’s Office in person, or email *Withdrawal from the University* forms to: registrar@pfeiffer.edu.

Students leaving the University without requesting an official withdrawal from the Registrar’s office, will receive failing grades (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 Director of Student Support and Academic Success.

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 (in electronic or paper format). To request an academic transcript, go to: www.studentclearinghouse.org and click on the **Transcripts** link at the top of the page. The fee per transcript is \$10.25. Additional charges may be included for electronic processing and will be calculated at the time of the order. All transcripts are processed through the National Student Clearinghouse.

*The National Student Clearinghouse acts as an agent of the University to process 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 affect 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	File maintained by:
Academic Records	Office of the Registrar
Academic Honor Offense Files	Office of the Provost
Admission File	Office of Enrollment Management
Enrolled Students	Office of the Registrar
Non-enrolled Students	Office of Enrollment Management
Financial Aid Files	Office of Financial Aid
Medical Records	Office of Student Development
Student Development/Conduct Files	Office of Student Development

Program Accreditations

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

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

Master's (graduate) Programs

Graduate Programs serve working adults by providing graduate instruction at convenient times in classroom settings and online.

List of Master's Degree Programs

Business Administration

Business Administration/Organizational Change
 Health Administration
 Health Administration/Business Administration
 Health Administration/ Organizational Change
 Organizational Change
 Teaching
 Occupational Therapy
 Physician Assistant

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's Students

All Pfeiffer Graduate Degree programs require at least 30 semester hours. Specific requirements are listed by degree program below. 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. 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 Graduation

Students in all programs are REQUIRED to complete an Application for Degree Audit by the scheduled date on the academic calendar based on their expected graduation.

- o the academic calendar and link to the online Application for Degree Audit are published at www.pfeiffer.edu/registrar

Once the online application for degree audit is submitted to the Registrar's office:

- The Associate Registrar/Degree Auditor will complete an official degree audit by no later than one semester prior to the anticipated graduation date.
- The official audit will be sent to the student's Pfeiffer email and the academic advisor for review
- The official audit will reflect current and pending coursework.
- The student and advisor are responsible for ensuring that any approved substitutions or updates to coursework are submitted to the Registrar's office in a timely manner

Time to Degree Limits

All degree requirements for all graduate programs must be completed within seven (7) years after enrolling in the program. 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 Organizational Change
- Master of Business Administration/ Master of Science in Organizational Change

If a student's declared program of study is the joint degree at the beginning of their coursework, the student 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 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 or Leadership, complete all MHA courses before beginning MBA or MSOC 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 a 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 receive 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 one academic term. 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 Student Success. Students in this situation must meet all 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 or receive a third grade of "C" in the program. 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. After completing the semester of suspension, the student may apply for re-admission. Please see the Academic and Financial Appeals section below.

Academic Dismissal is a permanent and irrevocable suspension from the University. This is most imposed on students who fail to recover from re-admission from academic suspension or who receive a grade of "F" in the program.

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

Suspension Appeals Process - Students facing their first academic suspension, have the right to appeal the suspension. A Suspension Appeal, when granted, brings about an extension of a student's Academic Probation standing. For a student's appeal to be considered the student should have a mathematical chance that the GPA will raise to meet the Graduate Academic Standing Scale during an additional probationary period (two terms). Conditions under which an appeal may be filed: Appeals will be granted only if one or more of the following conditions exist:

- Death of a student's close member in the family (parents, grandparents, children, close friend, or spouse).

- Serious illness of the student or a close family member that can be documented.
- The student has a mathematical chance that the GPA will raise to meet the Graduate Academic Standing Scale during an additional probationary period (two terms).

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

Online Courses

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

Change of Catalog

Students normally graduate under the provisions and requirements of the Catalog in effect at the time of their initial registration at Pfeiffer University, unless changes in curricula, graduation requirements, etc., make that impossible. Students may choose to graduate under the requirements of a subsequent Catalog. However, they must meet all 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.

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

- I** Incomplete Grade = 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 MSOC 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 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 by administration.

Only work attempted at Pfeiffer University is used in calculation of the GPA.

Academic Probation/Dismissal

Graduate students must maintain a Grade 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 an overall GPA of at least 3.0 in the term following being placed upon probation. Failure to maintain this standard will result in suspension from the program. Students who receive a grade of F will be dismissed 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 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).

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: 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.
4. The Director of Student Support and Academic Success will convene the Grade Appeal Committee.
 - The Grade Appeal Committee consists of the Director of Student Support and Academic Success, Program director, the Dean of the Graduate School, and one or more faculty members. The Director of Student Support 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.

5. The committee will recommend a decision in writing to the Vice President for Academic Affairs (VPAA). The VPAA will review the grade appeal.
6. 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 the *Admissions Requirements* section in this Catalog.

Additional (MBA) Admission Requirements

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

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

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)

MBA 700	Business Foundation*	3SH
MBA 701	Organizational Communications	3SH
MSOC 702	Organizational Behavior	3SH
MBA 703	Quantitative Decision Making	3SH
MBA 704	Managerial Accounting	3SH
MBA 705	Economics for Leadership	3SH
MBA 706	Managerial Finance	3SH

MBA 707	Marketing Management	3SH
MBA 740	Legal and Ethical Environment of Business	3SH
MBA 755	Business Agility	3SH
MBA 799	Strategic Management and Leadership	3SH
Elective from MSOC/MHA		

**With program director approval, students with an undergraduate degree in business or a business-related discipline (management, economics, accounting for example) from an ACBSP or AACSB accredited school, or who can provide evidence of significant business experience that demonstrates knowledge that meets the MBA 700 learning outcomes are permitted to replace MBA 700/Introduction to Business, with an elective.*

Master of Business Administration (Sport Administration Focus) (SPA)

Curriculum Requirements 36 Semester Hours (SH)

SPA 600	Foundations of Business in Sport**	3SH
MBA 701	Organizational Communication	3SH
MBA 704	Managerial Accounting	3SH
SPA 620	Sport Governance	3SH
SPA 660	Finance of Sport	3SH
MBA 755	Business Agility	3SH
MBA 703	Data-Driven Decision-Making	3SH
CHRM 708	Negotiations and Conflict Resolution	3SH
MBA 762	Public Relations and Social Media	3SH
SPA 640	Sport Marketing	3SH
MBA 799	Strategic Management & Leadership	3SH
1 elective chosen in consultation with advisor		3SH

**SPA 600 is a required course in the program. Students who believe they have an exceptionally strong underpinning in foundational business concepts in sport may take the Peregrine entrance test (at their expense) prior to enrolling in the program to have the course waived and an additional elective added in its place. A minimum score set by the program director on the Peregrine assessment is necessary for waiver consideration. The program director approves waiver requests.

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, MSOC 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**
Provides insights and understanding of financial concepts along with practical approaches to analysis and decision-making. Includes topics such as financial planning, management of working capital, analysis of investment opportunities, source of long-term financing, and divided policy. **Prerequisites:** ACCT 201 and ACCT 202, MBA 704.
- MBA 707 Marketing Management 3 SH**
Techniques and practical application of planning, market analysis, and strategic design. Emphasis on integration of product, price, promotion, and distribution. **Prerequisites:** MBA 704, 705, 706.
- MBA 709 Professional Speaking and Presentation 3 SH**
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**
Management of the functions required to produce goods or services by an organization through a systems theory perspective. **Prerequisite:** MBA 706 Managerial Finance.
- MBA 725 Domestic and International Environmental Law 3 SH**
Examines domestic and international environmental law history, treaties, regulatory bodies, and international trade and environmental policy.
- MBA 730 International Business 3 SH**
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**
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**
Legal and ethical issues affecting the manner in which businesses operate, including contracts, product liability, regulation, anti-trust, and employment.
- MBA 741 MIS Theory and Design 3 SH**
Represents a managerial approach to enterprise level MIS planning, development, and implementation to support business strategy.
- MBA 746 Managerial Negotiations 3 SH**
Explores the processes of bargaining, negotiation, and conflict resolution as managerial activities.

- MBA 750 Social Entrepreneurship and Microfinance 3 SH**
Exploration of microfinance principles, methods, and opportunities to impact global business practices.
- MBA 752 International Finance 3 SH**
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**
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 MSOC 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 3 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.
- SPA 600 Foundations of Business in Sport 3 SH**
Rooted in traditional business foundations as they relate to the sport business realm, this course provides an orientation to the myriad topics explored in the graduate business program while also providing an introduction to career pathways, professional development, and opportunities within the sport administration field. Students will

explore the complexity and intricacies within the landscape of the sports industry, creating a baseline understanding of the business of sport as a whole.

SPA 620 Sport Governance 3 SH

In this course, students will examine the power and politics of sport organizations at various levels in the United States and globally. The structure and function of sport bodies will be reviewed. Managerial strategies needed for governance in sport organizations will be explored. Contemporary policy and ethical issues will also be investigated.

SPA 640 Sport Marketing 3 SH

Through this course, students will be introduced to the theories and practices of sport marketing and promotion. Students will develop a broad understanding of research in the fields of marketing and consumer behavior as it relates to intercollegiate athletics, professional sport, and multi-club sport operations.

SPA 660 Finance of Sport 3 SH

This course will examine the world of sport from a financial lens. It is designed to provide aspiring sport managers with the knowledge and skills necessary to make sound financial decisions in a management role, applying concepts to the continually evolving landscape of the sport industry.

Joint Master of Business Administration/Master of Science in Organizational Change and Resource Management (MBA/MSOC)

The joint *Master of Business Administration/Master of Science in Organizational Change and Resource Management* 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/MSOC* 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/MSOC 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/MSOC Degree Graduate Admissions

For admission to the joint MBA/MSOC 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*.

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/MSOC Program Director and the Dean of the Graduate School. Students may not enroll in a graduate course for which the prerequisite has not been satisfied.

Joint Master of Business Administration/Master of Science in Organizational Change and Resource Management (MBA/MSOC)

Curriculum Requirements 54 Semester Hours (SH)

MBA 700	Business Foundations**	3SH
MBA 701	Organizational Communication	3SH

CHRM 700	Critical Thinking for Continuous Improvement	3SH
MBA 704	Managerial Accounting	3SH
FFI 701	Internal Controls and Corporate Governance	3SH
MBA 755	Business Agility	3SH
CHRM 708	Negotiations and Conflict Resolution	3SH
MBA 705	Quantitative Decision Making	3SH
MBA 706	Managerial Finance	3SH
MBA 799	Strategic Management and Leadership	3SH
MBA 760	Supply Chain Management	3SH
CHRM 710	Effective Leadership	3SH
CHRM 702	Organizational Change Management	3SH
CHRM 704	Human Resource Change Management	3SH
CHRM 706	Crisis Management	3SH
MBA 707	Marketing Management	3SH
2 elective courses selected in consultation with your advisor.		6SH

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 this Catalog.

MHA - Competency and Exit Exams

All MHA and joint degree MHA/MBA and MHA/MSOC students are required to take and pass a Comprehensive Exam at the end of the semester in which eight (8) core courses in the MHA curriculum are successfully completed.

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 765	MHA Comprehensive Exam	0SH
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
One MSOC or MHA Elective (Suggested MSOC courses: MSOC 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 765 MHA Comprehensive Exam 0 SH

The purpose of the MHA Competency Exam is to assess students' substantive and integrative knowledge of the field of health administration. The exam draws from the students' previous studies of organizational communication and behavior, contemporary health services organizations and systems, legal and ethical perspectives, leadership in health policy, health economics, information management, health services marketing, financial management, and research methodology. The examination is a gateway between the concepts, theories, and skills presented in the MHA program core curriculum and the critical thinking, decision-making, and analysis required in application in the field of health administration.

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 this Catalog.

MHA/MBA Joint Degree Curriculum Requirements - 60 Semester Hours Total (SH)

MHA Curriculum Requirements Portion 36 Semester Hours

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 765	MHA Comprehensive Exam	0SH
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

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 36 Semester Hours

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
MSOC 702	Organizational Behavior	3SH
MBA 706	Managerial Finance	3SH
MBA 703	Quantitative Decision Making	3SH
MSOC 710	Effective Leadership	3SH
MBA 704	Managerial Accounting	3SH

One Leadership course preferably:

MSOC 730, 740 or 750	3SH
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Joint Master of Health Administration/ Master of Science in Organizational Change and Resource Management (MHA/MSOC)

See **joint degree** description and policies under the section: "Graduate Academic Programs and Policies" of this Catalog. For admission to the MHA/MSOC program see "Graduate Admission" in Part One of this Catalog.

MHA/MSOC Joint Degree Curriculum Requirements - 57 Semester Hours Total (SH)

MHA Curriculum Requirements Portion - 36 SH

The MHA/MSOC joint degree program is a sequentially designed curriculum; students must closely follow the order of courses as listed under the MHA/MSOC 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/MSOC program.

Joint Master of Health Administration/Master of Science in Organizational Change and Resource Management (MHA/MSOC)

Curriculum Requirements 57 Semester Hours (SH)

MHA Curriculum Requirements Portion 36 Semester Hours

All MHA/MSOC students must satisfactorily complete the following core health administration curriculum:

MHA 700	Org Comm & Behavior in Health Services	3SH
MHA 710	Contemp Health Services Organizations	3SH
MHA 715	Legal & Ethical Perspectives In HA	3SH
MHA 725	Leadership Perspectives in Health Policy	3SH
MHA 730	Health Economics	3SH
MHA 735	Health Services Information Management	3SH
MBA 706	Managerial Finance	3SH
OR		
MHA 740	Health Services Financial Management	3SH
MHA 760	Heath Admin Research Methods & Analytics	3SH
MHA 765	MHA Comprehensive Exam	0SH
MBA 707	Marketing Management	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 Admin	3SH
MHA 799	Strategic Health Services Management	3SH

MSOC Curriculum Requirements Portion 21 Semester Hours

In addition, all MHA/MSOC students must satisfactorily complete the following course core business curriculum:

CHRM 710	Effective Leadership	3SH
CHRM 700	Critical Thinking for Continuous Improvement	3SH
CHRM 704	Human Resource Management	3SH
CHRM 706	Crisis Management	3SH
CHRM 708	Negotiations and Conflict Resolution	3SH
CHRM 702	Organizational Change Management	3SH
1 elective to be chosen in consultation with your advisor.		3SH

Master of Science in Organizational Change and Resource Management (MSOC)

The Master of Science in Organizational Change and Resource Management is for individuals who desire advanced knowledge and skills related to facilitating change and managing across disciplines (human resources, product distribution, marketing, crisis, etc.) to advance those skills and elevate their standing within their fields.

Students who complete the Master of Science in Organizational Change and Resource Management will:

- understand the breadth, depth, and function of organizational change;
- demonstrate collaboration, innovation, and effective communication as resource managers and implementers of organizational change;
- acquire and analyze pertinent data to make informed decisions;
- discern and act upon opportunities for improvement across an organization; and
- apply resource management to organizational change through a site-based, field project.

Graduate Admission

For admission to the MSOC program see “Graduate Admission” in this Catalog.

Master of Science in Organizational Change and Resource Management Curriculum Requirements

36 Semester Hours (SH)

CHRM 700	Critical Thinking for Continuous Improvement	3SH
or		
CHRM 710	Effective Leadership	3SH
CHRM 702	Organizational Change Management	3SH
CHRM 704	Human Resource Management	3SH
CHRM 706	Crisis Management	3SH
CHRM 708	Negotiations & Conflict Resolution	3SH
MBA 706	Managerial Finance	3SH
MBA 707	Marketing Management	3SH
MBA 755	Business Agility	3SH
Or		
MBA 760	Supply Chain Management	3SH
CHRM 790	Applied Field Practicum and Project	3SH
1 elective selected in consultation with advisor from graduate offerings		3SH

Courses Offered

CHRM 700 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 MSOC 702.

CHRM 702 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:** MSOC 710.

CHRM 704 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 MSOC 702.

CHRM 706 Crisis Management**3SH**

This course will examine the entire crisis management lifecycle, from prevention and preparedness through response, recovery, and mitigation. Tools will be identified to address challenges faced by managers when organizations face any crisis, whether due to external factors outside the organization's control or internal control or strategic management failures. Crisis management plans will be developed.

CHRM 708 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:** MSOC 710.

CHRM 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 MSOC 702.

CHRM 790 Applied Field Practicum and Project**3SH**

This course will serve as a capstone experience for students in the Organizational Change and Resource Management program. Students will engage in a site-based action research project focused on a change initiative within the organization chosen. Under faculty supervision, the student will apply the knowledge, skills, and professional dispositions acquired through the program in resolving an organizational problem or in designing, implementing, and evaluating an enhancement project.

Teacher Education at Pfeiffer University

Pfeiffer University has a long, proud history of developing educators to serve in public and independent schools locally, across the state, nationwide, and internationally. In doing this work, the Teacher Education Program has engaged a continuous improvement process to ensure that high standards are maintained so that graduates of the Pfeiffer programs in education have the content knowledge, pedagogical skills, and professional dispositions necessary to be servant leaders in professional practice who transform the lives of the children with whom they interact.

Conceptual Framework

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

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

The Residency Licensure Program is a non-degree, licensure-only program designed for provisionally licensed teachers in NC who seek to clear provisional status and be endorsed for clear NC educator licensure. Pfeiffer offers residency licensure in elementary education, health and physical education, special education: general curriculum, secondary English, secondary mathematics, secondary comprehensive science, and secondary social studies. Upon admission to the program, an individualized, formal plan of study will be developed for each student identifying the requirements necessary for endorsement in the chosen specialty.

Admissions Requirements:

Admission for individuals pursuing the Residency Licensure pathway through the Pfeiffer University Education Department 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 2.7 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 Pfeiffer University Education Department reference form/disposition survey;
6. an essay based on the Pfeiffer University Education Department prompt; and
7. Evidence of a teaching assignment/contract.

Residency Licensure Curriculum

Elementary Licensure Endorsement:

EDUC 604	Development & Learning	3SH
EDUC 679	Differentiated Strategies for Learning	3SH
or		
SPED 607	Collaboration & Instructional Delivery	3SH
SPED 612	Assess of Students with Diverse Learning Needs	2SH
EDUC 677	Research & Practice in Social Emotional Learning	2SH
EDUC 611	Mathematics: Curriculum, Instruction, and Assess	3SH
EDUC 658	Teaching 21st Century Literacy in Multi Class	3SH
EDUC 629A	Clinical Teaching Experience	4SH

Special Education (General Curriculum) Licensure Endorsement:

EDUC 604	Development & Learning	3SH
SPED 607	Collaboration & Instructional Delivery	3SH
SPED 612	Assess of Students w Diverse Lrng Needs	2SH
EDUC 677	Research & Practice in Social Emotional Learning	2SH
EDUC 611	Mathematics: Curriculum, Instruction, and Assess	3SH
EDUC 658	Teaching 21st Century Literacy in Multi Class	3SH
EDUC 629A	Clinical Teaching Experience	4SH

Middle Grades, Secondary, Health & Physical Education, & Music Licensure Endorsement:

EDUC 604	Development & Learning	3SH
EDUC 679	Differentiated Strategies for Learning	3SH
or		
SPED 607	Collaboration & Instructional Delivery	3SH
SPED 612	Assess of Students with Diverse Learning Needs	2SH
EDUC 677	Research & Practice in Social Emotional Learning	2SH
EDUC 678A	Art and Science of Teaching	4SH
EDUC 629A	Clinical Teaching Experience	4SH

Evidence of Content Area Coursework as indicated on plan of study

Master of Arts in Teaching (MAT)

The Master of Arts in Teaching Special Education (MAT) is a 32- 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.

Teacher Licensure

The MAT program includes two phases and leads to recommendations for North Carolina educator licensure. 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.

(MAT) Admission Requirements

In addition to the Graduate Admission requirements MAT students are required the following:

- Admission for individuals pursuing the Master of Arts in Teaching degree with initial licensure endorsement through the Pfeiffer University Education Department consists of:
- a completed application for the MAT program through the Admissions Office at Pfeiffer (go.pfeiffer.edu);
- an earned baccalaureate degree with a grade point average of 2.75 or higher or qualifying scores on the Praxis CORE examinations offered through ETS;
- official transcripts of all academic work completed at the college/university level;
- 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;
- two references using the Pfeiffer University Education Department reference form/disposition survey; and
- an essay based on the Pfeiffer University Education Department prompt.

Submit all documentation to: **Pfeiffer University**
Office of Admissions
 48380 US Hwy 52 N
 Misenheimer, NC 28109
 Phone (704) 521-9116
gradadmissions@pfeiffer.edu

Admission to the Teacher Education Program

The Pfeiffer University Education Department 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.
- **Dispositions** - based on letters of recommendation and ratings on the Department’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 Pfeiffer University Education Department Graduate Faculty reviews the student’s qualifications for admission to the Teacher Education Program. The Pfeiffer University Education Department 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 Pfeiffer University Education Department 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

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 six credits 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 Deficiencies

The Pfeiffer University Education Department Graduate Faculty review 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.

Licensure Endorsements

Candidates seeking an endorsement for licensure through the Education Department 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 Pfeiffer University Education Department) 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 Arts in Teaching Curriculum Requirements (32 SH)

Phase I: Initial Level Licensure Phase (22 SH)

Professional Core Coursework

EDUC 604	Development & Learning	3SH
EDUC 679	Differentiated Strategies for Learning	3SH
or		
SPED 607	Collaboration & Instructional Delivery (Req'd for SPED)	3SH
SPED 612	Assess of Students with Diverse Learning Needs	2SH
EDUC 677	Research & Practice in Social Emotional Learning	2SH

Specialty Area Coursework

Elementary & Special Education: General Curriculum Candidates

EDUC 611	Mathematics: Curriculum, Instruction, and Assess	3SH
EDUC 658	Teaching 21st Century Literacy in Multi Class	3SH
EDUC 657A	Curriculum Integration	2SH
EDUC 629A	Clinical Teaching Experience	4SH
or		
EDUC 622A	Non-Licensure Internship	4SH

Middle School, Secondary, Health & Physical Education, and Music Candidates

EDUC 657A	Curriculum Integration	2SH
EDUC 678A	Art and Science of Teaching	4SH
EDUC 678B	Field Experience in Art & Science of Teaching	2SH
EDUC 629A	Clinical Teaching Experience	4SH
or		

EDUC 622A	Non-Licensure Internship	4SH
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Phase II: Advanced Level Licensure Phase (10 SH)

EDUC 660	Research and Assessment	3SH
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EDUC 661	Instruction Leadership in Diverse Settings	3SH
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Or

CHRM 710	Effective Leadership	3SH
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EDUC 659A	MAT Capstone Project	4SH
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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 & 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 learner's 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. \$200 fee.

EDUC 621D Internship in Secondary 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 be including on-site observation by a University supervisor and weekly seminars that address challenges in teaching that are experienced in the classroom. \$200 fee.

EDUC 622 Internship in Education (non-licensure) 3 SH

This course is designed for candidates who have elected not to seek endorsement for NC educator license from the division of education. Students will engage in an educational internship in a non-licensure setting. The students will demonstrate their content knowledge, pedagogical skills, and professional dispositions in support of the mission and vision of the cooperating placement site. \$300.00 fee.

EDUC 622A Non-Licensure Internship 4 SH

Candidates who have not met all of the requirements for endorsement for a teaching license may enroll in the non-licensure internship as the culminating experience in the initial phase of the program. This course is designed to assist the candidate in applying content knowledge and professional skills acquired in the program in a non-licensure setting.

EDUC 629A Clinical Teaching Experience 4 SH

The purpose of this course is to provide teacher education candidates in the graduate program a guided clinical experience in a classroom setting under the supervision of a university supervisor and a school-based clinical coach. Candidates will plan, teach, assess, and reflect in the assigned classroom. Candidates will also complete a NC Department of Public Instruction required performance assessment as part of this course. Candidates may not begin the clinical teaching experience unless they have provided qualifying scores on all state-mandated content licensure exams.

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 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 659A MAT Capstone Project 4 SH**
The purpose of this course is for advanced licensure candidates in teacher education to synthesize the knowledge, skills, and professional dispositions they have gained as part of their degree program through a culminating project that will benefit their professions, districts, schools, or classrooms.
- 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 677 Research and Practice in Social-Emotional Learning 2 SH**
This course is an introduction to social-emotional learning and its impact on teaching and learning in classrooms and schools. Students enrolled in this course will review the research around social-emotional learning, make connections to practice in the classroom and school and address how classroom climate, community, and management impact the “whole learner”. Best practices will be explored and plans for implementation of a strong social- emotional learning program will be developed. A field experience component is required in this course.
- EDUC 678 Research and Practice in Secondary Education 3 SH**
The focus of this course is upon the review of research relative to secondary education (9-12). 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 standards for specific content areas and the competencies from the North Carolina Standard Course of

Study. Additionally, they demonstrate their ability to use audiovisual aids and electronic technology. A field experience component is required in this course.

EDUC 678A Art and Science of Teaching 4SH

The purpose of this course is to prepare content-area educators in the methods and materials for teaching and learning in and out of the classroom. Current research in teaching as both an art and a science will be explored. A variety of instructional materials and approaches will be explored to meet the needs of diverse learners including students at risk. Audiovisual aids and electronic technology will be examined.

EDUC 678B Field Experience in the Art & Science of Teaching 2SH

This course is designed to serve as a specialized content field experience to accompany the methods-focused course titled, Art and Science of Teaching. Candidates will apply the strategies acquired in the licensure field for which they seek endorsement under the supervision of a university faculty member and a school-based clinical coach.

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 681 Research and Practice in Music Education 3

The focus of this course is upon the review of research relative to music education (k-12). 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 standards for specific content areas and the competencies from the North Carolina Standard Course of Study. Additionally, they demonstrate their ability to use audiovisual aids and electronic technology. A field experience component is required in this course.

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.

HPED 675 Research and Practice in Elem Health & Phys Educ 3 SH

The focus of this course is upon the review of research relative to health and physical education in the elementary school setting (K-6). The teacher analyzes and discusses current research findings and applications to instructional practice. A variety of educational materials and approaches are evaluated for their effectiveness to meet the needs of diverse learners including students at risk and with exceptionalities. Teachers demonstrate their knowledge of content by developing lessons that integrate the national standards for health and physical education and the competencies from the North Carolina Standard Course of Study. Additionally, they demonstrate their ability to use audiovisual aids and electronic technology. A field experience component is required in this course.

HPED 676 Research and Practice in Second Health & Phys Educ 3 SH

The focus of this course is upon the review of research relative to health and physical education in the secondary school setting (6-12). The teacher analyzes and discusses current research findings and applications to instructional practice. A variety of educational materials and approaches are evaluated for their effectiveness to meet the needs of diverse learners including students at risk and with exceptionalities. Teachers demonstrate their knowledge of content by developing lessons that integrate the national standards for health and physical education and the

competencies from the North Carolina Standard Course of Study. Additionally, they demonstrate their ability to use audiovisual aids and electronic technology. A field experience component is required in this course.

HPED 621A Internship in Health & Physical 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 be including on-site observation by a University supervisor and weekly seminars that address challenges in teaching that are experienced in the classroom. \$200 fee.

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 Matching Instruction to Student Needs 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 be including 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 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 2022-2023 cycle will open on Jan 1, 2023. The program will consider all applications submitted to OTCAS by the deadline of June 15, 2023. 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.

Accreditation

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for

Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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 pre-requisites. No more than two prerequisite courses can have a grade of C. Submit ALL official transcripts from each college/university that was attended.

Prerequisite Coursework	Credits
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Human Anatomy Lecture/Lab; Physiology (If enrolled in a combined anatomy/physiology course you will need 6 semester hours)	4-6
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Cultural Ideas and/or Global Perspectives	3
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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 <u>three</u> courses to include Childhood, Adolescent and Adult Development OR <u>two</u> courses that cover the Lifespan of Development .	3-9
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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 virtually with selected/invited ranked applicants. Interviews for class entering Fall I Semester/August: Interviews will be conducted on a rolling basis beginning in November through July prior to First Semester enrolled (Fall I Semester).

YR 1	Fall 1 - 2021	CR	L	LAB	CH
	OT 800 Introduction to OT & OS	3	3	0	3
	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- 2022	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	1
	TOTALS	17	12	5	17
	Summer 1 - 2022	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	1
	TOTALS	14	10	4	14
YR 2	Fall -2 - 2022	CR	L	LAB	CH
	OT 852 OT in Pediatrics & Youth	4	2	2	4
	OT 854 Occupational Performance Evaluation & Assess Pediatrics/Youth	4	2	2	4
	OT 862 Fieldwork Level 1 –Pediatrics	1	1	0	1
	TOTALS	9	5	4	9
	Spring-2 - 2023	CR	L	Lab	CH
	OT 866 Fieldwork Level II A (12 weeks) (Adults or Pediatrics)	6	6	0	6
	TOTALS	6	6	0	6
	Summer -2 - 2023	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 -2023	CR	L	LAB	CH
3	OT 870 Fieldwork Level II B				

(12 weeks) (Adults or Pediatrics)	6	6	0	6
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 addressing roles & responsibilities.***

OT 818 Documentation (online)**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**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 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. Interprofessional simulation will occur addressing teams & teamwork.
- 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. Inter-professional simulation will occur addressing ethics, law & social justice to occur on campus.

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 870 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)

The Pfeiffer University Master of Science in Physician Assistant Studies (MS-PAS) program is a 27-month continuous residential program; beginning with a 15-month didactic phase which includes robust instruction in clinical and behavioral sciences, followed by a 12-month clinical phase where the students will engage in over 1,900 hours of supervised clinical practice experiences. Upon successful completion of all curricular elements of the program, the student will be awarded a Master of Science in Physician Assistant Studies.

Students will be evaluated and must demonstrate achievement of the program five competencies: 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.

Mission, Vision, and Values

Mission: Provide an inclusive learning environment for students from diverse backgrounds, with an emphasis on rural medicine, that graduates physician assistants who will deliver exceptional healthcare as servant leaders.

Vision: Recruit and develop a diverse group of students as innovative leaders in healthcare.

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

At its September 2022 meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the Pfeiffer University Master of Science in Physician Assistant Studies program sponsored by Pfeiffer University on Accreditation-Probation status until its next review in September 2024.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the *Standards* or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-pfeiffer-university/>.

Admission to the PA Program

******Pfeiffer University PA Program's ability to admit students to a cohort scheduled to start in January 2024 is pending a decision by ARC-PA. Pfeiffer University expects to learn from ARC-PA if students may be enrolled into the program for a January 2024 start in late October or early November 2023.***

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 a holistic admissions process by which balanced consideration is given to each applicant's experiences, attributes, and metrics.

Our program is a Spring semester start. All applications must be submitted through the Centralized Application Service for Physician Assistants (CASPA) by the deadline of November 1st. To apply, visit caspa.liasoncas.com.

Admissions 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
- **Physician Assistant College Admissions Test (PA-CAT)**
 - The PA-CAT is **not** required for the 2023-2024 application cycle.
- **Requisite Coursework**
 - The following are **REQUIRED** courses and **MUST** be completed:

Course

Credits

Statistics	3 SH
Anatomy and Physiology	8 SH
Microbiology with Lab	4 SH
Genetics	3 SH
Organic Chemistry with Lab	4 SH
Biochemistry	3 SH
Psychology	3 SH
Medical Terminology	3 SH or CE credit

- Requisite coursework **MUST** have been completed no more than 7 years prior to matriculation. We strongly recommend that applicants repeat any prerequisite course older than 5 years.
 - 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.
 - Online courses from regionally accredited institutions are accepted.
 - No prerequisite coursework may be taken on a “pass/no pass” or “credit/no credit” basis.
 - Please note that all prerequisite coursework must be completed by the application deadline.
- **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 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.
 - 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**
 - 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.

Residency

- U.S. Citizen.
- If not a U.S. citizen, documentation of immigration status will be required.
- *Pfeiffer University PA Program is not currently able to accept International Students.*

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.

Admissions Preferences

All Pfeiffer University students/alumni who meet or exceed the program's requirements and selection factors will be granted an interview and an opportunity to earn acceptance into the program.

For the Class Entering January 2024

- CASPA applications may be submitted starting July 1, 2021.
- Deadline for submission of applications to CASPA is November 1, 2021.
- The Pfeiffer University MS-PAS program has made every effort to create a program that reflects excellence in physician assistant education.
- Qualified candidates will be interviewed on a rolling basis starting in November 2023. ***pending decision from ARC-PA**
 - **Anticipated** number of students for – 45
- Note: CASPA takes no part in the selection of students.

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.
- 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 & Acceptance

- 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). No supplemental application is required.
- 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.
 - Cumulative Grade Point Average (cGPA) as calculated by CASPA
 - Pre-requisite Grade Point Average (pGPA) as calculated by CASPA
 - Trends U60 Grade Point Average as calculated by CASPA
 - Letters of Recommendation
 - Personal Statement
 - CASPer® Test Score
 - Performance during the interview
- Pfeiffer University MS-PAS program will send conditional acceptance letters via email to the highest ranking, most qualified candidates.
- Conditional acceptance is contingent on the Program receiving the following:
 - A non-refundable deposit of \$1000.00
 - Background check (without liabilities that preclude admission)
 - Drug screen completed (without liabilities that preclude admission)
 - Immunization history / verification*
 - HIPPA/OSHA certification
 - Basic Life Support certification

Students who are not accepted will receive either a letter of alternate acceptance (wait list) or non-acceptance.

*Student immunization requirements are based on the Centers for Disease Control Recommended Vaccines for Healthcare Workers.

Please visit our information page at <https://www.pfeiffer.edu/program/master-of-science-in-physician-assistant-studies/admissions/> for additional information.

Technical Standards

Applicants must meet the program's Technical Standards which can be found at <https://www.pfeiffer.edu/program/master-of-science-in-physician-assistant-studies/technical-standards/>

PA Course Sequence (Curriculum)

Didactic Phase

Semester 1 -Spring

Course Number	Course Name	SH
PAS 600	Clinical Anatomy and Intro to Diagnostic Imaging with Lab	5 SH
PAS 601	Medical Physiology	2 SH
PAS 603	Essential of Medical Genetics	1 SH
PAS 605	The Physician Assistant: Delivering Healthcare	1 SH
PAS 606	Epidemiology & Biostatistics: An Introduction to Clinical Research	1 SH
PAS 633	Pharmacotherapeutics I	2 SH
PAS 622	Public Health: Principles, Policy, and Advocacy	1 SH
PAS 640	Dermatology	1 SH
PAS 676	History, Physical, and Documentation I (with lab)	2 SH
PAS 642	Ophthalmology & ENT	2 SH

Semester 2 -Summer

Course Number	Course Name	SH
PAS 608	Pathophysiology of Disease I	2 SH
PAS 635	Pharmacotherapeutics II	1 SH
PAS 617	Clinical Laboratory & Diagnostics I	1 SH
PAS 619	Evidence Based Medicine I	1 SH
PAS 672	Psychiatry & Behavioral Medicine	2 SH
PAS 629	Ethics, Law and Social Justice in Medicine	1 SH
PAS 644	Cardiology / EKG	2 SH
PAS 656	Endocrinology	2 SH
PAS 677	History, Physical, and Documentation II (with lab)	2 SH
PAS 664	Infectious Disease	1 SH
PAS 646	Pulmonology	2 SH

Semester 3-Fall

Course Number	Course Name	SH
PAS 609	Pathophysiology of Disease II	2 SH
PAS 618	Clinical Laboratory and Diagnostics II	1 SH
PAS 620	Evidence Based Medicine II	1 SH
PAS 627	Clinical Skills and Procedures (with lab)	2 SH
PAS 650	Gastroenterology	2 SH
PAS 678	History, Physical, and Documentation III (with lab)	2 SH
PAS 648	Neurology	2 SH
PAS 666	Orthopedics and Rheumatology	2 SH
PAS 637	Pharmacotherapeutics III	1 SH
PAS 658	Women's Health	2 SH
PAS 654	Urology/Nephrology	1 SH

Semester 4-Spring

Course Number	Course Name	SH
PAS 621	Evidence Based Medicine III	1 SH
PAS 624	Cultural Issues in Healthcare	1 SH
PAS 639	Pharmacotherapeutics IV	2 SH
PAS 684	Clinical Laboratory and Diagnostics III	1 SH
PAS 682	Clinical Skills and Procedures II (with lab)	2 SH
PAS 662	Emergency Medicine	2 SH
PAS 660	Geriatrics	1 SH
PAS 652	Hematology/Oncology	1 SH
PAS 679	History, Physical, and Documentation IV (with lab)	2 SH
PAS 670	Pediatrics	2 SH
PAS 668	Surgery	2 SH
PAS 680	Pathophysiology of Disease III	1 SH

Courses Offered * Pending approval by ARC-PA****PAS 600 Clinical Anatomy and Introduction to Diagnostic Imaging 5 SH**

This lecture / lab course introduces Physician Assistant students to clinically relevant aspects of human anatomy, while providing an introduction to medical imaging in support of the relationship of anatomical landmarks. This course will reinforce the student's knowledge of anatomy with the use of cadaveric dissection and anatomic models.

PAS 601 Medical Physiology 2 SH

This course provides the physician assistant student the basic foundation of human physiologic processes using a systems-based approach. This course emphasizes normal physiologic function in preparation for Pathophysiology of Disease I, II, and III.

PAS 603 Essentials of Medical Genetics 1 SH

This course introduces the student to medical genetics. A variety of genetic diseases are explored including the prevention, screening, and treatment options available. Genetic counseling, including the ethical and legal issues related to those services, are also discussed.

PAS 605 The Physician Assistant: Introduction to Healthcare 1 SH

This course provides a comprehensive overview of the structure and operation of the U.S. health care system with an emphasis on rural healthcare. It also provides instruction in intellectual honesty, academic integrity, and professional conduct. It will examine the history, current issues, and future trends of the Physician Assistant profession to include licensure, credentialing, and professional organizations as well as the physician assistant/physician relationship. The roles of allied health service professionals and the principles of inter-professional practice are also introduced. Students will review legal and regulatory issues related to clinical practice and be introduced to patient safety, prevention of medical errors, quality improvement, and risk management strategies within health care delivery systems.

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 622 Public Health: Principles, Policy, and Advocacy 1 SH

This course provides instruction in the determinants of health and disease from a population perspective by exploring health promotion, disease prevention, health inequities in the US and abroad, and public health policy.

completion of this course students will have utilized learned research methods to develop their capstone research question with the remainder of the research process to occur in Evidence Based Medicine II and culminating with completion and presentation of their project in Evidence Based Medicine III. Research related to rural medicine topic are highlighted, emphasized, and encouraged.

- PAS 629 Ethics, Law, and Social Justice in Medicine 1 SH**
 This course illustrates principles and practices of medical ethics where social determinants of health, ethics, and the law intersect. Students discover how interdisciplinary collaboration is key for effective advocacy and change in health policy.
- PAS 635 Pharmacotherapeutics II 1 SH**
 This is the second course in the series which prepares the student for the clinical study of pharmacology and therapeutics by providing knowledge of the manner in which drugs modify biological function. It includes a systematic approach 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.
- PAS 644 Cardiology / EKG 2 SH**
 This course provides an understanding of the diagnostic and therapeutic processes involved in caring for patients with cardiovascular disorders. Epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, preventive protocols, and patient education for common disorders of the cardiovascular system are presented with an emphasis on recognition, evaluation, and management. Provision of medical care across the life span in settings of acute, emergent, chronic, preventive, and rehabilitative care are discussed relative to these conditions.
- PAS 646 Pulmonology 2 SH**
 This course provides an understanding of the diagnostic and therapeutic processes involved in caring for patients with pulmonary disorders. Epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, preventive protocols, and patient education for common disorders of the pulmonology system are presented with an emphasis on recognition, evaluation, and management. Provision of medical care across the life span in settings of acute, emergent, chronic, preventive, and rehabilitative care are discussed relative to these conditions.
- PAS 656 Endocrinology 2 SH**
 This course provides an understanding of the diagnostic and therapeutic processes involved in caring for patients with endocrine disorders. Epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, preventive protocols, and patient education for common disorders of the endocrine system are presented with an emphasis on recognition, evaluation, and management. Provision of medical care across the life span in settings of acute, emergent, chronic, preventive, and rehabilitative care are discussed relative to these conditions.
- PAS 664 Infectious Disease 1 SH**
 This course provides an understanding of the diagnostic and therapeutic processes involved in caring for patients with infectious diseases. Epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, preventive protocols, and patient education for common infectious diseases are presented with an emphasis on recognition, evaluation, and management. Provision of medical care across the life span in settings of acute, emergent, chronic, preventive, and rehabilitative care are discussed relative to these conditions.
- PAS 672 Psychiatry & Behavioral Medicine 2 SH**
 This course provides an understanding in caring for patients with psychiatric and behavioral medicine disorders. Epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, preventive protocols, and patient education for common disorders of psychiatric

and behavioral medicine are presented with an emphasis on recognition, evaluation, and management. Provision of medical care across the life span in settings of acute, emergent, chronic, preventive, and rehabilitative care are discussed relative to these conditions as well as instruction on human sexuality, patient response to stress, substance use disorders, violence identification and prevention, and personal wellness including prevention of provider impairment and burnout.

PAS 677 History, Physical, and Documentation II (with lab) 2 SH

This course is the second of four in a series of lecture / lab courses that develops knowledge and skills required to obtain perform and document the medical history, physical examination, laboratory and diagnostic imaging investigations, assessment, and plan as they relate to each specific body systems. This course also provides instruction about basic counseling and patient education skills that are patient centered, culturally sensitive, and focused on adherence to treatment, modifying behaviors, and developing coping mechanisms. This course also provides instruction in interprofessional education and collaboration with application of these principles in interprofessional team-based seminars.

SEMESTER 3

PAS 609 Pathophysiology of Disease II 1 SH

This is the second of three courses which provide the physician assistant student insight into molecular and physiologic mechanism of disease as it relates to the pathogenesis, epidemiology, clinical evolution, and underlying pathological basis for specific disease processes. Topics covered correlate to specific organ systems discussed.

PAS 618 Clinical Laboratory and Diagnostics II 1 SH

This is the second of three courses which provide instruction in the selection, performance, utilization, and interpretation of results of diagnostic investigations. The course will focus on common laboratory and diagnostic tests as they are used to evaluate the function of specific body systems.

PAS 620 Evidence Based Medicine II 1 SH

The course builds upon the principles and practice of Evidence-based Medicine I by providing tools to assist physician assistant students in searching, interpreting, and evaluating medical literature to include framing of research questions, interpreting biostatistical methods, understanding the limits of medical research, types of sampling methods, and the use of common databases to access medical literature. This course reviews statistical concepts, the epidemiologic basis for clinical research, research ethics, and teaches students to formulate clinical questions, search and critically appraise the medical literature, and incorporate best evidence into their practice. At the completion of this course students will have utilized research methods to develop their capstone research question with completion and presentation of their project to occur in Evidence Based Medicine III. Research related to rural medicine topics are highlighted, emphasized, and encouraged.

PAS 627 Clinical Skills and Procedures (with lab) 2 SH

This is the first of two of lecture / lab courses which focuses on acquiring the procedural skills necessary to function as a physician assistant in diverse medical settings with a focus on diagnostic, clinical, technical, and procedural skills common to current professional practice.

PAS 637 Pharmacotherapeutics III 1 SH

This is the third course in the series which prepares the student for the clinical study of pharmacology and therapeutics by providing knowledge of the manner in which drugs modify biological function. It includes a systematic approach 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.

PAS 648 Neurology 2 SH

This course provides an understanding of the diagnostic and therapeutic processes involved in caring for patients

with neurological disorders. Epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, preventive protocols, and patient education for common disorders of the neurologic system are presented with an emphasis on recognition, evaluation, and management. Provision of medical care across the life span in settings of acute, emergent, chronic, preventive, and rehabilitative care are discussed relative to these conditions.

PAS 650 Gastroenterology 2 SH

This course provides an understanding of the diagnostic and therapeutic processes involved in caring for patients with gastroenterological disorders. Epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, preventive protocols, and patient education for common disorders of the gastroenterology system are presented with an emphasis on recognition, evaluation, and management. Provision of medical care across the life span in settings of acute, emergent, chronic, preventive, and rehabilitative care are discussed relative to these conditions.

PAS 654 Urology / Nephrology 2 SH

This course provides an understanding of the diagnostic and therapeutic processes involved in caring for patients with urological, renal, and male reproductive disorders. Epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, preventive protocols, and patient education for common disorders of the urologic, renal, and male reproductive systems are presented with an emphasis on recognition, evaluation, and management. Provision of medical care across the life span in settings of acute, emergent, chronic, preventive, and rehabilitative care are discussed relative to these conditions.

PAS 658 Women's Health 2 SH

This course provides an understanding of the diagnostic and therapeutic processes involved in caring for patients with obstetrical, gynecological, and female reproductive disorders. Epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, preventive protocols, and patient education for common disorders of the obstetric, gynecologic, and female reproductive system are presented with an emphasis on recognition, evaluation, and management. Provision of medical care across the life span in settings of acute, emergent, chronic, preventive, and rehabilitative care are discussed relative to these conditions.

PAS 666 Orthopedics and Rheumatology 2 SH

This course provides an understanding of the diagnostic and therapeutic processes involved in caring for patients with musculoskeletal disorders. Epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, preventive protocols, and patient education for common disorders of the musculoskeletal system are presented with an emphasis on recognition, evaluation, and management. Provision of medical care across the life span in settings of acute, emergent, chronic, preventive, and rehabilitative care are discussed relative to these conditions.

PAS 678 History, Physical, and Documentation III (with lab) 2 SH

This course is the third of four in a series of lecture/lab courses that develops knowledge and skills required to obtain perform and document the medical history, physical examination, laboratory and diagnostic imaging investigations, assessment, and plan as they relate to each specific body systems. This course also provides instruction about basic counseling and patient education skills that are patient centered, culturally sensitive, and focused on adherence to treatment, modifying behaviors, and developing coping mechanisms. This course also provides instruction in interprofessional education and collaboration with application of these principles in interprofessional team-based seminars.

SEMESTER 4

PAS 621 Evidence Based Medicine III 1 SH

The course builds upon the principles and practice of Evidence-based Medicine I, and II, by providing tools to assist

physician assistant students in searching, interpreting, and evaluating medical literature to include framing of research questions, interpreting biostatistical methods, understanding the limits of medical research, types of sampling methods, and the use of common databases to access medical literature. This course builds on the critical appraisal skills students acquired in EBM I & II with the addition of medical writing skills as students complete and present their graduate research projects with encouraged emphasis on topics related to rural health.

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. Students are challenged to discover the effect of bias and stereotyping on the delivery of healthcare. This course will provide instruction about basic counseling and patient education skills that are patient centered, culturally sensitive, and focused on helping patients adhere to treatment plans, modify their behaviors to more healthful patterns, and develop coping mechanisms.

PAS 639 Pharmacotherapeutics IV 2 SH

This is the last course in the series which prepares the student for the clinical study of pharmacology and therapeutics by providing knowledge of the manner in which drugs modify biological function. It includes a systematic approach 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.

PAS 652 Hematology / Oncology 1 SH

This course provides an understanding of the diagnostic and therapeutic processes involved in caring for patients with hematologic and oncologic disorders. Epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, preventive protocols, and patient education for common disorders of hematologic and oncologic origin are presented with an emphasis on recognition, evaluation, and management. Provision of medical care across the life span in settings of acute, emergent, chronic, preventive, and rehabilitative care are discussed relative to these conditions.

PAS 660 Geriatrics 1 SH

This course concentrates on disorders of geriatric patients with an emphasis on health maintenance and prevention. The course is designed to help the student distinguish normal physiological changes from pathology as it presents in the elderly population and is presented with an emphasis on recognition, evaluation, and management. Provision of medical care across the life span in settings of acute, emergent, chronic, preventive, and rehabilitative care are discussed relative to these conditions. Palliative and end of life care, death, dying, and loss, response to illness, injury, and stress will also be discussed.

PAS 662 Emergency Medicine 2 SH

This course provides an understanding of the diagnostic and therapeutic processes involved in caring for patients with emergent conditions. Epidemiology, etiology, pathophysiology, patient history, clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, and patient education for common emergent conditions are presented with an emphasis on recognition, evaluation, and management. Provision of medical care across the life span in settings of acute and emergent care are discussed relative to these conditions.

PAS 668 Surgery 2 SH

This course prepares students to evaluate and treat patients with surgical conditions. Students will learn the clinical presentation, pathophysiology, diagnosis, evaluation, management, and treatment of disorders requiring surgical consultation, as well as the pre-, intra- and post-operative management of those disorders.

PAS 670 Pediatrics 2 SH

This course concentrates on disorders of prenatal, infant, children, and adolescents with an emphasis on health maintenance and prevention. The course is designed to help the student distinguish normal physiological changes from pathology as it presents in the pediatric population. Epidemiology, etiology, pathophysiology, patient history,

clinical findings, laboratory/diagnostic criteria, current treatment methods, prognosis, preventive protocols, and patient education for common pediatric disorders are presented with an emphasis on recognition, evaluation, and management. Provision of medical care across in settings of acute, emergent, chronic, preventive, and rehabilitative care are discussed relative to these conditions.

PAS 679 History, Physical, and Documentation IV (with lab) 2 SH

This course is the last of four in a series of lecture / lab courses that develops knowledge and skills required to obtain perform and document the medical history, physical examination, laboratory and diagnostic imaging investigations, assessment, and plan as they relate to each specific body systems. This course also provides instruction about basic counseling and patient education skills that are patient centered, culturally sensitive, and focused on adherence to treatment, modifying behaviors, and developing coping mechanisms. This course also provides instruction in interprofessional education and collaboration with application of these principles in interprofessional team-based seminars.

PAS 680 Pathophysiology of Disease III 1 SH

This is the last of three courses which provide the physician assistant student insight into molecular and physiologic mechanism of disease as it relates to the pathogenesis, epidemiology, clinical evolution, and underlying pathological basis for specific disease processes. Topics covered correlate to specific organ systems discussed.

PAS 682 Clinical Skills and Procedures II (with lab) 2 SH

This is the second of two of lecture / lab courses which focuses on acquiring the procedural skills necessary to function as a physician assistant in diverse medical settings with a focus on diagnostic, clinical, technical, and procedural skills common to current professional practice.

PAS 684 Clinical Laboratory and Diagnostics III 1 SH

This is the last of three courses which provide instruction in the selection, performance, utilization, and interpretation of results of diagnostic investigations. The course will focus on common laboratory and diagnostic tests as they are used to evaluate the function of specific body systems.

PAS 701 Psychiatry and Behavioral Medicine 5 SH

This five-week supervised clinical practice experience (SCPE) in Psychiatry and Behavioral Medicine allows the student to be exposed to and participate in the care of patients with psychiatric illnesses and psychosocial disorders. Under supervision, the student will participate in counseling patients, communicating with patient's family members, and managing common psychiatric illnesses. As part of a preceptor led care team, the student will participate in the development and implementation of patient-centered treatment plans.

Clinical Phase

Semesters 5-7

Course Number Course Name

PAS 701	Behavioral and Mental Health	5 SH
PAS 702	Emergency Medicine	5 SH
PAS 703	Family Medicine	5 SH
PAS 704	Surgery	5 SH
PAS 705	Internal Medicine	5 SH
PAS 706	Pediatrics	5 SH
PAS 707	Women's Health	5 SH
PAS 708	Orthopedics	5 SH
PAS 709	Clinical Elective	5 SH

PAS 701 Behavioral and Mental Health 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

PAS 709**Clinical Elective****5 SH**

This five-week supervised clinical practice experience (SCPE) elective exposes the student to a specialty or subspecialty practice or allows them to repeat a core rotation for further development of their clinical ability and skill.

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

Tyranka Abrams (2023)

Assistant Professor of Business

Shannon Areford (2021)

Assistant Professor/Principal Faculty for Physician Assistant Studies. A.S., University of South Carolina at Sumter, 2012; B.S., University of South Carolina, 2014; M.S., Medical University of South Carolina, 2017.

Marc T. Bartholdi (2021)

Assistant Professor of Occupational Therapy. B.S., Keuka College, 1998; Ph.D., Rocky Mountain University of Health Professions, 2015.

Christopher S. Boe (2005)

Professor of Elementary Education, Dean of the Graduate School & Director of Graduate Teacher Education Programs. B.A., University of North Carolina at Asheville, 1992; M. Ed., University of North Carolina at Charlotte, 1996; Ed.D., Gardner-Webb University, 2013.

Martha Bramlett (2012)

Department Chair, Associate Professor of Nursing. B.S.N., University of NC at Chapel Hill, 1975; B.S., University of NC at Charlotte, 1977; M.S.N., University of NC at Greensboro, 1981; Ph.D., Medical College of Georgia, 1990.

Ross A. Braymer (2006)

Assistant Professor of Mathematics. B.S. Pennsylvania State University, 2004; M.O.R. North Carolina State University, 2006.

Deborah Burris (1997)

Associate Professor of Communication, Director of General Education, Pfeiffer Journey & Pfeiffer Life Programs. B.A., North Carolina State University, 1976; M.A., University of Kansas, 1984; Ph.D. University of North Carolina at Greensboro, 2018.

Amy Carriker (2023)

Assistant Professor of PA Studies & Principal Faculty. A.D.N, 2000; B.S.N, 2006; Cabarrus College of Health Sciences; M.S.N., 2010, University of North Carolina at Charlotte; D.N.P., 2021, University of North Carolina at Charlotte.

David Cartrette (2017)

Associate 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)

Associate 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.

Amy L. Caudle (2022)

Visiting Assistant Professor of Chemistry. B.S., Worcester State College, 2004; M.S., UNC Wilmington, 2019.

Mary Beth Chambers (2019)

Assistant Professor and Chair of Sport Management. B.A. University of Kentucky, 1991, M.Ed. Bowling Green University.

Frank Christopher (2021)

Medical Director and Assistant Professor of Physical Assistant Studies. Boston University School of Medicine, 1995.

Byron Coley (2021)

Assistant Professor of MFT. B.S., East Carolina University, 2010; M.A., Pfeiffer University, 2015.

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.

Laura Daugherty (2021)

Assistant Professor of Nursing. B.S.N., University of NC at Chapel Hill, 1999; M.S.N., University of NC at Chapel Hill, 2004.

Amanda Davis (2021)

Physical Disabilities Lifespan/Rural Healthcare Specialist/Assistant Professor of OT. B.S., University of South Carolina, 2007; M.S., Medical University of South Carolina, 2010; Ph.D., Medical University of North Carolina, 2021.

Tiffany de Leon (2021)

Visiting Professor of MFT and Clinic Director, A.A., Miami Dade College, 2011; B.A., Florida International University, 2013; M.S., Nova Southeastern University, 2015; Ph.D., Nova Southeastern University, 2019.

Carrie DeJaco (2017)

Associate Professor of Biology. B.A. University of Louisville, 1996; M.S. University of Louisville, 2000; Ph.D. University of Illinois at Urbana-Campaign, 2006.

LiAnna Drossos (2022)

Assistant Professor of Anatomy for PA/OT. B.S., Northern Michigan University, 2011; Ph.D., Palmer College of Chiropractic, 2015.

Crystal Eaker (2023)

Assistant Professor of Nursing. B.S.N., UNC Charlotte, 2007; M.S.N., UNC Greensboro, 2015.

Scott Fisher (2022)

Chair and Program Director and Associate Professor of Physician Assistant Studies. B.S., University of Nebraska, 2007; B.S., Campbell University, 2005; M.P.A.S., University of Nebraska, 2008; D.Sc.P.A.S, Baylor University, 2014; DMSc, Rocky Mountain University of Health Professions, 2021.

Susan Furr (2018)

Associate Professor for Nursing. B.S., Lenoir-Rhyne College, 1984; M.S., Gardner-Webb University, 2009; Ph.D., Gardner-Webb University, 2014

Crystal Gaddy (2020)

Assistant Professor of OT-Pediatrics, B.S., East Carolina University, 2003, O.T.D. Creighton University, 2019.

Ryan Girts (2022)

Assistant Professor of Health and Exercise Science. B.S., UNC-Wilmington, 2016; M.S., University of Central Florida, 2018.

Paula Graham (2021)

Experiential Clinic Coordinator/Lab Assistant/Assistant Professor of OT. B.S., Queens University, 2013; M.S., Winston-Salem University, 2016.

Raushan Gross (2015)

Associate 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)

Assistant Professor of Physician Assistant Studies. B.A., Louisiana State University, 1986, M.A., Eastern Virginia Medical School, 2004.

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.

Theresa Hicks (2020)

Assistant Professor. B.S., Western Carolina University, 2008; M.S., UNC Pembroke, 2012; Ph.D., Northcentral University, 2016.

Douglas Hume (2007)

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.

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)

Associate 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

Michael Kehoe (2021)

Associate Professor of Physician Assistant Studies. B.S., East Carolina University; M.A., East Carolina University, 1993; M.A., Nova Southeastern University; Ph.D., Florida State University, 2002.

Angela Kern (2011)

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.

Lara Little (1999)

Library Director, Reference/ Periodicals Librarian and Assistant Professor of Library Science. B.A., Duke University, 1994; M.L.S., University of NC at Greensboro, 1998.

Laura Lowder (2012)

Professor of Education. B.A., Pfeiffer University 2002; M.S., Jones International University, 2006, Ed.D., University of Florida, 2013.

Dawn W. Jacoby Lucas (1998)

Professor of Health and Physical Education & Executive Director for the Office of Teaching, Learning and Innovation, Chair, Department of Education and Program Coordinator for Health & Physical Education B.S., State University of New York, 1995; M.S., University of NC at Charlotte, 1998. Ed.D., Liberty University, 2012.

Susan Luck (1996)

Professor of Business Administration. B.A., Queens College, Charlotte, 1979; M.A., University of NC at Charlotte, 1983; Ph.D., University of South Carolina, 1990.

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)

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.

Mark E. McCallum (1994)

Professor of Biology & Director of Academic Initiatives. B.A., Wake Forest University, 1985; Ph.D., Georgia Institute of Technology, 1995.

F. Elisa Melvin (2013)

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.

Kari Mohrien (2023)

Assistant Professor of PA Studies and Principal Faculty

Kaitlyn Muldoon (2022)

Principal Faculty of Physician Assistant Studies. B.S., University of South Carolina Columbia, 2014; M.A., Medical University of South Carolina, 2017.

Jimmy Dale Patterson (2018)

Director of Didactic Education and Assistant Professor of Physician Assistant Studies. B.S., UNC Chapel Hill, 1995; PA-C, Wake Forest Physician Assistant Program, 2000; M.A. University of Texas Rio Grande Valley, 2017

Samantha Pennington (2022)

Assistant Professor of Health and Natural Science.

Jannyllie Pitter (2022)

Assistant Professor/Academic Fieldwork Coordinator for Occupational Therapy Studies. B.S., Brock University, 2006; M.S., D'Youville College, 2010; Ph.D., Wingate University, 2021.

Don Poe (2003)

Professor of Psychology, General Education Data Manager. 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.

Edward Ranzenbach (2022)

Principal Faculty & Director of Clinical Education. B.S., SUNY – Excelsior College, 2005; M.A., University of Nebraska Medical Center, 2007.

Laura Reichenberg (2014)

Associate 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 and Program Coordinator of Criminal Justice, M.S. in Criminal Justice, The University of Alabama 1999

Kathryn Riley (2017)

Associate Professor of Biology. B.S., Francis Marion University, 2006; M.S., Wake Forest University, 2010; Ph.D. Wake Forest University, 2016

Anjali Robertson (2023)

Assistant/Associate Professor of PA Studies & Principal Faculty. B.S., Evangel University, 2008; M.S., Missouri State University, 2011.

Austin Rose (2022)

Assistant Professor of Sport Management and Undergraduate Business. B.A., Pfeiffer University, 2021.

Edward Royston (2018)

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

Kristy Schmaldinst (2019)

Assistant Professor of Nursing, Lab Coordinator and Clinical Instructor. 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.

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

Ali Sever (2002)

Professor of Computer Information Systems. M.S., Ataturk University, 1989; Ph.D., Wichita State University, 1995.

Caroline Sawyer Sowards (2017)

Assistant Professor of Psychology and Director of Internships and Career Planning
B.A., Pfeiffer University, 2007; M.A., University of North Carolina at Charlotte, 2009.

Jacinda Whitley (2022)

Assistant Professor of Marriage and Family Therapy. M.A., Abilene Christian University, 2014; Ph.D., University of Louisiana at Monroe, 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

Daniel Mynatt (2021) Vice President for Academic Affairs and Provost

Master of Divinity, Southern Baptist Theological Seminary, 1987; Ph.D., Southern Baptist Theological Seminary, 1992.

Mark McCallum (1994) Director of Academic Initiatives and Professor of Biology

B.A., Wake Forest University, 1985; Ph.D., Georgia Institute of Technology, 1995.

Ellen Blue (2019) TQP Induction Specialist and Grant Program Coordinator

B.S., Pfeiffer College, 1989, M.S.; Pfeiffer University, 2004; Certificate Executive Leadership, Gardner Webb University, 2013.

Cristina Bruington (2016) Administrative Assistant for MMFT Program Accreditation

B.A., Guilford College, 2016.

Paula Dennis (2020) Administrative Assistant

Deidra Harwood (2018) Admissions Support Coordinator for PA Program

B.S., NC State University, 1991.

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.

Robin W. Listerman (2006) Registrar

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.

Mark Miller (2022) Didactic Support Coordinator in Occupational Therapy.

B.S., NC State University, 1992; M.S., East Carolina University, 2009.

Sequoia Deatrice Mungo (2019) TQP Project Director and Induction Support

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) Director of Student Support and Academic Success

B.S., Pfeiffer University, 2009; M.S., University of North Carolina at Charlotte, 2011; Ph.D., Walden University, 2018.

Caroline Sawyer Sowards (2017) Assistant Professor of Psychology and Director of Internships and Career Planning

B.A., Pfeiffer University, 2007; M.A., University of North Carolina at Charlotte, 2009.

Kim Smith (2011) Assistant Registrar/VA Officer

Junior Degree, Salisbury Business College, 1988.

Leslie Tucker (2011) Associate Registrar/Degree Auditor

A.A.S., Stanly Community College, 2000; B.S., Pfeiffer University, 2018; M.B.A., Pfeiffer University, 2020.

Tammy Lilly (2020) Administrative Assistant for Nursing

A.A.S., Bucks County Community College, 1992.

Rick Kivior (2006) Coordinator Student Success and Graduate Advising

B.A., University of North Carolina at Chapel Hill, 1996; M.S., Clemson University, 1999.

Ashley Eyer (2020) Academic Success Coordinator

B.S., Pfeiffer University, 2016.

Kelly Loflin (2021) Operational Administrative Assistant, Occupational Therapy Program

Cashaun Miller (2021) Director of Institutional Research

B.A., Pfeiffer University, 2006; B.S., Pfeiffer University, 2020.

Abrianna Macon (2022) Administrative Assistant for MFT

B.A., Clark Atlanta University, 2019.

Kenzie Davis (2021) Administrative Coordinator for Pfeiffer Institute REACH and Pfeiffer University

B.A., UNC Greensboro, 2016; M.S., Pfeiffer University, 2021.

Lavender Love (2023) Administrative Assistant PIMFT

B.S., Coastal Carolina University, 2016; MFT, Pfeiffer University, 2023.

Emily Chilton (2023) Cataloging Librarian & Assistant Professor of Library Science

Marcia Mynatt (2023) Interim Director of Religious Life and Spiritual Development

B.A., Furman University, 1982; Master of Divinity-CE, The Southern Baptist Theological

Seminary. 1987.

Emma West (2023) Coordinator of VP Support
B.A., University of North Carolina at Charlotte, 2023.

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.

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.

Ron Laffitte (2016) Advancement Officer
B.A., Winthrop University, 1980; M.S., University of South Carolina, 1982.

Paige Jackson (2023) Coordinator of Advancement Operations
B.S., in progress, Pfeiffer University; MBA, in progress, Pfeiffer University.

Adina Blake (2023) Director of Advancement Services
B.S., Pfeiffer University, 2004.

Athletics

Jeff Childress (2022) Vice President of Athletics and External Relations
B.S., Pfeiffer University, 1989; M.A. Ed, East Carolina University, 1993.

Zachary Chilton (2020) Director of Athletics
B.S., Pfeiffer University, 2015.

Craig Bolton (2017) Head Coach Baseball
B.A., Pfeiffer University, 2015.

Roderick Brown (2022) Strength and Conditioning and Sports Ministry Coordinator
B.S., Arkansas State University, 2018.

Kenneth Culler (2018) Assistant Athletic Director for Athletic Communications
BS., Western Carolina, 2000, MA., Appalachian State, 2003.

Darci Dickison (2016) Director of Sports Medicine / Assistant Athletic Director
B.S., University of Maine, 2007; M.S. Husson University, 2012.

Justin Fainter (2020) Head Coach Men/Women Tennis
B.A., James Madison University, 2010; M.A. James Madison University, 2011.

John Anthony "Tony" Faticoni (2015) Head Coach Men's Soccer / Strength and Conditioning Coordinator
B.S., Rutgers University, 1994.

Christopher Jones (2021) Head Coach Men's & Women's Golf
B.A., Lenoir-Rhyne college, 1997.

Robert (Bob) Marchinko (2022) Head Coach Cross Country & Track and Field
B.S., Kent State University, 1994.

Scott Martin (2021) Assistant Coach Men's Soccer
B.A., Belmont Abbey College, 2009.

Tucker Nelson (2016) Head Coach Men's Lacrosse
B.S., Binghamton University, 2016.

Rebecca Bruno (2018) Assistant Athletic Trainer
B.A., Messiah College, 2005.

Steven Sadler (2021) Assistant Coach Men's Lacrosse
B.S., Missouri Valley College, 2015.

Monte Sherrill (2015) Head Coach Softball
B.S., Pfeiffer University, 1987.

Vada Sherrill (2020) Assistant Athletic Director for Internal Operations
B.S. Pfeiffer University, 2019.

Peter Schoch (2016) Head Coach Men's Basketball
B.A. University of Michigan, 2004.

Tiffany Smith (2021) Head Coach Cheer and Dance
BS., Pfeiffer University, 2018.

Donald Spencer (2021) Assistant Coach Men's Basketball

Melanie Wilson (2018) Assistant Athletic Director for Compliance / Senior Woman Administrator
B.A., Elon University, 2009; M.P.A. Kean University, 2011.

Heather Schoch (2023) Head Coach Women's Volleyball
B.A., Eastern Michigan University, 1994; M.A., Concordia University, 2014.

Vontreece Hayes (2023) Head Coach Women's Basketball

Mark Maruszewski (2023) Assistant Athletic Trainer
B.S., Daemen University, 2020, M.S., Daemen University, 2021.

Ryan Lundvall (2023) Assistant Men's Basketball Coach
B.Ed., Gonzaga University, 2021. MSL, Pfeiffer University, 2023.

Billy Manley (2023) Assistant Baseball Coach

Moana Reid (2023) Assistant Coach Volleyball
B.S., Johnson & Wales University, 2021.

Keilani Doss (2023) Assistant Coach Men and Women Golf
B.S., Oakland University, 2022.

Asasio Roche (2023) Head Coach Women's Soccer
B.S., United States Sports Academy, 2023.

Jamie Kazenmayer (2023) Assistant Women's Soccer Coach
B.A., Catawba College, 2021.

Rena Goolsby, (2023) Assistant Tennis Coach

Office of Information Technology

Ryan Conte (2020) Director of Operations
A.S., Rowan-Cabarrus Community College, 2005.

James Bryan Cheek (2021) IT Help Desk Manager
A.S., ECPI College of Technology, 2005.

Deaven Lowder (2023) IT Security Analyst
B.S., Purdue University, 2021.

Brooke Lowry (2023) IT Help Desk Technician
A.S., Stanly Community College, 2021; B.S., Catawba College, 2023.

Steven White (2023) Junior Network Administrator

Cameron Griffin (2023) IT Help Desk Technician

Enrollment Management

Emily Carella (2020) Vice President of Enrollment Management
A.A., Becker College, 1996; B.A. Becker College, 1998.

Rachel Bryant (2020) Director of Graduate Enrollment Operations
B.S., Salem College, 2013.

Alicia Blalock (2019) Campus Guest and Office Coordinator
B.S., Pfeiffer University, 2002.

Camden Hartsell (2021) Admissions Counselor
B.S., Pfeiffer University, 2021; M.B.A., Pfeiffer University, 2023.

Mary Stokes (2021) Admissions Support Coordinator for Occupational Therapy Program
B.A., Toccoa Falls College, 2005.

Sean Scott (2022) Admissions Recruiter
B.A., Pfeiffer University, 2022.

Abbi Vail (2022) Admissions Recruiter
B.A., Wingate University, 2022.

Jamal David (2023) Admissions Counselor
B.A., Pfeiffer University, 2021.

Owen Overcash (2023) Enrollment Data Reporting Specialist
B.S., Pfeiffer University, 2023.

Laura Echeverry (2023) Admissions Counselor
B. A., Wingate University, 2022.

Financial Aid

Amy Brown (2019) 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

Alexis Currie (2022) Financial Aid Counselor

Financial Affairs

Robin S. Leslie (2019) Senior Vice President and Chief Financial Officer
B.A., Pfeiffer College, 1982; C.P.A., 1990.

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

Cindy I. Loflin (1983) Accounts Payable Manager

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; F.F.I., Pfeiffer University, 2016.

Dechelle Ellis (2016) Financial Associate/Campus Store Manager
A.S. Ashford University, 2011.

Steve Norton (2021) Financial Analyst
B.S., UNC Charlotte, 1988; M.B.A., Pfeiffer University; 1996.

Human Resources

Ramanda Medlin (2003) Director of Human Resources
B.S., Pfeiffer University, 2002; M.B.A. /M.S.L., Pfeiffer University, 2007.

Nicole Steele (2023) HR Specialist
BA in Sociology/CIS, Lehman College; MS in Human Resource Management, Mercy College, 2005.

Marketing and Communications

Gary Veazey (2014) Director of Creative Services

B.A., University of North Carolina at Charlotte, 1997.

Taylor Brigman (2023) Multi-Channel Content Creator
B.S., Pfeiffer University, 2023.

Student Development

Ryan Reinhart (2022) Associate Dean of Students
B.A., University of Dayton, 2000; Masters, Loyola University Chicago, 2003.

Kym Elliott (2022) Student Development Operations Manager

Jordan Bishop (2023) Coordinator of Falcon Fridays
B.A., Pfeiffer University, 2016; MSL, Southwestern College Kansas, 2022.

Other: Contract Services

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

Phillip Burdge (2018) Captain, Village of Misenheimer Police

Danny Belcher (2003) Reserve Police Officer, Village of Misenheimer Police

Austin Wagoner (2018) Police Officer, Village of Misenheimer Police
B.S., Pfeiffer University, 2017.

Matt Flanagan (2018) Part-time Police Officer, Village of Misenheimer Police

Justin Cable (2015) Part-time Police Officer, Village of Misenheimer Police

Nathan Crist (2015) Reserve Police Officer, Village of Misenheimer Police

Rosalyn Harrington (2016) Reserve Police Officer, Village of Misenheimer Police

Jacob Allman-Thomas (2021) Police Officer, Village of Misenheimer Police

Clyde Cupples III (2021) Part-time Police Officer, Village of Misenheimer Police

Justin Shaffer (2022) Part-time Police Officer, Village of Misenheimer Police

Joe Bahr (2003) Plant Operations

Pfeiffer University-Charlotte Campus

1515 Mockingbird Drive
Charlotte, NC

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.

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.

John Ralph Grosvenor (1991) Professor Emeritus of Mathematics. B.A.; Arkansas College, 1969; M.S., Louisiana Tech University, 1971; Ph.D., University of Virginia, 1982.

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

Barbara Keane (1999). Professor Emerita of Elementary Education and Director of the Elementary Education. B.S., East Carolina University, 1967; M.A., Marshall University, 1987; Ed.D., West Virginia University, 1989.

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.

Clyde W. Sawyer, Jr. (1992). Professor Emeritus of Education, and Director of the Secondary Education Program. B.S., University of North Carolina at Chapel Hill, 1974; M.A.T., University of North Carolina at Chapel Hill, 1978; Ph.D., University of North Carolina at Chapel Hill, 1986.

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

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

Naulchand Yaemsiri-King (1989) Professor Emerita 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.

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

Rachel Cozort (2012) Associate Professor Emerita 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.

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