PHONE: 704-463-1360
FAX: 704-463-1363

Academic Year of 2026-2027

Pfeiffer University Website (www.pfeiffer.edu)

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 2026-2027 and is accurate and current, to the best of Pfeiffer's knowledge, as of July 2026. 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.

August 2026

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, 704-463-3367. For all other concerns, including any arising under Title IX, contact the Director of Human Resources, who is also Pfeiffer's Title IX Coordinator, 704-463-3067.

TITLE VII

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

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

SECTION 504

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

AGE DISCRIMINATION ACT

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

INTERNATIONAL STUDENTS

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

EXCHANGE VISITORS

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

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

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

Table of Contents

The Pfeiffer University Catalog is a reference manual or current students, faculty, staff, and others. It describes the University programs for the 2026-2027 academic year and provides other information about Pfeiffer University. The largest section of the Catalog contains, in alphabetical order, all areas of study available at Pfeiffer University. It defines some terms commonly used at Pfeiffer and describes the programs which are offered, the requirements for each, and the student organizations and special services available; a listing of the faculty, staff, and trustees of Pfeiffer University; the history of the University; the academic calendar for 2026-2027; and other information.

Contents

Accreditation 1
Notice of Compliance with Federal Law 1
Table of Contents 3
Mission Statement 9
Pfeiffer Facts 10
Undergraduate Programs of Study 10
Intercollegiate Sports 10
Program Accreditations 10
Open Door Tradition 10
Admissions Procedures 11
Pfeiffer Admission Criteria 11
Undergraduate Admissions 11
Rolling Admission 11
The Undergraduate Admissions Process 11
Instructions for Freshman Applicants 11
Instructions for Transfer Applicants 12
Instructions for Non-Degree Applicants 12
Instructions for International Applicants 12
High School/Pfeiffer Dual Enrollment Program 12
Re-Admission to Pfeiffer University –Undergraduate Students 12
Immunization Records 13
Acceptance of Credits from Other Colleges or Agencies 13
Transfer Credits 13
North Carolina Community College System Articulation Agreement 14
Consortium Fees 14
Re-enrollment in Consortia courses (Undergraduate Only) 14
Greater Charlotte Consortium 15
Acadeum Course Share 15
Credit for Completion of International Baccalaureate Certificate or Diploma Programs 15
Credit by Examination/Advanced Placement 16
College Board's Advanced Placement Program (AP) 16
College Board's College Level Examination Program (CLEP) 16
Undergraduate Pfeiffer Challenge Exams 16
Correspondence Credits: Pfeiffer University does not accept correspondence credits 16
Undergraduate Academic Programs 16
Degrees Offered 16
Important Definitions 17
Office of Information Technology 17
Technology Requirements 18
Computer Purchase Program for Students 18
Pfeiffer University SignOn, Email, and Blackboard Accounts 18
Costs and Financial Policies 19
Payment of Tuition, Fees, and Room and Board 20
Undergraduate Payment Plan 20
3-2 Program Charges 20
Credit Balances 20

Refund Policy for Withdrawal Full Time & Part Time Students 20
Effects of Withdrawal to Financial Aid Package 21
Effects of Withdrawal to Charges 21
Effects of Student Suspension/Dismissal 22
Unpaid Accounts 22
Returned Checks 22
Check Cashing Service 22
Bookstore Policies 22
Buy-Back/Rental Check-In 22
Textbook Return Policy 23
Access Books Policy 23
Financial Aid General Information 23
FA Application Procedure - 23
Scholarships and grants 24
Student Loans 24
The Federal Work Study Program 24
Academic Scholarships 24
Financial Aid and Satisfactory Academic Progress 25
FA Contact Information 25
Special Programs 25
Study Abroad Policy: 25
3-2 Programs: 25
Payment Plans: 25
VA Education Benefit Programs 25
Academic Assessment 25
Admission Criteria 25
Standardized Tests (norm referenced)/Assessments 26
Surveys 26
Academic Program Assessment of Students 26
Undergraduate Academic Policies 26
Declaration or Change of Major/Minor 26
Definition of Semester Hour (SH) 27
Undergraduate Enrollment Status 27
Online Courses/Cross Registration 27
Dual Undergraduate/Graduate Registration 27
Study Abroad Programs 28
Class Standing 28
Residence Requirement 28
Attendance 28
Definition and Change of Catalog (Catalog Year) 28
Double Degree Option 28
Double Majors 29
Application for Graduation/Degree Audit 29
Checklist to aid in preparing for graduation audit 29
Commencement (Graduation) 29
Policy on Student Records 29
Academic Transcripts 29
Privacy of Student Records 29
Grades and Satisfactory Academic Policies 30
Grade Point Average Computation 31
Letter Grade and Quality Points per SH 31
Last date of attendance 32
D Grades 32
Incomplete Grade 32
Undergraduate Grade Repeat Policy 33
Administrative Course and Grading Errors 33

Student Appeals for Grade Changes 33
Honor Code/Honor Board 34
AI Policy 34
Registration and Withdrawal Policies 34
Registration and Add/Drop Period 34
Dropping or Withdrawing from a Course 34
Impact of less than full time status on financial aid and athletic eligibility 35
Withdrawal from the University 35
Medical Withdrawal 35
Withdrawal from The University Due to Military Deployment 36
Undergraduate Course Load 36
Course Audit 36
Internal Undergraduate Course Substitution Policy 36
Independent and Directed Study 37
Satisfactory Academic Progress (SAP)/Academic Standing 37
Undergraduate Academic Standing Scale 37
Good Standing 38
Academic Warning (AW) 38
Academic Probation (AP) 38
Academic Suspension 38
Academic Dismissal 38
Plan for academic improvement. 38
Appeals Process upon Suspension of Financial Aid 38
Academic Suspension Appeals Process 39
Graduation Requirements 39
General Education Requirements 39
Pfeiffer Life (Program Suspended for 2026-2027 academic year) 40
Course Numbering and Modalities 41
Course Numbering: 41
Prerequisites/Co-requisites 42
Independent Study 42
Directed Study 42
Special Topics 42
International Travel Program - Global Pfeiffer Studies (GPS) 42
Capitol Hill Internship Program 43
Accounting 44
Accounting Major Curriculum 44
Financial Fraud Concentration 45
Accounting Minor (21 Semester Hours Minimum) 45
Athletic Performance Studies 47
Biology Major Curriculum (44-46 Semester Hours) 49
General Biology Concentration 49
Biomedical Sciences Concentration (BIOLB) 49
Forensic Science Concentration (BIOLF): 50
Minor in Biology (22 Semester Hours Minimum) 50
Biochemistry 53
Business Management and Leadership 53
Concentration in Entrepreneurship 54
Concentration in Global Leadership 54
Concentration in Marketing 54
Concentration in Supply Chain Management 54
Minor in Leadership 54
Minor in Supply Chain Management 55
Minor in Project Management 55
Business Management and Leadership & MBA 3-2 Program 59
Discontinued for 2026-2027 catalog year 59

Awarding of the 3-2 Undergraduate BS and MBA Degree 59
3-2 BMAL Undergraduate Curriculum 60
Concentration in Entrepreneurship 60
Concentration in Global Leadership 60
Concentration in Marketing 60
3-2 MBA Curriculum 61
Chemistry Minor 61
Comprehensive Science Education 63
Biology Concentration 63
Computer Information Systems 63
AI Literacy (COMPA) (12 SH): 64
Game Development (COMPG) (12 SH): 64
Information Technology 64
Network Administration and Cybersecurity (COMPN) 65
Minor in AI Literacy (18 SH Minimum) 65
Minor in Computer Information Systems (18 SH Minimum) 65
Cooperative Education 70
Education 70
Elementary Education 75
Special Education: General Curriculum (K-12) 76
Special Education Minor (18 Semester Hours) 78
Secondary Education (Grades 9-12) 78
Secondary Education (9-12) Major Curriculum (licensure 36 SH Minimum) 79
Comprehensive Science 79
Educational Studies (non-licensure 45 semester hours) 79
Environment Studies 84
Ethics Minor 86
Health and Exercise Science 87
Health and Physical Education 91
Health and Physical Education Curriculum *(with Teacher Licensure) (HPED)* 92
HPED Non-Licensure Track (HPEDN) 93
Athletic Coaching Minor 96
Humanities 96
Humanities Curriculum (36 Semester Hours) 96
English Education 96
Social Studies Education 96
English Minor 97
Minor in History 97
Justice and Professional Studies 101
Minor in Justice and Professional Studies 102
Interdisciplinary Studies 104
Military Science (ROTC) 105
Aerospace Studies (Air Force ROTC) 106
Music, Sacred Music 107
Music (B.A.) 111
Music Major Curriculum 111
Applied Music Concentration 111
Ensembles 112
Sacred Music (B.A.) 112
Sacred Music Major Curriculum 113
Minor in Music 114
Nursing 121
Nursing Major Curriculum 123
Outdoor Education and Leadership 127
Psychology 129
Psychology Major Curriculum 129

Psychology Minor....130
Religion and Practical Theology....132
Religion and Practical Theology Major Curriculum (36 Semester Hours)....132
Religion and Practical Theology Minor....133
Social Justice Minor....136
Sociology Minor....137
Minor in Sociology (19 Semester Hours)....137
Special Education....138
Sport Management....138
Sport Management Major Curriculum (54 Semester Hours Minimum)....138
Sport Management Minor Curriculum (18 Semester Hours Minimum)....138
Strategic Communication and Social Media....140
Major in Strategic Communication and Social Media Curriculum....140
Minor in Strategic Communication and Social Media (21 Semester Hours)....141
Minor in Project Management....141
Additional Course Offerings....143
Online Only Program Options....154
Online Only Tuition and Fees: 2026-2027....154
General Education Requirements for Online Only....154
Registered Nurse to Bachelor of Science in Nursing RN-BSN (NURS)....154
Education (EDUC, SPED)....155
Teacher Licensure....155
Bachelor of Arts in Elementary Education (Kindergarten through grade six)....157
Bachelor of Arts in Special Education....159
Minor in Special Education....160
Bachelor of Arts in Educational Studies (non-licensure)....160
Undergraduate Academic Honors....161
Pfeiffer University Honors Program:....161
Graduation with Honors....162
Other Scholastic and Leadership Honors....162
Who's Who....163
Academic Marshals....163
Academic Support & Student Services....163
Gustavus Adolphus Pfeiffer Library....163
Wick Sharp Student Success Center....164
Counseling Services....164
Francis Center for Servant Leadership and Faith Formation....164
Campus Recreation....165
The Knapp Health and Fitness Center....165
Career Services....165
The Center for Outdoor Leadership....165
New and Transfer Students Orientation....166
Pfeiffer Journey....166
Health Services....166
Campus Police....166
Student Leadership, Organizations, and Clubs....166
Student Leadership Opportunities....167
Clubs and Organizations....167
Academic and Honors Organizations....168
Honor Societies....168
Media Organizations....169
Athletics....169
Intercollegiate....169
Misenheimer (Main) Campus....169
Location:....169
Description....169

Academic, Administrative, Student Activity and Recreational Facilities 169
Residence Halls 170
Professorships, Lectureships, Funds, and Scholarships 171
The History of Pfeiffer University 177
Pfeiffer University Faculty and Administration 180
Faculty 180
Administration 182
Academic Affairs 182
Advancement 183
Athletics 184
Office of Information Technology 185
Enrollment Management 185
Financial Aid 186
Financial Affairs 186
Human Resources 186
Marketing and Communications 186
Student Development 187
Other: Contract Services 187
Faculty Emeriti 187
Board of Trustees 188
Academic Calendars 190

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.

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

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

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

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

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

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

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

Foundational Knowledge
Foundational Knowledge is an overarching goal within general education. Students gain knowledge of Pfeiffer's core competencies in a variety of knowledge areas (Math, Humanities, Social Science and Natural Science) and demonstrate growth in reflection of values and sense of identity.

Educational Goals for the Graduate Program
The graduate programs are designed to offer the depth of education and specialized skills necessary for the graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program. The Pfeiffer faculty adopted the University's educational goals. The Pfeiffer community - faculty and staff, and students share in the responsibility of realizing them.

Pfeiffer Facts

Enrollment: 466 female, 423 male, 889 total (UG and GR-Fall 2024)
Student Faculty Ratio: 11 to 1
Financial Aid: 88% of all students receive some form or forms of aid.
FT Teaching Faculty: 58 (38 hold a terminal or first professional degree)

Undergraduate Programs of Study

Accounting
Biochemistry
Business Management and Leadership/MBA 3-2
Computer Information Systems
Elementary Education (K-6)
Environmental Studies
Interdisciplinary Studies
Music and Sacred Music (Program Suspended for 26-27)
Outdoor Education and Leadership
Humanities
Sport Management
Athletic Performance Studies
Biology
Business Management and Leadership
Comprehensive Science Education
Educational Studies
Health and Exercise Science
Health and Physical Education
Justice and Professional Studies
Nursing
Psychology
Special Education
Strategic Communication and Social Media

Intercollegiate Sports

Women:
Softball
Cross Country
Lacrosse
Track and Field
Tennis
Basketball
Golf
Soccer
Cheerleading and Dance
Volleyball

Men:
Baseball
Cross Country
Lacrosse
Track and Field
Basketball
Golf
Soccer
Tennis
Cheerleading and Dance

Program Accreditations

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

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

Open Door Tradition

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

Admissions Procedures

Pfeiffer Admission Criteria

The following information will be supplied to the advisors of newly entering students (freshmen and transfers). The Pfeiffer Admission Criteria (PAC) will consist of the students' previous academic performance, which may be of assistance to advisors/mentors in determining each advisee's potential for success in specific disciplines. The PAC should be used only in conjunction with other information when making predictions for future performance (e.g., standardized placement tests).

1. High school Grade Point Average (academic courses only)
2. Class rank
3. Delineation of college preparatory units (e.g., English, Mathematics, Science)
4. Results of the Scholastic Aptitude Test or equivalent test
5. Transcripts from previously attended institutions of higher education (if applicable)
6. The above information will be provided on a standard form.

Undergraduate Admissions

Pfeiffer University offers admission to undergraduate students in six categories:

- **Freshman applicants** are those who have completed high school and received a diploma and/or **Dual Enrolled/Early College applicants** enrolled in dual enrollment/early college classes while obtaining a high school diploma.
- **Transfer applicants** are those who have completed high school and attended another regionally accredited institution of higher learning.
- **Non-degree students** are those who wish to take courses without seeking a degree from Pfeiffer.
- **Readmitted students** are those who have withdrawn from Pfeiffer University and wish to re-enroll.
- **International applicants** are those who are academically qualified and are not citizens or permanent residents of the United States.

Provisional Admissions: Students who do not meet the stated requirements for admission but show unusual promise for becoming a successful Pfeiffer University student should contact an Admissions Counselor to determine if they would be eligible for acceptance as a provisional student.

Rolling Admission

Pfeiffer enrolls on a rolling basis. This means that the Admissions Committee acts on each application as soon as all necessary credentials arrive and informs the student of the decision as soon as possible. To accept an offer of admission and reserve a space in the entering class and/or the residence halls, students must submit an enrollment deposit. The deposit is credited to the student's account and is deducted from the first payment of charges at registration.

The Undergraduate Admissions Process

Persons considering applying to Pfeiffer University, at Misenheimer, should apply on-line at https://go.pfeiffer.edu/apply-now/inquiryform

Instructions for Freshman Applicants:

1. Submit the completed application form.
2. Have a high school transcript sent directly from the high school to the Office of Admissions.

Requirements of applicants	Units Required
English	4 Units
Math	3 Units (including Algebra)
Science	2 Units (including 1 lab science)
Social Studies	2 Units
Foreign Language	2 Units (strongly recommended)

Instructions for Transfer Applicants:

1. Submit a completed application form.
2. Have an official transcript from each college attended sent directly to the Office of Admissions.
3. Applicants with fewer than 24 semester hours of transferable work can submit an official high school transcript.
4. SAT and/or ACT scores are optional.

Transfer applicants should be eligible for re-admission to, or should have graduated from, the last college attended. Transfer applicants are encouraged to request advance evaluations of their transcripts to determine which courses will be accepted for transfer to Pfeiffer University and how credit will be applied toward the general education requirements, the major program, or electives. Please see important note about "Rolling Admission" under heading with same title.

Instructions for Non-Degree Applicants - Submit a completed application to the Office of Admissions.

Instructions for International Applicants

1. Submit a completed application.
2. One of the following: *
   - Completion of 60 semester hours at a US university
   - Completion of four years at a US high school
   - Completion of an appropriate level in an ESL program which, according to the ESL school, is sufficient for the undergraduate level of university study.
   - CEFR score of C1.
   - A TOFEL
   - English as a first language
3. Official transcripts from all schools attended translated through official service such as WES or InCRED.
4. Furnish an affidavit of financial support to cover the first year's expenses, including living expenses. Contact the Admissions Office for the total amount to be documented. Include copies of bank statements to show availability of funds. Make copies before submitting to Pfeiffer; they will be needed again for the visa application.
5. Provide a valid passport copy.
6. Non-degree seeking international applicants should follow steps 1-5 above for admittance.

High School/Pfeiffer Dual Enrollment Program

Pfeiffer University and several North Carolina high schools are actively engaged in promoting dual enrollment programs. Academically eligible high school students may take approved courses at Pfeiffer University while completing the normal requirements for high school graduation. Information is available in the Office of Admissions. College credit earned may be applied to a degree at Pfeiffer University or transferred to another college.

Re-Admission to Pfeiffer University –Undergraduate Students

- Students returning to Pfeiffer University after an absence of 2 consecutive semesters or longer, must apply to the Admissions Office for re-admission to the University. Normally, students who reenter after an interval of more than one (1) full academic year must meet the requirements of the catalog in effect at the time of readmission, or a subsequent catalog, not the catalog in effect at the date of their original admission. In the case where an academic program has been discontinued, the student can break enrollment for only one semester and return to the University under the original Catalog; otherwise, the student will be admitted under the latest Catalog. Students who stop out of a program that has been discontinued should contact the Registrar's Office to determine what arrangements can be made to enable completion. Re-admitted students must be in good academic standing.

- Students who left for any length of time while on academic probation or suspension **must appeal their Financial Aid suspension** to the Financial Aid Office, for revision by the Satisfactory Academic Policy Committee. For an appeal to be granted, the student should have a mathematical chance that the GPA will raise to meet the Undergraduate Satisfactory Academic Progress during an additional probationary period. Students are strongly advised to repeat any course with an "F" grade as soon as they return to the University. For more information see the Satisfactory Academic Policy in this Catalog.

Immunization Records

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

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

If a student is withdrawn from the University for lack of compliance with this policy, his/her financial aid award will be prorated using the Return to Title IV calculation methods for Federal and Institutional aid. All grant proceeds awarded from the North Carolina Legislative Tuition Grant or North Carolina Contractual Grant will be forfeited.

Acceptance of Credits from Other Colleges or Agencies

Transfer Credits

Pfeiffer University accepts courses earned at other institutions provided that:

1. The courses represent collegiate coursework relevant to the degree program being pursued at Pfeiffer University and was completed at an accredited institution.
   Course descriptions or syllabi from the class may be required to verify the course content.
2. The grade earned for the course was a C- or higher. An exception to this rule exists for courses to be applied to the B.S. in Nursing or the B.A. in Education which require a grade of C or better.
3. The course content, level of instruction, and resulting competencies are equivalent to those offered by the University.
4. Official University transcripts from each institution previously attended are received before transfer credits may be awarded.
5. To receive a Pfeiffer degree, candidates for a bachelor's degree must earn a minimum of 25% of the credit hours in the degree program at Pfeiffer, including at least 50% of the credit hours in the major or minor at the 200/300/400/500 level (excluding cognates, general education courses, and free electives). Students in the RN to BSN degree program are required a minimum of 30 SH in residence at Pfeiffer University.
6. A maximum of 64 credits from 2-year colleges and 90 credits from four-year colleges (or combination) will be accepted towards a Pfeiffer B.A., B.S., or BSN degree.
7. The Registrar determines the applicability of transfer credits toward the general education requirements at Pfeiffer. The academic departments determine the applicability of transfer credits for the majors.
8. Students who have earned a two-year Associate of Arts or Associate of Science degree from a member college of the North Carolina Community College System shall be considered to have completed all the General Education requirements towards their Pfeiffer Degree. For more information, please read the "North Carolina Community College System Articulation Agreement" contained in this catalog.
9. Courses completed at accredited two-year colleges from outside of the state of North Carolina, will be evaluated on a course-by-course basis, and transferred towards a Pfeiffer degree if the courses are equivalent to those offered by Pfeiffer. Transferred courses must have been completed with a minimum grade of C-, except for courses intended for Education and Nursing, which require minimum grades of C.
10. Students admitted to a Pfeiffer University's undergraduate program who have previously earned a Bachelor of Science degree (BS) or Bachelor of Arts degree (BA) from an accredited* undergraduate institution in the United States shall be considered to have fulfilled Pfeiffer University's lower-division, institution-wide general education requirements, provided that the general education courses are graded with a C- or better. Any course(s) with less than a C- grade must be retaken and passed with a grade of C- or better at Pfeiffer University. An exception to this rule exists for courses to be applied to the B.S.N. in Nursing or the B.A. in Education which require a grade of C or better.
11. Students who have not completed a degree may have transfer courses evaluated on a course-by-course basis if conditions 1 through 6 are met.

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

North Carolina Community College System Articulation Agreement

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

1. All students who have earned an Associate in Arts or Associate in Science degree from a member college of the North Carolina Community College System under the terms and conditions of the Comprehensive Articulation Agreement and who meet Pfeiffer University's admission standards are eligible to apply and may expect the following if admitted:
   a. A student who has completed the General Education Core as outlined by the Comprehensive Articulation Agreement shall be considered to have fulfilled the lower-division, institution-wide general education requirements of Pfeiffer University. To be eligible for inclusion in this policy, the student must have an overall grade point average of 2.0 and an earned grade of C- or better on all general education core courses.
   b. An additional 36 semester hours of approved college transfer courses required for the completion of the Associate in Arts or Associate in Science degree shall be accepted as transfer credits, if successfully completed with an earned grade of C- or better, with the exception of courses intended for Education and Nursing which require minimum grades of C in certain courses.
   c. A student who has successfully completed the Associate in Arts or Associate in Science degree with an overall grade point average of 2.0 and an earned grade of C- or better on all courses shall receive up to 64 semester hours of credit and junior status upon admission to Pfeiffer University.
2. Pfeiffer University agrees that students who have attended a member college of the North Carolina Community College System without completing the degree requirements for an associate degree but who otherwise meet the Pfeiffer University's admission standards are eligible to apply and may expect the following if admitted: Students who have not completed a degree, or students who completed an Associate of Applied Science (AAS) or Associate in Fine Arts (AFA) degree may have courses evaluated on a course by course basis. All courses to be transferred to Pfeiffer University must have a grade of C- or better. Courses to be applied to the B.S.N. in Nursing or the B.A. in Education require a grade of C or better.
3. Pfeiffer University is a signatory institution of the 2018 Uniform Articulation Agreement between North Carolina Independent College and Universities RN to BSN Program and North Carolina Community College System: Associate degree Nursing Programs. Policies governing this agreement are found at ncicu.org. Students who have earned the Associate of Applied Science in Nursing from a North Carolina Community College may transfer 60 semester hours of credit to Pfeiffer University. In accordance with the 2018 Uniform Articulation Agreement Between North Carolina Independent Colleges and Universities RN to BSN Program and North Carolina Community College System: Associate degree Nursing Programs, students earning an AAS in Nursing will have fulfilled Pfeiffer's General Education requirements, as well as nursing program entry requirements. However, admissions to the nursing program is not guaranteed.

Consortium Fees

Pfeiffer University is a member of some consortia arrangements that allow students to take courses online or at other institutions. There may be student fees associated with enrollments in these consortia. The Lower Cost Models for Independent Colleges (LCMC) consortium administered by Rize is generally available without additional cost to students. However, if the student is repeating a Rize course or is participating in the Pfeiffer employee tuition remission program, enrollment costs may apply. Acadeum (see below) is available for specific courses that students need to complete a major, minor, or other specific requirement. If the student is using Acadeum as a convenience, a Consortium Enrollment fee will be charged to the student. If the student is using Acadeum due to discontinuation of a degree program or due to a university error, then Pfeiffer will bear the costs.

In all cases, contact the Registrar's Office for specific information for your circumstances.

Re-enrollment in Consortia courses (Undergraduate Only)

Students who do not earn a satisfactory grade in a consortium course and are required to re-enroll in the same or an equivalent course will be held fully responsible for the associated enrollment fee. This includes, but is not limited to:

- Course fees charged by the host institution or platform (Rize or Acadeum).
- Any administrative or registration fees incurred during the re-enrollment process. Exceptions to this policy may be granted only under extraordinary circumstances and must be approved in writing by the provost or their designee.

Greater Charlotte Consortium

Pfeiffer University is a member of the Greater Charlotte Consortium. Full-time undergraduate students at Pfeiffer can take courses in person or online at other consortium member institutions at no additional charge. Summer school courses and graduate courses are not included in this arrangement. Students interested in this arrangement must first consult with their advisor, and if approved, complete a Transient/Transfer Credit Agreement Form from Pfeiffer and a Consortium Application. Both must be approved by the Registrar's Office before the student enrolls at the other school. Courses taken through the consortium must be only those necessary for degree completion at Pfeiffer and are not offered at the University in time for a student's graduation. Cross-registration is on a space-available basis with the students at the host institution having priority. Students are responsible for their own transportation. For further information and cross-registration forms, please visit: https://greatercharlotteconsortium.org/

The following institutions in the Greater Charlotte area are members of the consortium:

Belmont Abbey College
UNC Charlotte
Johnson & Wales University (Charlotte campus)
Wingate University
Pfeiffer University
Queens University of Charlotte
Gaston College
Central Piedmont Community College
Davidson College
Johnson C. Smith University
Livingstone College
Winthrop University
Rowan-Cabarrus Community College

Acadeum Course Share

Pfeiffer University has partnered with Acadeum, a consortium of like-minded accredited colleges and universities that share online course offerings.

Taking approved courses through Acadeum offers several advantages to the traditional transfer credit process:

- A course taken through this consortium is considered an institutional credit and is transcribed on your Pfeiffer University transcript as a Pfeiffer University course.
- You can apply for financial aid through Pfeiffer University to assist with the cost for Acadeum courses.

Note: students receiving veteran benefits should check with the VA Certifying Official for information regarding the use of veteran benefits for online courses.

To be eligible to take an Acadeum course, a student must:

- Need the course to continue progressing towards degree completion and the course is not being offered at the University in time of the student's graduation.
- Be enrolled full-time at Pfeiffer University during the academic term in which they are seeking to take an Acadeum course (Acadeum courses will be included in determination of full-time status).
- Be in good academic standing. Students who are on academic probation are NOT eligible to enroll in Acadeum courses.

Students who wish to request an Acadeum course should schedule a meeting with their advisor. Approval is on a case-by-case basis in consultation with the curriculum coordinator/department chair, appropriate dean, and university registrar. Using the Acadeum course-sharing service incurs charges, in addition to tuition. See Consortium Student Fees for a description of these charges. Courses taken through Acadeum do not qualify for the Pfeiffer textbook program.

Credit for Completion of International Baccalaureate Certificate or Diploma Programs

Placement and credit are available for Higher-Level Exams with scores of 5, 6 or 7 (on either the certificate or the diploma). Students must obtain course equivalency recommendations from the relevant departments. Course descriptions or syllabi from the classes taken in preparation for the exams may be helpful in demonstrating what was

covered.

Credit by Examination/Advanced Placement

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

College Board's Advanced Placement Program (AP)

Pfeiffer University awards credit to students who have passed certain AP Examinations at an acceptable level. These tests may be taken prior to enrollment. Students who wish to receive college credit for their AP exam scores must submit an official score report to the Registrar's Office. Credit awarded for AP exams will have a grade of "S" recorded for the appropriate course on the student's permanent record. The course will be shown on the transcript as credit awarded but will not be used in calculating the grade point average (GPA). Department Chairs reserve the right to verify test results. The table at the link below outlines the potential credit acceptance; contact the Registrar's Office for specific course equivalency.

For additional information about AP credit please visit under resources
https://www.pfeiffer.edu/academics/registrar/

College Board's College Level Examination Program (CLEP)

Pfeiffer University recognizes the College-Level Exam Program (CLEP) and may grant credit for examination scores of 50 or higher as recommended by ACE. These tests may be taken prior to enrollment or after a student has begun studies at the University. In rare cases, an optional essay is also required. Department Chairs reserve the right to verify test results. Students who wish to receive college credit for CLEP scores must submit an official score report to the Registrar's Office. Credit awarded for CLEP work will have a grade of "S" recorded for the appropriate course on the student's permanent record. The course will be shown on the transcript as credit awarded but will not be used in calculating the grade point average (GPA). The table at the link below outlines the potential credit acceptance; contact the Registrar's Office for specific course equivalence. Students may transfer in a total of 9 credit hours.

For additional information about CLEP credit please visit under resources
https://www.pfeiffer.edu/academics/registrar/

Undergraduate Pfeiffer Challenge Exams

A student may request an examination for any course. The student must make the request in writing. The application must receive approval from the Instructor, the Department Chair, the Dean of the Undergraduate College, and either the Vice President for Academic Affairs or the Registrar. If the student achieves a passing score, he/she will receive the appropriate credit hours and grade. The charge for a challenge exam, to be paid prior to the test, is 1/2 of the current part-time tuition rate. Credit and grades will be a part of the Pfeiffer academic record and will apply towards residency.

Correspondence Credits: Pfeiffer University does not accept correspondence credits.

Undergraduate Academic Programs

Degrees Offered

Students may earn a Bachelor of Arts (B.A.), a Bachelor of Science (B.S.) or a Bachelor of Science in Nursing (B.S.N.) degree at Pfeiffer University.

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

Educational Studies	Elementary Education
Humanities	Environment Studies

Interdisciplinary Studies
Music, Sacred Music (Program Suspended for 25-26)
Psychology
Religion and Practical Theology
Special Education
Sport Management
Outdoor Education and Leadership
Strategic Communication and Social Media

The B.S. or B.S.N. degrees are awarded to students completing majors in:

Accounting
Biology
Biochemistry
Business Management & Leadership
Business Management & Leadership/MBA 3-2 Program
Comprehensive Science Education
Computer Information Systems
Health and Exercise Science
Health and Physical Education
Justice and Professional Studies
Nursing (B.S.N.)
Athletic Performance Studies

Important Definitions

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

Major: A major is a sequence of courses in an academic discipline. The minimum number of credit hours required for each major is listed with that major. The maximum number of credit hours permitted for a major is 75 non-activity credit hours. Exceptions are permitted in majors where teacher licensure is included as a part of the major program. All major courses must be passed with a grade of C- or higher (B- or better for Nursing and C or better for Education). 50% of the courses required for a major must be completed at Pfeiffer University.

Minor: A minor is a short sequence of courses taken in an academic area which complements a student's major and provides a second field of in-depth study. Each minor specifies a minimum number of hours to be earned and the courses required. All courses in a minor must be passed with a grade of C- or higher (C or better for Education). 50% of the courses required for a minor must be completed at Pfeiffer University.

Concentration: A concentration is a required part of some academic majors. Concentrations allow students to specialize within the major in one or more options. Optional concentrations are available only in addition to completion of the related major. All courses in a concentration must be passed with a grade of C- or higher (C or better for Education).

Office of Information Technology

Pfeiffer University provides 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. 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.

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.

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 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 13 (Ventura) 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.

Costs and Financial Policies

Pfeiffer's costs are competitive when compared with similar private institutions and the University distributes a large amount of student financial aid each year on the basis of both need and merit. The costs listed are the amount students and parents are expected to pay before financial aid is considered.

Undergraduate Tuition and Fees: 2026-2027	**Per Semester**	**Per Year**
Full Time Tuition (12-19 semester hours, books included*)	$ 18,115.00	$ 36,230.00
Part Time Tuition (per hour rate)	$ 700.00	

Room Rates	**Per Semester**	**Per Year**
Double Room	$ 3,100.00	$ 6,200.00
Private Room	$ 4,070.00	$ 8,140.00
New Hall	$ 4,500.00	$ 9,000.00

Meal Plans	**Per Semester**	**Per Year**
17 Meals +$275 flex per semester + 5 guests	$3,490	$6,980
14 Meals +$300 flex per semester + 5 guests	$3,200	$6,400

Additional Tuition Charges and Fees	**Per Semester Hour**	**Per Year**
Part Time Tuition (less than 12 SH)	$ 700.00	
Overload Tuition (over 19 SH)	$ 700.00	
Summer Tuition	$ 299.00	
Summer Internship	$ 150.00	
Audit Fee	$ 100.00	
Challenge Exam Fee	$ 350.00	
Private Music Lesson Fee	$ 350/half-hour credit: $700/credit hour	

Other Fees and Charges (Fees are non-refundable)	**Per Semester**	**Per Year**
Advanced Tuition Deposit (new, readmits, transfer)	$ 150.00	
Advance Residence Hall Deposit (returning students)	$ 100.00	
Application Fee	N/A	
Comprehensive Fee Fall/Spring	$1,110.00	$ 2,220.00
Comprehensive Fee Summer	$ 150.00	
Internship	$ 150.00	
Ed Tech Lab Fee (EDUC 255, 206 & 316)	$ 20.00	
Forensic Evidence Material Fee (JUST 365)	$ 50.00	
Web-Based E-Portfolio/Reflectivity Fee (EDUC 306)	$ 100.00	
Internship Fee (EDUC 515 & 521)	$ 120.00	
Late Payment Fee	$ 150.00	
Nursing Lab/Testing Fee (NURS 314, 316, 318, 322, 326, 390, 414, 416, 418, 501)	$100	
Nursing Lab/Testing Fee (NURS 312, 320 & 510)	$ 275.00	
Nursing Lab/Testing Fee (NURS 410)	$ 315.00	
Nursing Clinical Fee (NURS 390)	$ 40.00	
Orientation Fee (new, readmits, transfer students)	$ 195.00	
Returned Check Fee – per check	$ 25.00	
Science Lab Fee (BIOL 175N, BIOL 211N, BIOL 212N, ENSC 221G, BIOL 224, BIOL 323, BIOL 304, BIOL 414, BIOL 430, CHEM 110N, CHEM 211N, CHEM 221, CHEM 222, CHEM 311, CHEM 333, CHEM 351, CHEM 352, STEM 101N and 301, ENSC 106N, ENSC 221G, BIOL 265, PHYS 201N and 213)	$ 50.00	
Alternative Clinical Experience (EDUC 526)	$ 150.00	
Student Teaching Fee (EDUC 500, 510, 516 & 517)	$ 250.00	

Studio Art Fee (ART 497, 365, 318, 315, 308, 307, 231, 131V, 122V, 121V, and 111V)	$ 50.00
BIOL/EXSC Fees (BIOL/EXSC 260)	$ 25.00
EXSC Fees (BIOL 265, 266, 305, 315, 405, 550)	$ 50.00
EXSC Fees (BIOL 265, 266, 555 & 557)	$ 75.00
First Year Experience (UNIV 125 & 126)	$ 20.00
Transcripts	$ 10.65
Consortium Fee	$ 275.00

* Courses taken through Acadeum do not qualify for the Pfeiffer textbook program

Other charges may be assessed to the student throughout the semester. Examples of these would include library fines and parking tickets. A student may elect to change housing during a semester. In this case, the housing charges would be prorated. Changes in the amounts disclosed in this catalog are not expected to change; however, Pfeiffer University reserves the right to make necessary adjustments in the defined rates at any time.

Payment of Tuition, Fees, and Room and Board

Tuition, fees, and all other institutional costs are due and payable on or before the beginning of each semester or summer session and before admission to a residence hall or classes. For the convenience of students and their families, Pfeiffer University offers several methods of payment for charges not covered by financial aid. Cash, personal check, VISA, American Express, Discover, and MasterCard credit/debit cards are accepted. Credit/Debit card payments and electronic check payments can be made online by logging on through My.Pfeiffer. Cash and personal check payments can be made in person in the Cashier's office.

Undergraduate Payment Plan

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

Early enrollment and establishment of the plan is strongly encouraged. Enrollment fees are assessed by the Management Company and are payable at the time of enrollment. Late fees will be assessed if payments are not received in accordance with the terms of the plan. Additionally, the management company will terminate your plan due to non-payment. In such a case, the balance owed to Pfeiffer University will be due and payable.

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

3-2 Program Charges

Students who are accepted in a 3-2 program will be charged tuition at the rate specified for Undergraduate tuition during their senior year. They will be charged tuition at the rate specified for the School of Graduate Studies for the fifth year of the program and any subsequent semesters.

Credit Balances

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

Refund Policy for Withdrawal Full Time & Part Time Students

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

Effects of Withdrawal to Financial Aid Package

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

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

Effects of Withdrawal to Charges

Refunds of tuition, room and board charges are based on the last date attended. If the student does not officially withdraw the University will attempt to establish the last date attended; if no clear date is determined, the mid-point of the semester will be the default date. No refund is allowed for fees, books or other charges. Tuition is earned at the same rate as financial aid. Room and board plan charges are pro-rated using the number of weeks that have passed to the number of weeks in the semester.

Return to Title IV Calculations

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

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

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal PLUS Program,
4. Federal Perkins Loan Program
5. Federal Pell Grant Program
6. Federal SEOG Program
7. Other Title IV Programs
8. Other federal programs
9. State programs
10. Private or institutional assistance
11. The student

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

Example

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

week of the semester. There are 16 weeks per semester. 3 weeks divided by 16 weeks =18.75%; therefore, 18.75% of the room and board fees would be earned and 81.25% of these charges would be credited back to the student account.

Effects of Student Suspension/Dismissal

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

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 be deposited only twice. Persons whose checks are returned more than twice lose their check cashing privileges. Failure to resolve the matter results in conduct charges and referral to the judicial system. The maker of the returned check will be contacted by the Business Office. Continued failure to pay the debt will result in legal action.

Check Cashing Service

During regular business office hours, the Cashier's Office will cash checks up to $50. The student must present proper identification (valid student ID and driver's license). This service is available to all Pfeiffer students, faculty, and staff. Students are strongly encouraged to arrange for a personal checking account with a local banking institution.

Checks issued by Pfeiffer University and payable to the student for more than $50.00 can be cashed at First Bank (Richfield Office) after endorsement by Pfeiffer University. Proper identification and endorsement will be required. Checks payable to the student in an amount for more than $50.00 and less than $150.00 can also be cashed at First Bank (Richfield Office) after endorsement by Pfeiffer University. Proper identification and endorsement will be required. No endorsement will be provided for a third-party check in an amount greater than $150.00. Pfeiffer University reserves the right to refuse endorsement.

Business Office Hours
The Business Office is open from 8:00 a.m. until 5:00 p.m. Monday-Friday. The Business Office may be reached by dialing either 704-463-3019 or 1-800-338-2060.

Bookstore Policies

Buy-Back/Rental Check-In

Your books must be in "good" condition or better. This means all pages are intact, and the cover is intact. The spine may

show signs of wear. Pages can include some notes and highlighting. If your book originally came with a CD, study guide, or other supplement, it must be included. CDs must be in working condition. A book is not considered to be in good condition if any of the following apply:

- Water damage
- Missing or torn pages/cover
- Stains or mildew
- Damaged spine/binding
- Excessive writing/highlighting
- Workbooks cannot have more than 5 pages worked in pencil

If your book is not in good condition, the quoted price may be reduced. Decisions regarding the condition of a book will be determined by our staff at the time they are received. Once you send your books, they cannot be returned for any reason. Rented titles that are damaged can be converted to a purchase.

Textbook Return Policy

- Textbooks in resaleable condition may be refunded with receipt within 7 calendar days from the start of classes or within 2 days of purchase if bought after this period, including during the summer term.
- Textbooks purchased during the last week of classes or during exams may be sold back under the book buyback policy. These purchases are not refundable.
- Digital Course Materials are refundable within 14 days of the customer accessing the content, or 30 days after the purchase is made. Please see the full policy for more details.
- Computer software and products may be returned if they are unopened or shrink-wrapped at any time with the original receipt.
- Shipping and Handling fees, Gift Cards, and Prepaid Cards are non-refundable.

Access Books Policy

- You will receive your digital books prior to the 1st day of class by email or automatically in your LMS.
- You will pick up any physical books in the Campus Store beginning the Friday prior to classes.
- If you drop a class with a physical book, you must return that physical book within 5 days of that change for the charge to be removed from your account.
- Digital books will simply be removed from your bookshelf or LMS.
- All physical books are rented and must be returned by the due date which is the last day of exams each semester.
- All books will be charged on a day by campus each semester after drop-add ends.
- Courses taken through Acadeum do not qualify for the Pfeiffer textbook program.

Financial Aid General Information

Each year Pfeiffer awards approximately $30 million in assistance to over 90% of the student body. Financial assistance at Pfeiffer University is available to students from three different sources: federal, state, and institutional. Assistance is based upon two criteria, need and merit. Need-based assistance is determined by information from the Free Application for Federal Student Aid (FAFSA). Merit-based assistance is determined by academic and artistic achievement.

FA Application Procedure - Important: Students must re-apply for Financial Aid every year.

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 NetPartner Financial Aid 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.

Types of Financial Aid

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

Scholarships and grants are non-repayable gifts that can be based upon need and/or merit. Need- based eligibility is determined by FAFSA data and/or academic achievement.
Possible sources include:

- Federal Pell Grant (need based)
- Federal SEOG (need based)
- North Carolina Need Based Grant (must qualify at ncresidency.org)
- United Methodist Scholarships (need and merit based)
- Pfeiffer University Grants and Scholarships (need and merit based)
- Community and external scholarships
-

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

- Federal Stafford Loans (subsidized and unsubsidized)
- Federal Parent Plus Loans for Undergraduate Students
- Private and alternative Loans from outside organizations, agencies, and individuals

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

The Federal Work Study Program is a need-based program. Eligibility is determined by FAFSA data. The program is administered by the Office of Financial Aid.

Academic Scholarships

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

Important: To Be Eligible for Pfeiffer University's Academic Scholarships and Awards Students Must Maintain a "Full Time" Course Load (12 credits or more).

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

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

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

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

North Carolina Need Based Grant: Students must be enrolled for at least 15sh per semester to receive the full amount of funding.

Financial Aid and Satisfactory Academic Progress

Aid programs depend on a student's satisfactory academic progress. For information about Financial Aid and Satisfactory Academic Progress read the section entitled: **Satisfactory Academic Progress/ Academic Standing** in the Undergraduate Academic Policies section of the catalog.

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
P.O. Box 960
Misenheimer, NC 28109
financial.aid@pfeiffer.edu 704-463-3060

Special Programs

Study Abroad Policy: Pfeiffer University encourages students to take advantage of every opportunity available while matriculating at Pfeiffer. One option available to students is the study abroad program. Students studying abroad may use financial aid up to the cost of attendance.

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

Payment Plans: Payment Plans are available. More information is available from the Business Office.

VA Education Benefit Programs

Pfeiffer University is approved for providing financial assistance for the education and training of eligible service persons, veterans, reservists, and dependents of totally and permanently disabled veterans.

- A student's certification will be complete by Pfeiffer's VA Certifying Official based on the information provided on the Certificate of Eligibility from the VA. If a student utilized VA benefits at a previous school, a new COE would need to be obtained for Pfeiffer University.
- To be eligible for educational benefits, the student must be enrolled in an approved curriculum and taking only those courses required for graduation.
- Students must maintain satisfactory academic progress for continued eligibility. For V.A. purposes, the veteran cannot be certified for Veterans benefits after the end of two consecutive terms of academic probation; Veterans benefits will be terminated after the second term.
- The V.A. will not pay for enrollment in the following: (1) audited courses, (2) independent studies, (3) repeated courses previously passed, (4) courses not required in the chosen curriculum.

For further information, write the Veterans Administration Regional Office, 251 North Main Street, Winston-Salem, NC 27155. Information may also be obtained from the Veterans Education Program, 130 Penmarc Drive, Suite 110, Raleigh, NC 27603-2434. The National VA Hotline number is 1-800-827-1000.

Academic Assessment

Admission Criteria

The following information will be supplied to the advisors of newly entering students (freshmen and transfers). The Pfeiffer Admission Criteria (PAC) will consist of the students' previous academic performance, which may be of assistance to advisors/mentors in determining each advisee's potential for success in specific disciplines. The PAC should be used only in conjunction with other information when making predictions for future performance (e.g., standardized placement tests).

- High school Grade Point Average (academic courses only)

- Class rank
- Delineation of college preparatory units (e.g., English, Mathematics, Science)
- Results of the Scholastic Aptitude Test or equivalent test are optional.
- Transcripts from previously attended institutions of higher education (if applicable)
- The above information will be provided on a standard form.

Standardized Tests (norm referenced)/Assessments

1. Terriorium Proficiency Profile is a nationally standardized assessment of student academic achievement. The results provide the University with information relating to institutional effectiveness and may be used to compare student performance at Pfeiffer with student performance at other colleges with similar academic offerings and student populations in the Pfeiffer region and in the nation at large.
2. SAT Verbal, SAT Writing, and High School GPA Item 2, the SAT scores and High School GPA, serve as a guideline for placement into the appropriate level writing course during the student's first year at Pfeiffer. These tests are optional.
3. In addition to these standardized tests, major field exams are administered for most majors near the end of the academic program. Praxis II exams serve as the major field exams for the Elementary Education and Special Education programs.

Surveys

Surveys are used to collect information relating to institutional effectiveness.

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

Academic Program Assessment of Students

In addition to the campus-wide evaluation procedures, each academic program has adopted learning outcomes designed to measure the effectiveness of instruction in the majors.

Undergraduate Academic Policies

Declaration or Change of Major/Minor

All students are required to declare a major no later than the second semester of their sophomore year. Students may also use the same form to declare a second major, to change majors, or to declare or change minors. The form is online at my.pfeiffer.edu, and in the Registrar's Office.

Definition of Semester Hour (SH)

A Semester Hour is defined as:

1. Not less than one hour of classroom or direct faculty instruction (contact hour**) and a minimum of two hours out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10-12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or
2. At least an equivalent amount of work as required/outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, 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 and undergraduate. Compliance of this policy is mandatory.
**Contact hour: An amount of scheduled time spent in the classroom or under direct faculty instruction equal to 50 minutes. Pfeiffer University credit hour standard is based on the Carnegie Model of one credit hour per one contact hour (50 minutes) of classroom instruction or direct faculty instruction over 15 weeks for a semester length course. The final exam period, during week 16, is mandatory and encompasses an additional 2 contact hours for a total of 45 contact hours.

Undergraduate Enrollment Status

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

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

Non-Degree Students: Students admitted under other than normal policies and procedures to pursue one or more courses at Pfeiffer University are classified as non-degree students. High school students enrolled in time-release, or summer programs are non-degree students. These students are not enrolled in a degree program or else have previously completed a four-year degree.

Online Courses/Cross Registration

A limited number of online courses are available to Misenheimer students who have met the conditions for admission. Students who take online courses are required to have the computer hardware and software needed to access the course information. The grading standards and all other academic policies apply to online courses. International students are limited to one online course above the 12SH required for full-time students.

In consultation with academic advisors and with permission of the Program Coordinator, traditional Misenheimer undergraduate students may take courses in the online only program. The student should submit an Add/Drop form to the Program Coordinator for approval. After securing the coordinator's signature, the student must submit the form to the Registrar's Office for processing.

Dual Undergraduate/Graduate Registration

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

1. The student has achieved a satisfactory score on the appropriate graduate admissions test.
2. The student meets the grade point average requirement for admission to the graduate degree program in which the courses are taught. The student has also satisfied the prerequisites of the graduate courses in which enrollment is sought.
3. The student submits to the Dean of the Undergraduate College, an Add/Drop Registration form approved by the academic advisor and the Dean of the Undergraduate College. The Dean's decision is final.
4. The courses in which the undergraduate is requesting permission to enroll are not closed.
5. Undergraduates who enroll in graduate courses may receive either undergraduate or graduate credit for the course. They may NOT receive undergraduate and graduate credit for the same course.
6. Undergraduates may not take more than 9 hours of graduate courses unless formally admitted into an existing dual registration program.

The maximum combined class load for undergraduates enrolled in one or more graduate courses is 15 semester hours. Permission to take graduate courses under dual undergraduate/graduate enrollment does not imply that the undergraduate is or will be admitted to the graduate program.

Study Abroad Programs

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

Class Standing

Class standings are based on cumulative semester hours of credit earned including transfer and current credit.

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

Residence Requirement

Candidates for a bachelor's degree must earn a minimum of 25% of the credit hours in the degree program at Pfeiffer, including at least 50% of the credit hours in the major or minor at the 200/300/400/500 level (excluding cognates, general education courses, and free electives). Specific requirements may vary by program. Students should consult the degree program's section of the Catalog for additional requirements. Students in the RN to BSN program Online Only option is required a minimum of 30SH in residence at Pfeiffer University. Any student wishing to appeal this policy must demonstrate extraordinary circumstances. The appeal should be directed to the Office of the Provost.

Attendance

Student attendance is required during the first six (6) days of classes. Students are expected to attend and participate in all class sessions to ensure academic success. Attendance policies are set for each course by faculty members and should be printed in the syllabus and announced at the beginning of each term. It is the student's responsibility to know the attendance policy in a particular course.

Definition and Change of Catalog (Catalog Year)

Students normally graduate under the provisions and requirements of the Catalog in effect at the time of their initial registration at Pfeiffer University, this is known as a student's Catalog Year. In cases where changes in curricula, graduation requirements, etc., make this impossible, students may in agreement with their advisor, choose to graduate under the requirements of a subsequent Catalog. In these cases, students must meet all the requirements of one Catalog and may not interchange requirements. Students who are readmitted after an interval of more than one (1) full academic year, normally, must meet the requirements of the Catalog in effect at the time of readmission, or a subsequent Catalog, not the Catalog in effect at the date of their original admission. In the case where an academic program has been discontinued, the student can break enrollment for only one semester and return to the University under the original Catalog; otherwise, the student will be admitted under the latest Catalog. Students who stop out of a program that has been discontinued should contact the Registrar's Office to determine what arrangements can be made to enable completion.

Double Degree Option

Students holding a B.A. or B.S. degree from Pfeiffer or another accredited college shall be considered to have completed all General Education requirements towards the new degree. Students may earn a second degree by completing the requirements for that degree, including earning at least 50% of the hours for the major and meeting the residence requirement at Pfeiffer. Students completing a double major, one in a B.A. degree and one in a B.S. degree, will be awarded both degrees.

Students admitted to a Pfeiffer University's undergraduate program who have previously earned a Bachelor of Science degree (BS) or Bachelor of Arts degree (BA) from an accredited* undergraduate institution in the United States shall be considered to have fulfilled Pfeiffer University's lower-division, institution-wide general education requirements, provided that the general education courses are graded with a C- or better. Any course(s) with less than a C- grade must be retaken and passed with a grade of C- or better at Pfeiffer University. An exception to this rule exists for courses to be applied to the B.S. in Nursing or the B.A. in Education which require a grade of C or better.

Double Majors

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

Application for Graduation/Degree Audit

Students in all programs are REQUIRED to complete an Application for Graduation/Degree Audit one academic year prior to their anticipated graduation date. These dates are published on the academic calendar which is available through My.Pfeiffer or the Registrar's website.

Checklist to aid in preparing for graduation audit:

One year prior to your anticipated graduation (May, August, December)

- Meet with your academic advisor to review the online degree audit and proposed graduation date.
- Submit the Application for Graduation/Degree audit form, prior to the deadline posted in the academic calendar.
- After the Registrar's office has reviewed the degree audit, the student will receive an email (sent to their Pfeiffer University student email account) listing all requirements in progress and those that still need to be met. *Please contact the Registrar's office, if an email is not received ONE semester prior to the anticipated graduation.

Commencement (Graduation)

Student must have met all graduation requirements before they are allowed to participate in the Commencement Ceremony without permission of the Provost.

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, except for the academic transcripts, and other student information contained in the student database. Academic transcripts are permanently retained, and official copies are available for students upon request.

Transcripts for students enrolled prior to 1983 are maintained on paper in fire-proof files. Backup is provided by microfilm maintained off-campus in a safety deposit box. Transcripts for students enrolled since 1983 are maintained electronically. Backup is provided by discs maintained at off-campus sites. Grade reports from the faculty are stored electronically.

Academic Transcripts

Pfeiffer University only issues official transcripts (in electronic or paper format). All transcripts are processed through the National Student Clearinghouse. To request an academic transcript, go to: www.studentclearinghouse.org and click on the **Order-Track-Verify** button 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. Students can acquire an unofficial transcript though their My.Pfeiffer portal.

Privacy of Student Records: The Family Educational Rights & 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.
6. A student wishing to review his/her records or who has questions about FERPA, should contact the appropriate office as listed below:

File	**File maintained by:**
Academic Records	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

Grades and Satisfactory Academic Policies

Grade Point Average Computation

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

Letter Grade and Quality Points per SH:

Letter Grade	Quality Points per SH
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
F	0.0
FA	0.0
W	0.0
I	0.0
AW	0.0

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

SAMPLE:

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

25.7 ÷ 12 = 2.142 GPA

****Marks of W, and IP are not calculated in the GPA, W grades are included in "hours attempted", Marks of FA, AW, and I are calculated as F in the GPA.***

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

GRADING NOTATIONS

A	=Excellent
B	=Good
C	=Average
D	=Below Average
F	=Failure
FA	=Failure due to absences (Violation of course attendance policy)

W	=Withdrew
AW	=Administrative Withdrawal (Calculates the same as an "F")
IP	=In Progress (for courses that meet for more than 1 term)
P	=Pass (Activities only)
NP	=Not Pass (Activities only)
S	=Satisfactory
I	=Incomplete
R	=Repeat
H	=Honors
AU	=Audit

Last date of attendance

The last date of attendance/participation must be recorded by the instructor for students. This applies to undergraduate and graduate courses. The last date of attendance is required to comply with federal student financial aid reporting requirements. This is because a student cannot receive financial aid for a course he or she did not attend.

Requirement for F, FA, I & IP grades
All instructors are required to enter the last date of attendance/participation for all students with failing (F), failing due to absences (FA), incomplete (I), and in progress (IP) grades. Students who received an F or FA, may have to pay back their financial aid funds depending on their last date of attendance.

When you need to report last date of attendance
When you record a grade for a student, you must also enter the last date of attendance/participation in My.Pfeiffer. Entering the last date of attendance is required before your grade submission can be saved.

D Grades

A grade of "D" may **not** be used to satisfy requirements of a major, minor or concentration. D grades may also **not** be used to satisfy the following:

- ENGL 102W
- Some General Education courses required by students in Education and Nursing

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

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.

All Incompletes must be finished, with the grade submitted to the Registrar within 60 days of the end of the term in which the Incomplete occurred.

Incompletes will become F grades automatically after the 60 days has passed. This is true whether the student is in attendance the following term at Pfeiffer University.

For internships and practicum courses: a deadline must be included as part of the "Incomplete Agreement."

If the student has experienced a prolonged illness or a military deployment, the student should request an extension from the Registrar and provide appropriate documentation. Any other exceptions will require documentation of the circumstances and permission from the Provost's Office.

If the instructor who assigned the incomplete grade leaves Pfeiffer before the I grade is resolved, the student should contact the Registrar's Office, who will direct the student to the appropriate Dean or Department Chair.

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.

Undergraduate Grade Repeat Policy

- If a course taken at Pfeiffer is repeated at Pfeiffer, **the new grade becomes the official grade, even if it is lower than the previous grade.** The new grade is computed in the GPA, and it will count towards graduation. **Previous grades will not be calculated into hours** or averages or count towards the hours required for graduation. However**, the original grade will be counted in the attempted credits for SAP calculation purposes**.
- If a course taken at Pfeiffer is repeated elsewhere, the new work will be credited (if it has received the proper prior approval), but the Pfeiffer grade will stay on the record and will be calculated in the Grade Point Average. The hours toward graduation will, however, be credited only once.
- If a course previously taken at another school is repeated at Pfeiffer, the prior grade will be removed from the transfer credit and the Pfeiffer grade will be the official mark (even if lower). **In such cases, the course will be credited only once.** There is no limit on the number of times a course may be repeated*. "C" grades may be repeated, but this practice is not encouraged since a lower grade could result.

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

Administrative Course and Grading Errors

Students have one year from the time a course final grade is recorded to correct any administrative errors. Administrative errors must be reported to the University Registrar.

Student Appeals for Grade Changes

Students who wish to appeal a grade issued by a faculty member at Pfeiffer University must download and complete the Grade Appeal Form found on My.Pfeiffer, no later than thirty (30) calendar days after the end of the semester in which the grade in dispute was issued. End of the semester is defined as the date on which final grades are due to the Office of the Registrar, or when the grade was posted, whichever is later. Any appeal filed after thirty (30) calendar days will not be considered, and the grade issued by the faculty member will stand. The procedure and process for all grade appeals that meet the time limit above shall be:

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

2. If a resolution is not achieved in step one, the student will submit a Grade Appeal Form, a letter registering his/her specific complaint(s) to his /her department head/unit director, and concrete evidence that the student can provide to further his/her request for grade change. This concrete evidence will demonstrate how the current grade is inappropriate and why the change is necessary. Examples of such evidence may include: incorrect mathematical calculations of grades, examples of student 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. If the department head/unit director is the instructor against whom the student has filed the appeal, the matter will be taken up by the Dean of the Undergraduate College. The department head/unit director, or Dean of the Undergraduate College will contact the instructor and discuss the matter within ten (10) calendar days of receipt of the student's documents. The department head/unit director or Dean will convey, in writing, the outcome of the discussion to the student within five (5) calendar days of discussion with the faculty member issuing the grade in dispute. If at this point the matter remains unresolved, the department head/unit director or dean will request that a Grade Appeal Committee be convened.

3. The department head/unit director, or Dean, 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 the department head/unit director. The Executive Director of Student Success will convene the Grade Appeal Committee, and serve as its chairperson. The Grade Appeal Committee will consist of the aforementioned chair, the Dean of the Undergraduate College, and two faculty members within the disciplinary area. The request for appeal, written statement, and evidence provided in Step 2 will be reviewed in advance by the committee, no later than ten (10)

calendar days from the conclusion of Step 2. The committee will meet with the student to discuss the complaint. Neither faculty nor students are permitted to bring third party representation or other individuals to a grade appeal hearing; however, written documentation may be submitted by other faculty members and/or students. The Grade Appeal Committee will recommend a decision in writing to the Vice President for Academic Affairs (VPAA) no later than five (5) calendar days after the date of the meeting with the student. The VPAA will review the grade appeal, and render a decision within five (5) calendar days after receipt of the written recommendation. The decision of the VPAA is final. The VPAA will convey the appellate outcome in writing to the student within five (5) calendar days after reaching a decision. Copies of the correspondence will be provided to the committee members, the Dean of the Undergraduate College, the registrar, and the department head/unit director.

Honor Code/Honor Board

For information on the Honor Code and the honor board, please consult the Pfeiffer University Website https://www.pfeiffer.edu/policies-procedures/policies/

AI Policy

Technology and generative artificial intelligence tools (such as ChatGPT) are evolving at an incredible pace and will, and currently do, help shape how people, organizations, and institutions operate. Pfeiffer encourages students to use these programs in appropriate ways in their own lives, in work when appropriate, and in courses where the syllabus states that these programs may be used.

At Pfeiffer University, instructors draft their course expectations regarding student use of technology, and it is the responsibility of the student to adhere to those expectations for class activities and assignments. Students must review the course syllabus to comply with the instructor's policies. The syllabus will outline the policy for the course and how the instructor handles any policy violation.

Plagiarism involving AI-generated content breaches ethical conduct and can have serious consequences. In such cases, we will follow our standard academic integrity policy procedures (see Pfeiffer University Honor Code).

Resources: https://library.pfeiffer.edu/AI

Registration and Withdrawal Policies

Registration and Add/Drop Period

To secure the necessary courses, students should register for the following semester during the pre-registration period as noted on the academic calendar. Those who miss the prescribed registration dates may register any time before the beginning of the new semester and **up to the 6th day of classes or the 1st day of classes during the summer (add/drop period)**. Advisors assist students in arranging a class schedule consistent with their interests and needs.

Dropping or Withdrawing from a Course

Undergraduate 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 this period, students may apply for a course withdrawal. W grades keep the student from failing the course, however, they may still have a negative impact on the student at the time the University calculates a student's Satisfactory Academic Progress. Students may not withdraw from a course during the last 28 calendar days prior to the end of classes.

Students will be assigned a W grade if they withdraw from a course, up to the withdraw deadline published in the Pfeiffer University Undergraduate Academic Calendar. After the deadline students cannot withdraw except for serious medical reasons which require documentation.

Students are advised to consult with the instructor and their advisor as soon as they decide to withdraw from a course. They should process the Course Withdrawal form without delay. Withdrawal forms are available from the website at My.Pfeiffer or the Registrar's Office. Withdrawals without notifying the Registrar's Office will result in a failing grade (F) *.

** W grades count as "Attempted" credits for GPA and Satisfactory Academic Progress (SAP) calculations.*

Impact of less than full time status on financial aid and athletic eligibility

Students who withdraw from courses below full-time status -11 or less semester hours- may have their financial assistance including any VA benefits and scholarships adjusted, which could result in a debt to the University. Students are advised to consult with the Financial Aid (FA) office, and/or the Veterans Administration (VA) Coordinator, before dropping their enrollment status to less than 12SH. Student athletes who enroll in less than 12 semester hours may see the loss or reduction of their scholarships, and their athletic eligibility. Students who become enrolled in less than full time hours, also risk being asked to leave their on-campus housing.

Drops or Withdrawals from Courses – Quick Instructions

- **First 6 days of the semester**- get Add/Drop form from My.Pfeiffer or the Registrar's Office. Complete and submit it to the Registrar's Office for processing.
- **From the 7th day of the semester to the deadline published on the University Calendar**- get a Course Withdrawal form from My.Pfeiffer or the Registrar's Office. Complete and submit it to the Registrar's Office for processing. A faculty signature is no longer necessary to withdraw from a course. *Students may instead email the forms to the Registrar's Office at registrar@pfeiffer.edu

Students leaving a course without completing an official withdrawal form will receive a failing grade (F) in the course.

Withdrawal from the University

After a conversation with their academic advisor, undergraduate students may withdraw from the University at any point up to the withdrawal deadline published in the Undergraduate Catalog. However, depending on the time of the semester when a student withdraws from the University, the student may have any financial assistance adjusted, including VA benefits and scholarships. Some adjustments may result in a debt to the University, or the VA. 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 at My.Pfeiffer and the Registrar's Office.

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

Medical Withdrawal

Students with medical documentation who apply for and are granted a medical withdrawal for the term will receive a mark of W in all courses unless the attendance policy was violated prior to beginning the medical withdrawal process. A medical withdrawal extends to all courses in the term and not to individual courses. A medical withdrawal could affect students' financial aid (students should contact the Office of Financial Aid with questions).

A medical withdrawal is only available to students who, for their own physical or psychological reasons, are unable to continue at the university. To be granted a medical withdrawal, a student (or immediate family member if the student is unable) must submit a request with appropriate supporting documentation to the Dean of Students Office. Documentation should include a medical and/or mental health evaluation by a qualified health care professional (this person cannot be a member of Pfeiffer University's Health Center or Counseling Center and must be someone eligible to diagnose and assess in the field of the physical or psychological concern, *e.g.* a podiatrist would not be an appropriate professional to assess a digestive disorder).

The Dean of Students (or designee) reserves the right to consult with select professionals within the campus community (examples include staff within the Student Success Center, the campus nurse or the campus counselor). The student may request to be informed who was consulted. The Dean of Students will recommend to the Registrar whether a medical withdrawal is appropriate (note that documentation does not automatically constitute a medical withdrawal). In certain cases, the University may initiate a medical withdrawal when medical or mental health practitioners or physicians recommend that it is not in the student's or the community's best interest for the student to continue at the university.

A student who wishes to apply for return to campus after a medical withdrawal must provide documentation pertaining to evaluation and/or treatment from a qualified healthcare professional. The Dean of Students will evaluate the documentation and any other additional information provided by the student to substantiate their return to campus and then will then determine whether the student may return to Pfeiffer University, with or without any restrictions.

Withdrawal from The University Due to Military Deployment

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

Reservists and National Guardsmen on active duty are covered in the same manner. The student's account will be credited with 100% of tuition and fee charges assessed. Students are responsible for any monies received by Pfeiffer University for enrollment certifications processed prior to the beginning of the semester. If you are unsure of your responsibility for repaying any VA entitlement benefits certified prior to the first day of the semester, please contact the Pfeiffer VA Certifying Official in the Registrar's office at 704-463-3061.

Undergraduate Course Load

-Students in good academic standing, may take up to but not over 22 semester hours during any given semester (including activities)
-Students must have a 2.5 cumulative GPA to register for more than 18 hours; and
-All students will be charged the full semester hour charge per each non-activity hour taken exceeding 19 SH.

Course Audit

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 grade of AU (for Audit) will be recorded on the grade report and transcript. The AU mark will not affect the academic average. The charge for auditing is stated in the "Costs and Financial Policies" section of the catalog. The decision to take a course for credit or as an audit and the charge for the same may not be changed after the end of the first week of classes (add/drop period).

Internal Undergraduate Course Substitution Policy

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

- The student completed another course which resulted in similar learning outcomes as required from the course to be substituted or,
- The course is no longer offered or will not be offered in time to be completed by the student before the student's graduation and,
- It is possible for the student to take another course which will result in similar learning outcomes as required from the one to be substituted.
- Course substitutions are limited to 2 courses (6sh-8sh). Exceptions must be approved by the Dean of the Undergraduate College.

Advisors must report any course substitutions using the "Course Substitutions Form". This form must be signed by the advisor and the major program director then forwarded to the Undergraduate Dean's Office for final approval. The Undergraduate 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.

Independent and Directed Study

Both Independent and Directed Studies require:

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

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

Satisfactory Academic Progress (SAP)/Academic Standing

Satisfactory academic progress (SAP) towards Pfeiffer University degree will be determined at the end of every semester based on students' qualitative and quantitative progress at Pfeiffer. All transfer credit accepted by Pfeiffer University will be counted as attempted and earned hours but will not be factored into cumulative GPA calculations.

- Qualitative progress is based on grade point average or GPA.
- Quantitative progress refers to the rate of hours attempted vs. hours earned per the Undergraduate Academic Standing Scale below (students must earn at least 67% of the hours that they attempt towards the degree).
- Maximum time frame – Students must complete their degree requirements within 150% of the published length of their academic program to remain eligible for federal financial aid. This is the maximum allowable time for receipt of financial aid regardless of whether the student did or did not 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% of their published program length.

Undergraduate Academic Standing Scale

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

**Hours Attempted= Non-Activity Hours attempted at Pfeiffer (including incompletes and all withdrawals) plus hours of transfer credit accepted towards the student's program.
Note: When a student changes majors, all the courses in the previous major will also be included in the student's SAP calculation.

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

Good Standing

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

Academic Warning (AW)

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

Academic Probation (AP)

Academic Probation is given to students who after one term on Academic Warning are still not making satisfactory progress towards graduation per the ***Undergraduate Academic Standing Scale***. An academic probation period consists of two academic terms: 1- Academic Probation (A1) and 2- Second term of Academic Probation (A2) Students with AP status must agree to follow an Academic Plan to avoid academic suspension. Students must write a letter of appeal to the Office of Financial Aid. Please refer to the **Probation Appeals Process**.

Academic Suspension

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

Academic Dismissal

A permanent and irrevocable suspension from the University.

Plan for academic improvement.

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

a) Obtain a minimum GPA in accordance with the Undergraduate Academic Standing Scale.
b) Visit the Academic Learning Center, establish a monthly written and signed plan for follow up and academic assistance.

Failure to meet the conditions of the Academic Plan will result in a one semester suspension. Students have the right to appeal this suspension, however, if the appeal is not awarded, the student cannot register for classes the following semester. After completion of the semester suspension, the student may apply for re-admission. Re-admission is at the discretion of the Registrar. If the appeal is awarded, upon re-admission, the student standing will be that of AP with two semesters to attain the GPA required in the Undergraduate Academic Standing Scale. Returning students must have their Academic Plan updated.

Important: Students' who are suspended for a second time due to lack of compliance with SAP may be dismissed from the University.

Appeals Process upon Suspension of Financial Aid

Students on academic probation are automatically suspended from Financial Aid. The appeals process for students on **academic probation** is necessary only for Financial Aid purposes. The "Academic Probation" standing will remain in a student's record even if the FA appeal has been granted. A letter of appeal must be written and as much supporting documentation as possible shall be provided (letters from faculty, academic plan, letter from minister or counselor, etc.) to the Office of Financial Aid. The appeal letter must include why the student failed to make satisfactory academic

progress and what will/has changed in the student's situation that will allow him/her to meet SAP at the next evaluation. The appeal form is located on the financial aid page at www.pfeiffer.edu. The student must complete the appeals process, for each semester the student is placed on academic probation.

Academic Suspension Appeals Process

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

Conditions to appeal

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

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

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

Graduation Requirements

The awarding of the Bachelor of Arts and Bachelor of Science degrees from Pfeiffer University requires the following:

1. Completing the General Education requirements,
2. Completing major requirements with minimum of C- in all core courses (at least 50% of the work in the major must be completed at Pfeiffer University),
3. Pass a minimum **of 120 semester hours** (comprised of general education, major requirements, and electives*) with a cumulative average of not less than 2.00 on all work attempted at Pfeiffer University (all major course in Nursing must earn a B- or above. For Education all major work must earn a C or above)
4. Complete the senior capstone course as designated by the major,
5. Completing required University Exit testing through the Office of Assessment **(Program Suspended for 2026-2027 academic year)**
6. Earn Experience Points in Six Programming Areas of Pfeiffer Life **(Program Suspended for 2026-2027 academic year),**
7. Pay any outstanding balances on campus.

*Courses noted as Activities (pass/fail) can be used up to 3 semester hours to meet the 120 semester hours.

An application for Graduation/Degree audit must be filed in the Registrar's Office by the announced filing deadline. The Registrar certifies the completion of all graduation requirements. A fine can be imposed if students apply for graduation after the announced filing deadline.

No student is allowed to participate in Commencement who has not fully met all requirements prior to the Commencement exercise without approval of the Provost. Pfeiffer University holds Commencement ceremony once year in May.

General Education Requirements

General Education at Pfeiffer presents students with a broad and holistic view of human knowledge, ethics, cultures, behaviors, and societies, as well as an appreciation of nature and its order. In support of the university's vision to prepare transformative servant leaders, the general education curriculum develops student competency in Communication, Collaboration, Critical Thinking, and Information Fluency by delivering Foundational Knowledge through the following areas of required student inquiry. (Only courses in the areas of study that have been designated by the General Education Committee will meet the program requirements unless otherwise approved by the University Registrar in consultation with the General Education Committee). Approved courses are identified by their corresponding letter following the course number (i.e., ENGL 214L meets the Literary Study requirement.) except for General Education Seminar Sequence. The letters can be found in parentheses by the category name.

Students will receive introduction or reinforcement in the broad general education competency areas as follows:
-Communication through College Writing, Visual and Performing Arts, and First Year Seminar
-Collaboration through Social and Behavioral Sciences, Natural Sciences, and First Year Seminar
-Critical Thinking through Literary Study, Religion, Global Awareness, and Second Year Seminar
-Information Literacy through Historical Perspectives, Mathematics, and Second Year Seminar

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

1. **College Writing (W)** 3SH: Students must complete with a C- or better or transfer in an equivalent course. Prerequisite: ENGL 101- Introduction to Writing. To place out of ENGL 101 a student needs at least two of the following three requirements:
   - 500 or better on SATV
   - 500 or better on SATW
   - at least a 3.5 high school GPA-no less than a 3.0

   *Students must remain continuously enrolled in ENGL 101 or 102W until the requirement of passing the course(s) with at least a grade of C-has been met. Course examples that meet requirement: ENGL 102W
2. **Literary Study (L)** 3SH: Course examples that meet requirement: All 200+ Level English Courses
3. **Historical Perspective (H**) 3SH
   Course examples that meet requirement: COMM 204, HSTY 203, HSTY 103, HSTY 104, HSTY 111, HSTY 112, HSTY 161, HSTY 204
4. **Global Awareness (G)** 3SH
   Course examples that meet requirement: CHIN 110, CHIN 115, EDUC 205, EDUC 321, EDUC 322, ENGL 319, HSTY 231, HSTY 232, HSTY 235, HSTY 299, PLSC 203, RAPT 215, RAPT 306 SPAN 101, SPAN 102, SPAN 211
5. **Study in Religion (R)** 3SH
   Course examples that meet requirement: PHIL 203, PHIL 205, RAPT 200, RAPT 201, RAPT 202, RAPT 205, RAPT 206, RAPT 210, RAPT 218, RAPT 230, RAPT 250, RAPT 334
6. **Visual and Performing Arts (V)** 3SH
   Course examples that meet requirement: ART 111, ART 114, ART 121, ART 122, ART 131, Art 215, EDUC 215, MUSC 120, MUSC 125, MUSC 345, MUSC 399, VCOM 100
7. **Social and Behavioral Sciences (S)** 3SH
   Course examples that meet requirement: COMM 200, COMM 213, COMM 204, COMM 311, COMM 355, PLSC 201, PSYC 202
8. **Introduction to Natural Science (N)** 4SH: Includes a course with a laboratory.
   Course examples that meet requirement: BIOL 175, BIOL 211, BIOL 212, CHEM 201, CHEM 202, CHEM 210, CHEM 301, PHYS 125, PHYS 301
9. **Mathematics (M)** 3SH
   Course examples that meet requirement: MATH 110, MATH 111, MATH 161, MATH 302, PSYC 222
10. **General Education Seminar Sequence (UNIV)** 9SH
    Completion of a three-course sequence:
    - Freshman year: First Year Seminar (UNIV 125, 126) or First Year Seminar- Honors (UNIV 128-129)
      - required of all students who enter Pfeiffer with fewer than 26 SH
      - Minimum grade requirement: D or Transferred grade.
    - Sophomore year: Second Year Seminar (UNIV 275)
      - students must take when they have reached a range between 27-60 SH
      - Minimum grade requirement: D or Transferred grade.
    - Junior year: Third Year Seminar (UNIV 375)
      - students must take when they have reached a range between 61-90 SH
      - Minimum grade requirement: D or Transferred grade.

    Course examples that meet requirement:
    Freshman Year: UNIV 125 & UNIV 126 OR UNIV 128 & UNIV 129
    Sophomore Year: UNIV 275
    Junior Year: UNIV 375

Pfeiffer Life (Program Suspended for 2026-2027 academic year)

Pfeiffer Life is the co-curricular program aligned with Pfeiffer Journey and required for graduation. It provides a framework for each student to integrate learning, discovery, and knowledge on intellectual, professional, personal, experiential, civic, and spiritual levels. Through participation in Pfeiffer Life, students bridge the academic experience

with life outside the classroom. Pfeiffer Life is a student-determined plan of experiences which is reinforced by the mentor-mentee relationship. In this way, students receive guidance on how to best utilize Pfeiffer's co-curricular and high impact programming to support their academic, career, and personal goals. See the Pfeiffer Life Exemption for Non-traditional Students below.

Pfeiffer Life Program Description

Six programming categories broaden the undergraduate educational experience. They bridge Pfeiffer's heritage (an education that addresses physical, mental, social and religious aspects of the whole person) to the challenges and opportunities of the 21st century student.

Appreciation of the Arts – experiences that promote knowledge and understanding of the creative arts.

Global Cultural Awareness – experiences related to knowledge of global issues, the world-wide diversity of societies, the impact of globalization, and an understanding of diverse ideas and divergent perspectives.

Mental, Physical and Spiritual Wellness – experiences that provide a holistic approach to the well-being and connection of body, mind, and spirit.

Pfeiffer Pride and Traditions – experiences that promote a sense of belonging to Pfeiffer University and engagement in the spirit and purpose of the community.

Purpose and Career Preparation – experiences that encourage self-exploration and vocational discernment in addition to developing skills related to lifelong professional success.

Servant Leadership– experiences that lead to a commitment to civic engagement and service to others.

Pfeiffer Life Program Requirements

For graduation, the number of experience points required in the six programming areas is as follows:

-A first-time, first-year student and those with less than 30 SH of academic credit upon admission must complete a minimum of 4 experience points in each of the six programming categories for a total of 24 experience points.

-For the student transferring 30-60 credits, he/she must complete 3 experience points in each of the six programming categories for a total of 18.

-For a student transferring 60 or more credits, 12 experience points in three of the six programming areas of the student's choice must be completed.

By completing the minimum requirements, the student can begin to articulate how a liberal arts experience in general, and a Pfeiffer experience in particular, distinguishes them from others receiving the same degree. By pursuing experience points beyond the minimum requirement, the student can choose to engage in opportunities that demonstrate their capabilities.

NOTE: This requirement only applies to students enrolled and attending classes on the Misenheimer campus.

Pfeiffer Life Exemption for Non-traditional Students

Utilizing The National Center for Educational Statistics, there are 7 characteristics that can be used to distinguish a traditional from a non-traditional student. They are as follows:

- Did not immediately go from high school to college
- Attend college on a part-time basis
- Work full-time (35 or more hours per week)
- Are financially independent
- Have dependents other than a spouse
- Are a single parent
- Have a GED

Checking off 3 of these seven items qualifies a student to be exempt from the Pfeiffer Life graduation requirement.

Course Numbering and Modalities

Course Numbering:

All courses are identified by 3 or 4 letters and 3 digits. The letters represent the academic area (for example, BMAL for Business). The number indicates the level of the course in the first digit (1 thru 5), and the second and third digits describe the course.

- **100-199 freshman level** - Gen Ed courses with no prerequisites, activity courses, UNIV courses
- **200-299 freshman and sophomore level -** Gen Ed 2nd part course sequences, lower-level elective courses with no prerequisites, foundation, survey courses, UNIV courses
- **300-399 sophomore and junior level -** Required courses across disciplines, upper-level Gen Ed, major courses
  400-499 junior and senior level - Required courses across disciplines with prerequisites, major course, upper-level elective course with prerequisites, topic courses
- **500-599 undergraduate** upper-level courses such as: Capstone, seminar, research, and internships courses. Also, electives for specialization, graduate school pre-requisites, licensure, or certification.
- **600-799 graduate** courses at the **Master** level

Prerequisites/Co-requisites

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

Independent Study

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

Directed Study

Directed Study offers students opportunities to take regular Pfeiffer courses on an individual basis. Students may register for a Directed Study only when it is impossible for them to take the course at the time when it is normally offered. Policies and procedures for Directed Study are listed elsewhere in this Catalog.

Special Topics

Groups of students wishing to study an area not normally offered in the Pfeiffer curriculum may do so in most disciplines by taking Special Topics courses. Special Topics numbers may vary depending on the level. Courses of this type are taught as regular courses and are normally placed on the schedule.

International Travel Program - Global Pfeiffer Studies (GPS)

Pfeiffer University encourages students to expand their education through international travel. All full-time undergraduate students who meet the below criteria are eligible. Emphasis is placed on academic studies, cultural immersion, language study and developing exchanges with educational institutions around the world. Students should gain a sense of being immersed into the local culture and “living” in that country.

Global Pfeiffer Studies (GPS) may begin with a 2SH seminar (GPS 200) in the semester prior to the international trip. Trips are typically taken after the conclusion of the spring semester but may also occur in December/January between the fall and spring semesters. Typical destinations are England, Spain, Mexico, China, and the Dominican Republic.

1. All regularly enrolled full-time students who have earned at least 26SH at Pfeiffer are eligible to participate in the GPS Program, but students traveling after graduation are not eligible for Pfeiffer funds. Students can use financial aid and student loans to help pay for the program. Students will be responsible for the cost of their passport, insurance, and non-essential spending money.
2. Students who have traveled under the GPS Program are not eligible for funding towards additional trips.
3. To participate in GPS, students must be in good academic and disciplinary standing with a minimum 2.7 GPA.
4. The GPS program is open to any student regardless of seniority. Space is limited in the program. Interested students should fill out an application, which includes an essay on why you are interested in the program. The application, essay and GPA will be reviewed to determine acceptance to the program.
5. International insurance is required.
6. The GPS course (GPS 200) may be taken four (4) times for credit.

7. There will be regular class sessions during the program in the host country and the classes will meet the required contact hours to earn credit. Classes offered may include the history, culture, art, and language of the host country.

Capitol Hill Internship Program

Pfeiffer University is a member of the United Methodist College Washington Consortium which sponsors the Capitol Hill Internship Program. Pfeiffer students who have a GPA of 3.0 or higher are eligible to apply. Students spend one semester in Washington and may earn 12-15 SH credit. For more information, please contact the Office of the Registrar.

Accounting

(ACCT)

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

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

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

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

Accounting Major Curriculum (60 Semester Hours Minimum)

Core Requirement

Course Number	**Course Title**	**Hours**
ACCT 201	Financial Accounting	3SH
ACCT 202	Managerial Accounting	3SH
ACCT 301	Accounting Information Systems	3SH
ACCT 310	Cost Accounting	3SH
ACCT 315	International Acct. & Globalization	3SH
ACCT 323	Intermediate Accounting I	3SH
ACCT 324	Intermediate Accounting II	3SH
ACCT 330	Financial Information Analysis	3SH
ACCT 331	Taxation	3SH
ACCT 333	Advanced Accounting	3SH
ACCT 504	Auditing & the Accounting Profession	3SH
BMAL 201	Principles of Business	3SH
OR		
BMAL 261	Principles of Management	3SH
BMAL 212	Principles of Finance	3SH
BMAL 241	Principles Marketing	3SH
BMAL 251	Business Law I	3SH
BMAL 301	Ethics in Business	3SH
BMAL 311	Business Statistics	3SH
BMAL 351	Business Law II	3SH
ECON 200	Survey of Economics	3SH
MATH 161M	College Algebra	3SH

Financial Fraud Concentration (ACCTF) (15 Semester Hours):

Course Number	Course Title	Hours
ACCT 337	Forensic Accounting	3SH
CRIM 202	Introduction to Criminal Justice	3SH
CRIM 205	Introduction to Criminology	3SH
COMP 345	Business Analytics	3SH
FFFE 425	White Collar Crime Investigations	3SH

Accounting Minor (21 Semester Hours Minimum)

Course Number	Course Title	Hours
ACCT 201	Introduction: Financial Accounting	3SH
ACCT 202	Introduction: Managerial Accounting	3SH
ACCT 301	Accounting Information Systems	3SH
ACCT 310	Cost Accounting	3SH
ACCT 323	Intermediate Accounting I	3SH
ACCT 324	Intermediate Accounting II	3SH
ACCT 436	Internal Controls & Corporate Governance	3SH

Courses Offered

ACCT 201 Financial Accounting 3 SH

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

ACCT 202 Managerial Accounting 3 SH

The course introduces students to the foundations of managerial accounting, how accounting information is used in business decisions, the composition and basic theory of cost analysis, and performance analysis. **Prerequisite** ACCT 201.

ACCT 301 Accounting Information Systems 3 SH

An introduction to computerized accounting systems, Excel workbooks, and the integration and limitations of each program. In addition, students will research the internal control and security systems for the different major classes of software used in accounting information systems, and the impact they have on audit procedures. **Prerequisites**: ACCT 201.

ACCT 302 Payroll Accounting 1 SH

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

ACCT 303 Excel Spreadsheets 1 SH

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

ACCT 310 Cost Accounting 3 SH

Determination of costs in inventory valuation and performance evaluation; standard costs and variance analysis. **Prerequisites**: ACCT 301.

ACCT 315 International Accounting and Globalization 3 SH

The overall objective of the course will be to examine the differences between international standards and US GAAP. The student will conduct research by comparing and contrasting the different standard setting processes (GAAP rules based versus International principles based), as well as the differences between selected standards. The student will also research the history of international accounting within the frame- work of globalization. Students will examine and report on the Global Reporting Initiative (Corporate Social responsibility and Triple Bottom Line reporting). The course will also cover the complexities involved in convergence, harmonization and implementation of International Accounting Standards, and the impact on corporate governance. **Prerequisite** ACCT 201; Open to all business majors.

ACCT 323 Intermediate Accounting I 3 SH

An in-depth analysis of the requirements of outsiders (investors, auditors, and governments) for information about the status and operations of firms. The application of various theories and concepts will be stressed. **Prerequisite**: ACCT 301.

ACCT 324 Intermediate Accounting II 3 SH

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

ACCT 330 Financial Information Analysis 3 SH

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

ACCT 331 Taxation 3 SH

A study of federal income tax laws and regulations as they apply to individuals, property transactions and corporations.

ACCT 333 Advanced Accounting 3 SH

This class will cover such topics as government and not-for-profit accounting systems, mergers and acquisitions, partnership and other business venture accounting, and other current event topics. The course will focus on advanced problem solving, including problem solving approach and analysis. Discussions will revolve around recent statements and pronouncements of the AICPA, the FASB, and the SEC. **Prerequisites**: ACCT 323 and 324.

ACCT 337 Forensic Accounting 3 SH

The overall objective of this course will be familiarizing students with the process's procedures of a forensic accounting audit. The students will be able to distinguish between an audit and a forensic examination, and how forensic accounting is used as both an internal and external procedure by an organization as a fraud deterrent. The introduction of law enforcement and public forensics will also be examined. **Prerequisite**: ACCT 201 and 202. Cross-listed with FFFE 337.

ACCT 397 Accounting Internship 3-6 SH

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

ACCT 398 Special Topics in Accounting 3 SH

Content varies.

ACCT 407 Accounting Ethics 3 SH

The overall objective of this course is to introduce students to ethical practices in the accounting environment. Students will use case studies to determine ethical policies in the workplace, and ethical practices of globalization. The case studies will examine fraudulent practices from both the perspective of the organization, and the practices of auditors that led to material misstatements. Cultural diversity, the impact of innovation, accountability, responsibility, and governance issues will also be the critical areas under examination.

ACCT 422 Advanced Managerial Accounting 3 SH

Course will revisit some components of cost accounting for a more in-depth analysis and reflect the changes that are taking place in the business environment that have a direct impact on cost structuring and analysis. The student will also be introduced to nonfinancial concerns that are direct contributors to cost analysis and cost management.

Prerequisite: ACCT 310 or ACCT 421. Open to all business majors.

ACCT 425 Fund Accounting 3 SH
General theory and techniques in accounting for foreign operations; interim reporting; financial disclosures and presentation for non-profit units. **Prerequisite**: ACCT 324.

ACCT 504 Auditing and the Accounting Profession 3 SH
The overall objective of this course is to familiarize students in the collection and analysis of audit evidence and the importance of internal controls in the quality of information. The students will examine and report on the different levels of significance of audit evidence, as well as the documentation of the audit findings. The financial statement audit reporting process will be analyzed. Students will also be introduced to the other levels of engagement common in the practice of public accounting. Students will be exposed to the relationship between current and proposed accounting theory (international accounting) and the relationship between accounting practice and the accounting professions social contract. Case studies will examine the impact of audit fraud, tax fraud, and the accountant's responsibility to apply reasonable judgment in application of accounting and tax policies. The importance in understanding the impact of corporate governance on the internal control environment will be examined from the internal corporate viewpoint as well as the external auditor's viewpoint. Best practices for corporate governance will be examined considering the Sarbanes-Oxley Act of 2002. The history of the relationship of internal controls and the accounting profession will also be examined. This course represents a capstone course for the accounting program.

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

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

ACCT 526 CPA/CMA Preparation 3 SH
General study of financial and management accounting techniques and decision-making. This course prepares students to take the five-part professional certificate examinations for the certificate in public accounting or certification in management accounting.

Athletic Performance Studies

(APEF)

The Athletic Performance Studies major is an interdisciplinary, sport-adjacent undergraduate program designed to recognize and assess demonstrable learning that occurs through structured athletic participation, while grounding that experiential learning in foundational knowledge from sport performance science, leadership, and professional practice. The program integrates academic coursework, reflective athletic participation, and applied learning experiences to prepare students for careers and graduate study in sport performance–related fields.

Athletic Performance Studies Major Curriculum (42 Semester Hours Minimum)

Athletic Performance Courses (12 SH)

**APEF 201	Athletic Competition I	3 SH
**APEF 301	Athletic Competition II	3 SH
**APEF 401	Athletic Competition III	3 SH
**APEF 501	Athletic Competition IV	3 SH

**Enrollment restricted to declared APEF majors. APEEF majors must meet NCAA eligibility criteria each semester to remain in the program.
Courses to be used in a case-by-case circumstance if athletic eligibility is voluntarily or involuntarily

terminated

*SMGT 505	Sport Management Internship	6 SH
*HPED 408	Athletic Coaching Internship	3 SH
*HPED 415	Internship in Coaching Administration	3 SH

*Requires Program Coordinator approval

APEF Core (15 SH)

EXSC 200	Nutrition	3 SH
EXSC 260	Introduction to Anatomy & Physiology	3 SH
HPED 310	Health Promotion & Life Skills	3 SH
SMGT 201	Principles of Sport Management	3 SH
SMGT 281	Sport Leadership	3 SH

APEF Electives (15 SH total, 9 SH of which must be at 300-level or higher)

BIOL 211N	General Biology I		4 SH
BMAL 241	Principles of Marketing	3 SH	
BMAL 261	Principles of Management		3 SH
BMAL 301	Ethics Issues in Leadership		3 SH
BMAL 371	Organizational Behavior	3 SH	
CHEM 110N	General, Organic, and Biochemistry	4 SH	
COMM 355S	Diversity in Global Context	3 SH	
COMM 421	Communication Ethics & Advocacy		3 SH
EXSC 304	Introduction to Exercise Physiology	3 SH	
EXSC 308	Psychology of Sport and Exercise Behavior		3 SH
HPED 241	Teaching & Coaching Team and Individual Sports		3 SH
HPED 245	Sport Officiating		3 SH
HPED 320	Teaching & Coaching Sport & Physical Activity across a Lifespan	3 SH	
PJMR 120	Project Management	3 SH	
RAPT 200R	Philosophy for Theology and Ethics	3 SH	
RAPT 202R	Philosophical and Christian Ethics		3 SH
SMGT 205	History of Sociology in Sport	3 SH	
SMGT 244	Global Perspectives in Sport	3 SH	
SMGT 307	Sport Facility and Event Management	3 SH	
SMGT 312	Social Media in Sport	3 SH	
SMGT 402	Athletic Administration	3 SH	
SMGT 450	Sport Research	3 SH	

Courses Offered

APEF 201 Athletic Performance I 3 SH

This course provides a structured, reflective athletic participation experience designed to cultivate professional behavior, leadership, and ethical decision-making. Through documented athletic engagement, team culture analysis, coach evaluations, and reflective writing, student-athletes connect performance with character development while representing Pfeiffer University with integrity on and off the field.

APEF 301 Athletic Performance II 3 SH

Application of biologic and sport performance principles to athlete development. Students evaluate training, nutrition, and recovery practices, identify gaps relative to evidence-based standards, and design short-term performance improvement plans. Emphasizes systematic self-assessment and professional communication.

APEF 401 Athletic Performance III 3 SH

Advanced integration of performance science in athlete development. Students design long-term training

strategies, interpret performance data, and address ethical and contextual challenges in sport environments. Emphasizes leadership, decision-making, and professional presentation.

APEF 501 Athletic Performance IV 3 SH

This culminating course provides students with a structured opportunity to document, evaluate, and synthesize learning achieved through athletic participation as a central component of their academic and professional development. Emphasizing experiential learning and reflective practice, the course guides students in examining the physical, cognitive, personal, and professional competencies developed through sustained involvement in intercollegiate or organized athletic experiences

Biology

(BIOL)

The curriculum in Biology includes courses for students planning a major in the field as well as for those who pursue other majors. The General Biology I & II courses are for any student, major or non- major. Advanced courses are designed to meet requirements of the major. However, any student with the proper background and prerequisites may choose to enroll in any of them. Students study and work in well-equipped undergraduate laboratories. The major in Biology prepares a student for graduate school or for employment as a technician or salesperson with a corporation in a biologically related field. The Biology major is one that may be pursued by pre-professional students who are interested in medicine, dentistry, veterinary medicine, optometry, or the various technologies related to the delivery of health care (medical technology, cytotechnologist, physician assistant, etc.). In all these areas, the completion of the bachelor's degree in biology must be followed by admission to, and successful completion of, appropriate professional studies and training.

Biology Major Curriculum (44-46 Semester Hours)

Core requirement:

BIOL 211N	General Biology I	4SH			
CHEM 211N	General Chemistry I	4SH			
CHEM 212	General Chemistry II	4SH			
BIOL 212N	General Biology II	4SH			
CHEM 221	Organic Chemistry I	4SH			
BIOL 304	Genetics	4SH			
CHEM 222	Organic Chemistry II	4SH			
BIOL 510	Seminar in Biology	1SH			
PHYS 201N	General Physics I	4SH			
PHYS 202	General Physics II	4SH			
PSYC 222M	Statistics & Data Analysis	3SH			
MATH 161M	College Algebra	3SH	**AND**	MATH 162 College Trigonometry	3SH
OR MATH 251M	Calculus with Analytical Geometry I	4SH			

PLUS Completion of one of the following concentrations:

General Biology Concentration (BIOLG): (24SH Minimum)

BIOL 300	Microbiology	4SH	**OR** BIOL 414 Cell and Molecular Biology	4SH
BIOL 330	Wildlife and Conservation Biology	4SH	**OR** BIOL 312 Ecology	4SH

PLUS 16 SH of BIOL Electives including:

CHEM 351	Biochemistry		4SH
ENSC 270	Introduction to Geographic Information Systems		4SH
BIOL 265	Human Anatomy & Physiology I		4SH
BIOL 266	Human Anatomy & Physiology II		4SH
BIOL 430	Introduction to Immunology	4SH	
ENSC 270	Intro to Geographic Information Systems	4SH	
STEM 485	Internship in Nat Sciences and Math	4SH	
CHEM 311	Environmental Chemistry	4SH	

Biomedical Sciences Concentration (BIOLB): (16 SH Minimum)

BIOL 300	Microbiology	4SH
BIOL 414	Cell and Molecular Biology	4SH

CHEM 351	Biochemistry	4SH		
PSYC 295	Developmental Psychology 3SH	**OR**	PSYC 426 Sensation & Perception	3SH
NURS 302	Medical Terminology	3SH		

EITHER BIOL 430 Introduction to Immunology 4SH **AND** CHEM 333 Bioanalytical Chemistry 4SH

OR for students preparing for Physician Assistant Program:
BIOL 265 Human Anatomy & Physiology I 4SH **AND** BIOL 266 Human Anatomy & Physiology II 4SH

- Students are encouraged to take PSYC 202S Intro to Psychology as their Social/Behavioral Sciences General Education requirement.
- These courses are meant to match most Medical School prerequisites, but students should check individual program information for any additional pre-requisites.

Forensic Science Concentration (BIOLF): (30 SH Minimum)

BIOL 414	Cell and Molecular Biology	4SH
BIOL 323	Forensic Sciences	4SH
CHEM 333	Bioanalytical Chemistry	4SH
CHEM 351	Biochemistry	4SH
CRIM 202	Introduction to Criminal Justice	3SH
CRIM 203	Criminal Investigation	3SH

PLUS Electives: 2 courses from the following:

BIOL 300	Microbiology	4SH
BIOL 265	Human Anatomy & Physiology I	4SH
BIOL 266	Human Anatomy & Physiology II	4SH
BIOL 430	Introduction to Immunology	4SH
ENSC 270	Intro to Geographic Information Systems	4SH
STEM 485	Internship in Nat Sciences and Math	4SH
CHEM 311	Environmental Chemistry	4SH
ENSC 221G	Exploring Biodiversity	4SH

Minor in Biology (22 Semester Hours Minimum)

BIOL 211N	General Biology I	4SH
BIOL 212N	General Biology II	4SH
BIOL 304	Genetics	4SH

Additional courses in Biology to complete the minimum semester hours required including:

CHEM 221	Organic Chemistry I	4SH
CHEM 351	Biochemistry	4SH

Courses Offered

BIOL 175N Biology is Life 4 SH

This course aims to provide non-science majors with a firm grasp on biological concepts, principles, and entities that they encounter in everyday life. The course will emphasize the scientific method and the role of biology in modern society. Among topics included will be evolution, ecology, genetics, and physiology. *This course may be used to satisfy the general education requirement in laboratory science Course Laboratory Fee: $50.00

BIOL 211N General Biology I 4 SH

Part 1 of an introductory level, two-semester sequence. This course introduces the principles and concepts of biology with emphasis on history, philosophy, and the scientific method. This course focuses on a general introduction to biology, biological molecules, cellular metabolism, cell structure and function, the major systems of vascular plants an vertebrate animals, and other related topics. Course Laboratory Fee: $50.00 *This course may be used to satisfy the general education requirement in laboratory science and is part of the first course sequence for majors in Biology, Environmental Studies, and Exercise Science-Clinical Track. *In the event of transfer credits, permission of the instructor will suffice for prerequisites.

BIOL 212N General Biology II 4 SH

Part 2 of an introductory level, two-semester sequence with a focus on genetics, gene expression, cell division, Mendelian inheritance, evolution including natural selection, ecology, biodiversity and other related topics. The second semester is a continuation of the first semester; thus, the first semester is a prerequisite to the second. or by permission of the instructor (as in the case of the transfer credits). Course Laboratory Fee: $50.00. *This course may be used to satisfy the general education requirement in laboratory science and is part of the first course sequence for majors in Biology, Environmental Studies, and Exercise Science. *In the event of transfer credits, permission of the instructor will suffice for prerequisites. **Course Lab Fee:** $50.00.

BIOL 224 Principles of Microbiology 4 SH

Principles of Microbiology will provide an overview of bacteria, viruses, and eukaryotic microorganisms responsible for human disease. Mechanisms of disease progression will be discussed in conjunction with immunological defenses of human hosts. Microbial growth, structure, and control will be studied with a focus on molecular and genetic aspects. The course will not be part of the curriculum for the biology major and is appropriate for students who require a microbiology course with a medical microbiology focus. **Prerequisites**: Instructor approval and CHEM 110N or CHEM 211N. **Course lab fee**: $50.

BIOL 265 Human Anatomy and Physiology I 4 SH

Part I of a two-semester sequence introduction of human body systems, structures, and functions. Focuses on Circulatory, Respiratory, Skeletal, Muscular, Nervous, and Integumentary systems. Seated lecture and online lab. **Prerequisites:** BIOL 175N or BIOL 224, sophomore standing, or instructor approval. **Course Lab Fee:** $75.00.

BIOL 266 Human Anatomy and Physiology II 4 SH

Part II of a two-semester sequence introduction of human body systems, structures, and functions. Focuses on Endocrine, Digestive, Lymphatic, Urinary, and Reproductive systems. Seated lecture and online lab. **Prerequisites**: BIOL 265, sophomore standing, or instructor approval.. **Course Lab Fee:** $75.00.

BIOL 300 Microbiology 4 SH

This course focuses on the various groups of microorganisms including bacteria, molds, yeasts, and viruses. Topics include the microorganism structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. **Prerequisites**: BIOL 211N, BIOL 212N.

BIOL 304 Genetics 4 SH

This course focuses on the principles of genetics and heredity with application to the study of biological function. Topics include structure and function of genes, chromosomes and genomes, biological variation resulting from recombination, mutation, and selection, population genetics, use of genetic methods to analyze protein function, gene regulation and inherited disease. This course is a combined lecture, discussion, and laboratory. **Prerequisites**: BIOL 211N, BIOL 212N, and CHEM 212. **Course Lab Fee:** $50.00.

BIOL 305 Invertebrate Zoology 4 SH

This course is designed to present the diversity of life-forms of the major groups of invertebrates with emphasis on taxonomy, structure, reproduction, ecology, and evolution. Laboratory experiences may include field collection, dissection, identification and taxonomic classification, and description of fundamental anatomical traits found within representative groups.

BIOL Botany4 SH

This course teaches students how to identify local plants and plant families according to their morphology and phylogenetic relationships. **Prerequisite**: BIOL 212N. **Cross-listed**: ENSC 317

BIOL 318 Plant Physiology 4 SH

This course will focus on the physiology of plants. Topics will include the structure and function of plants, plant genetics, growth and development, water transport, mineral nutrition, photosynthesis, an plant metabolism. The laboratory will reinforce the concepts in lab and include a project on plant transformation and tissue culture techniques. **Prerequisites**: BIOL 212N, CHEM 211N.

BIOL 320 Biological Anthropology 4 SH

Biological Anthropology covers concepts relating to the origin, evolution, and biological nature of the human species.

The course explores the fundamental principles of the evolution and biological adaptation of our own species, homosapien. This search takes the student in a number of directions by way of evolutionary theory - through genetics and the diversity of modern human populations, through the fossil record of human physical evolution, to a study of behaviors and physical traits we share with other primates. Finally, the course looks at how paleoanthropologists interpret and reconstruct the biological and cultural adaptions of our earliest hominid ancestors. The class utilizes several formats, including lecture, discussion, labs, computer programs, and visits to the Asheboro Zoo and Duke Primate Center. **Prerequisite**: BIOL 212N or permission of the instructor.

BIOL 323 Forensic Science 4 SH

The course will introduce students to the theory and technique used in Forensic Science. Topics will include DNA fingerprinting, Southern Analysis, PCR, fingerprinting analysis, hair and fiber analysis, forensic anthropology, blood serology, toxicology, and basic chemical identification and separations. **Prerequisites**: BIOL 211N or permission of the instructor. **Course Lab Fee:** $50.00.

160N

BIOL 400 Writing in the Life Sciences 3 SH

In this course, students will write a literature review on a topic of their choice, develop a novel hypothesis, and design an experiment to test that hypothesis. Students will write and revise drafts of scientific proposals and papers. Students will also learn about ethical issues and conduct in the world of science. **Prerequisites**: BIOL 211N and 212N, CHEM 211N and 212, ENGL 102W, MATH 161M.

BIOL 414 Cell and Molecular Biology 4 SH

This course focuses on classical and modern concepts in cell and molecular biology with an emphasis on the organization of cellular and sub-cellular components, physical and chemical bases of cell activity. The laboratory applies concepts learned in lecture and will introduce standard genetic and biochemical techniques common in a molecular biology lab, such as DNA isolation, agarose-gel electrophoresis, and bioinformatics tools. The organization of cellular and sub-cellular components; physical and chemical bases of cell activity. **Prerequisites**: BIOL 211N, BIOL 212N and CHEM 212. **Course Lab Fee:** $50.00.

BIOL 415 Vertebrate Morphology and Development 4 SH

Patterns of development; control processes during development; comparisons of anatomical features of vertebrates. **Prerequisite**: BIOL 212N.

BIOL 420 Microbial Genetics 4 SH

The lecture component of Microbial Genetics will place special emphasis on the integration of genetic studies with biochemical and physical analysis of synthesis, structure, and function of nucleic acid and protein. The genetics of the well-studied bacterium Escherichia coli will be presented as well as genetic and molecular studies of other microorganisms and viruses with ecological, medical, and industrial significance. The laboratory component of the course will introduce students to classical and modern genetic approaches for studying microorganisms. **Prerequisites**: BIOL 304, CHEM 311

BIOL 422 Molecular Genetics of Development 4 SH

A study of how eukaryotic organisms develop, and the molecular and genetic processes that control development. A survey of developmental biology from egg to adult (differentiated organs) will be covered, along with topics describing the control of eukaryotic gene expression. Laboratory emphasis will include Caenorhabditis elegans and other model organisms, and molecular techniques in genetic analysis. **Prerequisites**: BIOL 304 and CHEM 311.

BIOL 430 Introduction to Immunology 4 SH

This course will serve as a general introduction to the immune system. We will discuss the parts of the immune system, adaptive and innate immunity, the molecular basis of T cell and B cell antigen recognition, hematopoiesis and the development of lymphocytes, and cellular and humoral immune responses. In addition, we will cover the role of the immune system in health and disease specifically, immunodeficiency, autoimmunity, immunotherapy, and vaccination. This course is for students who have a background in biology. **Prerequisites**: BIOL 211N, BIOL 212N. **Course Lab Fee:** $50.00.

BIOL 510 Seminar in Biology 1 SH

This is a capstone course that provides senior biology major students an opportunity to apply, integrate, and demonstrate the knowledge and skills they have acquired during their undergraduate biology education. Students will present oral and written reports on topics in contemporary biology.

Biochemistry

(BICHE)

Biochemistry is an interdisciplinary field that lies at the intersection of cell biology, genetics, molecular biology, physiology, organic chemistry, and physical chemistry. Biochemistry majors will learn about structures and reactions of biomolecules, enzymes and biological catalysis, and elucidation of metabolic pathways and their control. Biochemistry also provides excellent preparation for many scientific careers and will qualify students to attend graduate school in biochemistry, prepares students for a range of opportunities in allied health professions (medical, veterinary, dental, optometry, and pharmacy), industrial employment, professional schools (including law), and high school teaching. Graduates will be prepared for employment at government laboratories, grant-funded university research facilities, industrial laboratories, and pharmaceutical laboratories, equipped with hands-on laboratory experience coupled with modern biochemistry knowledge.

Biochemistry Major Curriculum (64 Semester Hours minimum)

Core Requirements

CHEM 211N	General Chemistry I	4SH
CHEM 212	General Chemistry II	4SH
CHEM 221	Organic Chemistry I	4SH
CHEM 222	Organic Chemistry II	4SH
CHEM 331	Bioanalytical Chemistry	4SH
CHEM 351	Biochemistry I	4SH
CHEM 352	Biochemistry II	3SH
CHEM 451	Biotechnology	3SH
CHEM 441	Biophysical Chemistry	3SH
MATH 251	Calculus I	4SH
PHYS 201N	Physics I	4SH
PHYS 202	Physics II	4SH
STEM 381	Research I	1SH
STEM 471	Senior Seminar	1SH
STEM 481	Research II	1SH
BIOL 211N	General Biology I	4 SH
BIOL 212N	General Biology II	4 SH
BIOL 304	Genetics	4 SH
BIOL 414	Cell/Molecular Biology	4 SH

*See Chemistry Minor section for all CHEM course descriptions

Business Management and Leadership

(BMAL)

Pfeiffer University's Business Management and Leadership Program is approved by the Accreditation Council for Business Schools & Programs. Business remains perhaps the most wide-open career field today. The job market for business graduates is expected to remain strong throughout the near future. Business Management and leadership majors enjoy a wide range of options and much flexibility in both beginning and later employment. Banks, retail organizations, hospitals, manufacturing firms, non-profit agencies, educational institutions, and government are a few of the types of organizations seeking out qualified business graduates. The curriculum in Business Management and Leadership is designed to develop an understanding of the major functional areas of business --accounting, economics, finance, marketing, and management -- as well as to build upon the competencies of critical thinking, communication, collaboration, information literacy, and foundational knowledge necessary to serve effectively in the modern global society.

Business Management and Leadership Major Curriculum (63 Semester Hours minimum)

Core Requirements:

ACCT 201	Introduction to Financial Accounting	3SH
ACCT 202	Introduction to Managerial Accounting	3SH
ACCT 330	Financial Information Analysis	3SH
BMAL 212	Principles of Finance	3SH
BMAL 241	Principles of Marketing	3SH
BMAL 251	Business Law I	3SH
BMAL 261	Principles of Management	3SH
BMAL 271	Survey of Leadership	3SH
BMAL 301	Ethics Issues in Leadership	3SH
BMAL 311	Business Statistics I	3SH
BMAL 371	Organizational Behavior	3SH
BMAL 381	Global Dimensions of Leadership	3SH
BMAL 471	Organizational Change	3SH
BMAL 491	Business Strategy	3SH
MATH 215	Business Calculus	3SH
COMM 345	Professional Communication	3SH
ECON 200	Survey of Economics	3SH
Any advisor approved COMP Course over 200		3SH

Areas of Concentration:

In addition to the above-required courses for all majors, each student majoring in BMAL must complete at least ONE of the following concentrations. Students can elect to do more than one concentration.

Concentration in Entrepreneurship (BMALE) 9 Semester Hours

Choose 9SH from the following courses:

BMAL 343	Sales Development and Management	3SH
BMAL 361	Entrepreneurship	3SH
BMAL 461	Management of Human Resources	3SH
BMAL 391	Logistics/Supply Chain Management	3SH
BMAL 399	Special Topics in Entrepreneurship	3SH

Concentration in Global Leadership (BMALG) 9 Semester Hours

Choose 9SH from the following courses:

BMAL 352	Government and Business	3SH
BMAL 341	E-Commerce	3SH
BMAL 382	Globalization and Cultural Sensitivity	3SH

Concentration in Marketing (BMALM) 9 Semester Hours

Choose 9SH from the following courses:

BMAL 342	Advertising and Sales Promotion	3SH
BMAL 344	Consumer Behavior	3SH
BMAL 441	Marketing Management	3SH
COMM 220	Introduction to Social Media	3SH
COMM 305	Multimedia Production	3SH

Concentration in Supply Chain Management 15 Semester Hours

SCMR 210	Forecasting and Logistics	3SH
SCMR 220	Sourcing and Operations	3SH
SCMR 310	Supply Chain in Action	3SH
SCMR 320	Supply Chain Management Technologies	3SH
SCMR 410	Supply Chain Management Capstone	3SH

Minor in Leadership 18 Semester Hours Minimum

(For non-business majors only)

BMAL 261	Principles of Management	3SH
BMAL 271	Survey of Leadership	3SH
BMAL 361	Entrepreneurship	3SH

BMAL 371	Organizational Behavior	3SH
BMAL 461	Management of Human Resources	3SH
BMAL 471	Organizational Change	3SH

Minor in Supply Chain Management **21 Semester Hours Minimum**

6 SH of any 200 level BMAL or ACCT courses

SCMR 210	Forecasting and Logistics	3SH
SCMR 220	Sourcing and Operations	3SH
SCMR 310	Supply Chain in Action	3SH
SCMR 320	Supply Chain Management Technologies	3SH
SCMR 410	Supply Chain Management Capstone	3SH

Minor in Project Management 21 Semester Hours Minimum

PJMR 120	Project Management Fundamentals	3SH
PJMR 210	Career Navigation and Exploration in Business and Project Management	3SH
PJMR 220	Managing Risk and Uncertainty	3SH
PJMR 230	Predictive Project Planning	3SH
PMJR 310	Project Execution, Monitoring and Control	3SH
PJMR 320	Agile Frameworks and Methodologies	3SH
PJMR 410	Full Cycle Project Management	3SH

Courses Offered

PJMR 120 Project Management Fundamentals 3 SH

Project Management is about executing ideas on time, in budget, and adapting to challenges along the way. All modern business professionals need to understand it. This course, which culminates in a final project, gives you the foundational tools to do that: Waterfall and Agile methodologies, the project management lifecycle, precise goal setting, professional progress trackers, stakeholder engagement, and project analysis.

BMAL 201 Principles of Business 3 SH

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

BMAL 212 Principles of Finance 3 SH

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

PJMR 210 Career Navigation and Exploration in Business and Project Management 3 SH

In this course the student will explore career paths in Project Management, potential salary outcomes, and different roles. The student will pick target jobs and opportunities that are the best fit for them and make a clear plan of action toward securing them. **Prerequisites or corequisite:** PJMR 120

PJMR 220 Managing Risk and Uncertainty 3 SH

Most projects fail at the planning stage. This course teaches the student to create plans that keep projects on track from day one. Define project scopes that adapt to change, develop timelines with Gantt charts and critical path analyses, and create budgets that succeed under pressure. Using project-based coursework, the student will learn to develop plans that are both ambitious and achievable, mastering the skills to optimize resources and deliver results that matter. **Prerequisite or corequisite:** PMJR 120

PJMR 230 Predictive Project Planning 3 SH

This course teaches you to see the storm coming and prepare, turning looming disasters into manageable challenges. You'll learn to cut through the noise, create clear action plans, and keep control even when the pressure is on. Be the manager who's ready for anything, who stays calm, steady, and ahead of the game when things get tough.
Prerequisite or corequisite: PMJR 120

SCMR 210 Forecasting and Logistics 3 SH
Supply chain management is the process by which organizations get us the products we consume, and the companies need talented employees to help optimize their supply chain. This course will teach you how to develop logistics networks that help minimize costs to and deliver top customer service. This online class has optional live sessions.

SCMR 220 Sourcing and Operations 3 SH
In today's modern economy, something as simple as a razor might be manufactured in multiple countries with each part from a different supplier. This course will teach you how businesses manage this increasing complexity behind the scenes through efficient sourcing of suppliers and operations. You will have the opportunity to apply this knowledge by conducting real-world case study of a product of your choosing. This online class has optional live sessions. **Prerequisites:** SCMR210 Forecasting and Logistics**.**

BMAL 231 Personal Finance 3 SH
Lifelong financial planning and decision-making; personal credit; insurance; income taxes; estate planning; personal investments; retirement planning. A general interest course for students not majoring in a business area.

BMAL 241 Principles of Marketing 3 SH
Marketing organization and methods with emphasis on the social and economic aspects of distribution; consumer problems; marketing functions and institutions; marketing methods and policies.

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

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

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

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

BMAL 311 Business Statistics I 3 SH
General principles and concepts of statistical methods; descriptive statistics; probability, sampling and estimation and hypothesis testing; regression and correlation, time series. Computer software packages applied.

SCMR 310 Supply Chain in Action 3 SH
This course will cover the application of supply chain systems to vital real-world functions. By the end of this class, you'll have a much better understanding of why supply chain management is vitally important, how it intersects with business, national and global interest, and how supply chains literally save the world. This online class has optional live sessions.

PJMR 320 Project Execution, Monitoring and Control 3 SH
This course dives into the real challenges of project execution—where theory meets chaos. Learn to track KPIs to catch issues before they spiral, handle conflicts head-on, and pivot with confidence when things shift. Master the art of data storytelling to make your progress clear, wrap up projects seamlessly, and create impact that reverberates across the business. **Prerequisite:** PMJR 120

SCMR 320 Supply Chain Management Technologies 3 SH

This course covers the major relevant supply chain technologies and systems. In this course you'll survey the systems that enable supply chain in best-in-class supply chain organizations. Understanding how information flows throughout the supply chain is critical to managing a supply chain and this will be the main focus of the course. By the end of this course, the students will have gained a basic understanding how supply chain systems work and how they make the supply chain more efficient and effective. This online class has optional live sessions. **Prerequisites:** SCMR 210 Forecasting and Logistics, SCMR 220 Sourcing and Operations.

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

PJMR 310 Agile Frameworks and Methodologies 3 SH
When change outpaces planning and requirements keep shifting, traditional project management falls short. That's where Agile comes in—designed to thrive in uncertainty and deliver value in fast-paced environments. Here, adaptability beats predictability, and customer satisfaction takes priority over rigid plans. In this course, you'll learn to pivot with purpose, keep your team aligned, and impress stakeholders, even when the ground is constantly shifting.

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

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

BMAL 342 Advertising and Sales Promotion 3 SH
A study of promotional communication practices and strategies used in the field of marketing in the areas of advertising, sales promotion, and personal selling. Special emphasis is given to the integrative nature which communication plays in identifying and targeting customers, providing product information, and creating demand for products and services. **Prerequisite**: BMAL 241.

BMAL 343 Sales Development and Management 3 SH
A study of the theories and approaches required to effectively perform and manage the sales function. Students will make a sales presentation and participate in experiential exercises to reinforce elements of the professional selling process, including developing professional relationships, communications skills, handling questions, listening, prospecting, and closing the sale. **Prerequisite**: BMAL 241.

BMAL 344 Consumer Behavior 3 SH
An in-depth study of the consumer and the relation of consumer behavior to pricing, advertising, product design, and research. **Prerequisite**: BMAL 241

BMAL 351 Business Law II 3 SH
Legal concepts involved in sales, negotiable papers, personal property, creditors' rights and secured transactions, real property, corporations, and agency and employment. **Prerequisite**: BMAL 251.

BMAL 352 Government and Business 3 SH
Legal, political, and economic framework of the business-government relationship; antitrust policies; regulation of specific industries; effects of deregulation. **Prerequisites**: BMAL 251 and 261.

BMAL 361 Entrepreneurship 3 SH
This course is designed to develop the skills and knowledge of entrepreneurship. Emphasis will be placed on the integration of theory with practice and creative initiative as an integral aspect of learning how entrepreneurship functions in the marketplace. Students will develop a sense of the marketplace, economic systems, institutions, economic development, venturing, e-commerce, and international entrepreneurship. The class format will

incorporate both lectures and discussions to address both theoretical and practical issues associated with entrepreneurship. **Prerequisites**: BMAL 241 and ECON 200.

BMAL 371 Organizational Behavior 3 SH
The study of the managerial consequences of behavioral concepts and the environmental variables. **Prerequisite**: BMAL 271

BMAL 381 International Dimensions of Leadership 3 SH
The role of the international manager with regard to the environment of international business; topics include international management, international marketing, cross-cultural management, and the role of multinational corporations. **Prerequisites**: BMAL 241, BMAL 251, BMAL 261, and ECON 200.

BMAL 382 Globalization/Cultural Sensitivity 3 SH
A formal study and analysis of culture and the effects that globalization has had in determining how people view ethnicity and national cultures. The course will allow students to gain a new perspective, which is how cultures are interacting and influencing one another. Students will learn how to lead and manage in this new reality. **Prerequisite**: BMAL 261.

BMAL 391 Logistics/Supply Chain Management 3 SH
The study of logistics and management of supply chains. The course will focus on management techniques in design and control decisions; qualitative and quantitative problem solving; planning for and controlling production, inventory, and quality.

BMAL 399 Special Topics in Entrepreneurship 3 SH
Students wishing to study an area not normally offered in the BMAL curriculum may do so by taking Special Topics courses. Courses of this type are taught as regular courses and are normally placed on the course schedule.

BMAL 401 Business Administration Internship 4 SH
A structured field experience in a profit or nonprofit organization of at least ten weeks duration. Students will be required to work the regularly scheduled hours of the office providing the internship. This course counts towards the Finance, Marketing, and Management Concentration in the Business Administration major. This course may be repeated once for elective credit.

BMAL 410 Full Cycle Project Management 3 SH
In this capstone course, the student will step into the real role of a project manager, leading a complex project from start to finish and showcasing everything you've mastered. By the end of the semester, the student not only has a standout portfolio piece to impress future employers but will also be able to sit for the CAPM exam—demonstrating skills, knowledge, and readiness to tackle the field. Prerequisites: All other Project Management Courses in the minor must be completed.

PJMR 410 Full Cycle Project Management 3 SH
In this capstone course, the student will step into the real role of a project manager, leading a complex project from start to finish and showcasing everything you've mastered. By the end of the semester, the student not only has a standout portfolio piece to impress future employers but will also be able to sit for the CAPM exam – demonstrating skills knowledge, and readiness to tackle the field. **Prerequisites:** PJMR 120, PJMR 210, PJMR 220, PJMR 230

SCMR 410 Supply Chain Management Capstone 3 SH
This course - built in collaboration with corporate advisors – is the culmination of your work as a student of supply chain management. In this course you'll be tasked with creating a series of solutions to actually problems faced by real-world companies in delivering their product to consumers. By the end of this course you will have built experience in solving real-world supply chain problems and seeing how your solutions compare to the professionals. This online class has optional live sessions. **Prerequisites:** SCMR 210, SCMR 220, SCMR 310, and SCMR 320.

BMAL 432 Financial Management 3 SH
Principles and practices of business and corporate financing; sources of capital; administration of working capital items; budgeting; and control, expansion, and treatment of earnings. **Prerequisites**: ACCT 201, ACCT 202, BMAL 311.

BMAL 441 Marketing Management 3 SH

This is the capstone course for the marketing concentration. Students will analyze case problems highlighting the marketing programs of businesses in different industries and formulate a comprehensive marketing mix consisting of product, promotion, distribution, and pricing strategies to improve the company's marketing efforts and effectiveness. **Prerequisites**: BMAL 342, BMAL 343, and BMAL 344.

BMAL 461 Management of Human Resources 3 SH
The study of the objectives, functions, and organization of human resources programs. Emphasizes job evaluation, selection and placement, education and training, safety and health, employee services, employee relationships, industrial relations, and personnel research. **Prerequisite**: BMAL 361.

BMAL 471 Organizational Change 3 SH
This is the capstone course for the Entrepreneurship and Supervision concentration. This course prepares students in the processes of planning, managing, evaluating, and leading organizational change which confronts every employee in today's business world. Students will explore the forces that are driving organizations to change and survey a range of approaches aimed at making organizational change more effective. The course will challenge students to dig deeper into why organizational change is often so difficult, how organizations institute and institutionalize change, and what organizations might look like in the future. **Prerequisites**: BMAL 361 and BMAL 371.

BMAL 491 Business Strategy 3 SH
The capstone course in business administration which introduces the student to the processes and methodologies of strategic management. The case method is employed to enable the student to apply his or her knowledge of all functional areas of business in the analysis of real-life business cases. This is a writing intensive course. **Prerequisite**: senior standing.

Business Management and Leadership & MBA 3-2 Program

Discontinued for 2026-2027 catalog year

Pfeiffer University's Business Management and Leadership Program is approved by the Accreditation Council for Business Schools & Programs. Pfeiffer University offers the opportunity for highly motivated students to complete a Bachelor of Science in Business Management and Leadership (BMAL) degree and an MBA within 5 years. For more information about Pfeiffer University's MBA program, consult the Graduate Studies catalog and/or the Pfeiffer University Business Department.

3-2 Program Overview

150 Semester Hours Minimum: 120 Undergraduate Semester Hours and 30 Graduate Semester Hours. Students must complete all the B.S. graduation requirements by the end of their first semester as a senior (4th year). During the senior year, students will enroll in four (4) MBA courses (one during their first semester and three during their second semester). They will complete the rest of their MBA requirements in the fifth year. Students must complete all undergraduate graduation requirements and the requirements of the BMAL major before they are allowed to walk at the Undergraduate Commencement Ceremony.

Admission to the 3-2 Programs in Business Management and Leadership
Students who plan to complete an undergraduate BMAL degree and an MBA degree under the 3-2 Program must apply for admission to the program by the beginning of their sophomore year. Application forms may be obtained from the Registrar's Office. To be accepted into the 3-2 program, students must:

- Have a GPA of 3.0 or better.
- Apply and be accepted to the MBA (graduate) program before taking any graduate courses.
- Final approval of the application is subject to the discretion of the Dean of the Graduate School.
- Students who are formally admitted to the BMAL 3-2 Program will be allowed to pre-register for graduate courses and may carry no more than 18 SH per term.
- Other students interested in taking MBA (graduate) courses, but not officially belonging to the 3-2 program, must consult with their advisor.

Awarding of the 3-2 Undergraduate BS and MBA Degree
The 3-2 Program in Business degree will be awarded **only after the completion of all the BS and MBA requirements** have been met. A student who drops from the MBA degree portion must have satisfied all the BS requirements to

receive a BS degree (120 credits minimum).

3-2 BMAL Undergraduate Curriculum

The following courses are required for 3-2 BMAL/MBA students.

Core Requirements:

ACCT 201	Introduction to Financial Accounting	3SH
ACCT 202	Introduction to Managerial Accounting	3SH
ACCT 330	Financial Information Analysis	3SH
BMAL 212	Principles of Finance	3SH
BMAL 241	Principles of Marketing	3SH
BMAL 251	Business Law I	3SH
BMAL 261	Principles of Management	3SH
BMAL 271	Survey of Leadership	3SH
BMAL 301	Ethics Issues in Leadership	3SH
BMAL 311	Business Statistics I	3SH
BMAL 371	Organizational Behavior	3SH
BMAL 381	Global Dimensions of Leadership	3SH
BMAL 471	Organizational Change	3SH
BMAL 491	Business Strategy	3SH
MATH 215	Business Calculus	3SH
COMM 345	Professional Communication	3SH
ECON 200	Survey of Economics	3SH
Any advisor approved COMP Course over 200		3SH

Areas of Concentration:

In addition to the above-required courses for all majors, each student majoring in BMAL must complete at least ONE of the following concentrations.

Concentration in Entrepreneurship (BMALE) (9SH):

Choose 9SH from the following courses:

BMAL 343	Sales Development and Management	3SH
BMAL 361	Entrepreneurship	3SH
BMAL 461	Management of Human Resources	3SH
BMAL 391	Logistics/Supply Chain Management	3SH
BMAL 399	Special Topics in Entrepreneurship	3SH

Concentration in Global Leadership (BMALG) (9SH):

Choose 9SH from the following courses:

BMAL 352	Government and Business	3SH
BMAL 341	E-Commerce	3SH
BMAL 382	Globalization and Cultural Sensitivity	3SH

Concentration in Marketing (BMALM) (9SH):

Choose 9SH from the following courses:

BMAL 342	Advertising and Sales Promotion	3SH
BMAL 344	Consumer Behavior	3SH
BMAL 441	Marketing Management	3SH
COMM 220	Introduction to Social Media	3SH
COMM 305	Multimedia Production	3SH

Electives: 16-19 SH

To meet the degree requirements of 120SH, upon completion of 64 hours in the undergraduate BMAL core plus 9SH in a concentration plus the 37-40 SH of general education requirements, students will need to complete anywhere from 16-19SH (or fewer depending on transfer credits IF ANY). Students can choose an additional concentration, OR they can speak with their academic advisor to choose the best elective courses to compliment the program of study.

As is evident, these courses give students a liberal arts education even when it comes to the various disciplines within the Department of Business, thereby preparing them for the constantly changing business environment of today. Also,

the curriculum gives a clear building block approach to the nine core courses within the MBA program. Thus, students who enter the 3-2 program will be prepared in the undergraduate portion of their studies to be successful in the graduate portion.

3-2 MBA Curriculum

(30 Semester Hours)

MBA 700	Business Foundations	3SH
MBA 701	Organizational Communications	3SH
MBA 703	Quantitative Decision-Making	3SH
MBA 704	Managerial Accounting	3SH
MBA 706	Managerial Finance	3SH
FFI 701	Internal Controls & corporate Governance **OR** MBA 740 Legal & Ethical Environments of Business	
MBA 755	Business Agility **OR** MBA 760 Supply Chain Management	3SH
MBA 799	Strategic Management	3SH
CHRM 700	Critical Thinking	3SH
CHRM 708	Negotiations & Conflict Resolutions	3SH

Chemistry Minor

24 Semester Hours Minimum – Consult with a Chemistry advisor.

Courses Offered

CHEM 101 Chemistry in the Real World 3 SH

This course is designed for non-science majors to introduce students to the major concepts of chemistry. How does chemistry drive the modern world? This non-mathematical course explores the essential science behind today's most pressing topics: forensics, green technologies, alternative energy, and the ethics of innovation. Students will learn to evaluate the chemical phenomena that define our daily lives and our future.

CHEM 110N General, Organic, and Biochemistry 4 SH

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

CHEM 211N General Chemistry I 4 SH

Foundation for the advanced study of chemistry; physical principles of chemistry. Laboratory stresses use of classical analytical methods, interpretation of observations, and independent study. **Prerequisite**: 2 years of high school algebra and 1 year of high school geometry or enrollment in MATH 161M or MATH 302M. **Course Lab Fee:** $50.00 Required.

CHEM 212 General Chemistry II 4 SH

Continuation of General Chemistry I. **Prerequisite**: Successful completion of CHEM 211N with a grade of C or better. **Course Lab Fee:** $50.00 Required.

CHEM 221 Organic Chemistry I 4 SH

The foundational course in a two-semester sequence of the chemistry of carbon containing molecules. Course designed to introduce theories of structure and bonding, acid-base chemistry, three-dimensional analysis, elementary reactions, nomenclature. The structure/function relationship is emphasized. **Prerequisite**: Successful completion of CHEM 212 or equivalent. **Course Lab Fee:** $50.00 Required.

CHEM 222 Organic Chemistry II 4 SH

A continuation of CHEM 221, this course builds upon the structure/function relationship to include topics of structure determination, chemistry of alcohols, the carbonyl group, and advanced chemical synthesis. Emphasis placed on molecular transformations by reaction. **Prerequisite**: Successful completion of CHEM 221N with a grade of C- or better.. **Course Lab Fee:** $50.

CHEM 311 Environmental Chemistry 4 SH

This course will focus on an interdisciplinary approach to understanding the scientific concepts, principles, processes and methodologies required in environmental analysis. Topics will include atmospheric pollution, water pollution, ozone layer depletion, acid rain, and climate change. Laboratory will emphasize some standard wet and instrumental methods of air, water, and soil analyses. **Prerequisite** CHEM 212. **Course Lab Fee:** $50.

CHEM 333 Bioanalytical Chemistry 4 SH

This course provides students with foundational understanding of the analysis of biomolecules, including the use of modern techniques to identify/quantify proteins, lipids, carbohydrates, and nucleic acids. **Prerequisite**: CHEM 222. **Course Lab Fee:** $50.

CHEM 351 Biochemistry I SH

Comparison of enzyme-catalyzed mechanisms of reactions involved in cell metabolic pathways to mechanisms of related non-cellular chemical reactions; energy sources and requirements for the total cell; control mechanisms; chemotherapy and information transfer. Laboratory stresses modern analytical and instrumental techniques to study cellular metabolism and molecular physiology. **Prerequisite/Co-requisite:** CHEM 222. **Course Lab Fee:** $50.

CHEM 352 Biochemistry II 3 SH

This course emphasizes the chemical reactions involved in human metabolism, including biodegradation and biosynthesis pathways for common metabolites, and the associated changes in energy of these reaction pathways. Emphasis will be placed on metabolic disorders and other medically related issues. Prerequisite: CHEM 351 **.Course Lab Fee:** $50.

CHEM 398 Special Topics in Chemistry 3 SH

Content varies. **Course Lab Fee:** $50.00 Required.

CHEM 421 Advanced Organic Chemistry 3 SH

Continuation of introductory organic chemistry with emphasis on structure, synthesis, and reactions of bio - organic compounds and natural products. Topics include alkaloids, carbohydrates, and terpenes, de- termination of the structure of organic compounds by modern spectroscopic methods, and more detailed description of reaction mechanisms. Reading the chemical literature will also be incorporated. **Prerequisite**: CHEM 222 **Course Lab Fee:** $50.00 Required.

CHEM 431 Instrumental Analysis 4 SH

Instrumental analysis including spectrophotometry (UV, Vis, IR, rotational, FES, AAS); modern chromatography; classical electro analytical techniques. Laboratory emphasizes instrumental techniques. **Prerequisite**: CHEM 333. **Course Lab Fee:** $50.00 Required.

CHEM 441 CHEM 441 Biophysical Chemistry
3 SH

The application of physical chemistry toward biological reactions, this course emphasizes the thermodynamics and kinetics of biological reactions. Prerequisites: CHEM 352; CHEM 331; MATH 251. **Course Lab Fee:** $50.00 Required.

CHEM 442 Physical Chemistry II 3 SH

This course explores the wave/particle duality as applied to chemical systems. Students will apply fundamental knowledge of the theory of relativity to explain bonding, rotational/translation changes, and spectroscopy. **Prerequisite**: Successful completion of CHEM 441. **Course Lab Fee:** $50.00 Required.

CHEM 451 Biotechnology 3SH

This course will investigate established and emergent laboratory/database techniques related to three emergent

research areas: genomics, metabolomics, or proteomics. These topics focus on the intersectional study of the genome, metabolome, and proteome, as well as techniques used to transform them. **Prerequisites**: CHEM 352; BIOL 304 **Course Lab Fee:** $50.00 Required.

CHEM 461 Senior Inorganic Chemistry 3 SH

A systematic overview of the reactions and properties of the transition metals. Additional topics include metal bonding, coordination chemistry, group theory, and organometallic chemistry. Serves as a capstone course for the Chemistry-Business major. **Prerequisites**: Successfully completion of CHEM 221, CHEM 222. **Course Lab Fee:** $50.00 Required.

CHEM 462 Senior Inorganic Laboratory 1 SH

Techniques in physical chemistry and advanced inorganic chemistry. Encourages critical thinking in practical laboratory situations. **Prerequisites**: CHEM 221, CHEM 222. **Course Lab Fee:** $50.00 Required.

Comprehensive Science Education

(CSED)

The Comprehensive Science Education Major is designed for teacher candidates planning to teach science in high school. It combines studies in Biology, Chemistry, Earth Science, and Physics. Teacher candidates completing this major and the Secondary Education major are eligible for licensures in Comprehensive Science (9-12) with a B.S. degree.

Comprehensive Science Education Major

89 Semester hours minimum (51 SH core requirements; 38 SH in required Education minor)

I. Teacher candidates in the Comprehensive Science Education major must complete a concentration in either Biology. The exact sequence of the courses in the concentration will be determined by the academic advisor and the teacher candidate.

Biology Concentration (51 SH)

Biology	24 SH
Chemistry	12 SH
Earth Science	7 SH (may be satisfied by STEM 101N and GEOG 201)
Physics	8 SH

II. Professional Education Requirements for Secondary Licensure: 38 SH.

Computer Information Systems

(COMP)

Pfeiffer University's Computer Information Systems Program is approved by the Accreditation Council for Business Schools & Programs. The Computer Information Systems (CIS) program prepares students for careers as information systems professionals. The program of study focuses on the development and management of information systems in a business environment. Students develop the technical skills and organizational insights required to analyze, design, implement and administer information systems that support business operations, facilitate managerial decision-making, improve customer service, and enable business innovation. The CIS curriculum includes hands-on projects, computer lab exercises, case analysis to build strong technical and analytical skills, effective oral and written communication skills, and the ability to work independently and in team-oriented environments. Students are offered the opportunity to gain practical experiences through internships and co-op programs. The CIS program covers business process analysis, project management, business analytics, the information value-chain, databases and data modeling, application program development, network deployment, and systems integration. Computer information systems professionals analyze business opportunities and problems, then design and build solutions using the power of information technologies. Students in the CIS program gain the business and technical skills that will prepare them for job opportunities in a variety of industries, including entertainment, national defense, transportation, education, health care and finance. Information systems are key components in the success of other functional business areas such as accounting, supply chain management, finance, and marketing.

Entry-level information systems positions include database administrator, systems analyst, network administrator, project manager, systems administrator, and consultant. Long-term career aspirations for a student with a CIS degree include chief information officer, chief technology officer, chief knowledge officer, chief security officer and chief executive officer.

Computer Information Systems Major Curriculum (57 Semester Hours Minimum)

Core Requirements 42 SH:

ACCT 201	Introduction to Financial Accounting	3SH
BMAL 212	Principles of Finance	3SH
BMAL 241	Principles of Marketing	3SH
BMAL 261	Principles of Management	3SH
BMAL 311	Business Statistics	3SH
COMP 266	Emerging Technologies	3SH
COMP 271	Computer Information Systems	3SH
COMP 300	Programming Essentials	3SH
COMP 331	Networking Essentials	3SH
COMP 335	Systems Analysis and Design	3SH
COMP 390	Data Base Management Systems	3SH
COMP 415	Application Programming	3SH
COMP 510	Application Development Workshops	3SH
ECON 200	Survey of Economics	3SH

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

BMAL 341	E-Commerce	3SH
COMP 110	Introduction to Computers	3SH
COMP 338	Intro to SAS and Data Analysis	3SH
COMP 342	Big Data Management	3SH
COMP 345	Business Analytics	3SH
COMP 347	Applied Business Analytics	3SH
COMP 369	Computer Repair and Upgrade	3SH
COMP 372	Network System Manager I	3SH
COMP 373	Network Management I	3SH
COMP 405	Computer Operating Systems	3SH
COMP 411	Network System Manager II	3SH
COMP 412	Network Management II	3SH
COMP 445	Advanced Cybersecurity	3SH

Areas of Concentration:

In addition to the above required courses for all majors, each student majoring in CIS will complete at least ONE of the following concentrations: (**Note: Double counting in multiple concentrations is not permitted)**

AI Literacy (COMPA) (12 SH):

AILR 110	AI for Everyone	3SH
AILR 210	AI for Decision Making	3SH
AILR 220	AI for Creativity and Design	3SH
AILR 310	AI Ethics	3SH

Game Development (COMPG) (12 SH):

COMP 271	Introduction to CIS	3SH
GDMR 110	Introduction to Games	3SH
GDMR 210	Content and Systems Design	3SH
GDMR 310	Unity I: Working with Unity	3SH
GDMR 320	C# Programming	3SH
GDMR 410	Unity II: Advanced Unity Programming	3SH

Information Technology (COMPI) (9 SH):

COMP 370	Networking Applications I	4SH

COMP 381	Web Page Design and Development	3SH
COMP 435	Business Programming	3SH
COMP 440	Cybersecurity I	3SH
COMP 455	Web Programming	3SH
COMP 500	CIS Internship	6SH
COMP 501	CIS Internship I	3SH
COMP 502	CIS Internship II	3SH
COMP 556	Scripting	3SH

Network Administration and Cybersecurity (COMPN) (9 SH):

COMP 370	Networking Applications I (CCNA I)	4SH
COMP 371	Networking Applications II (CCNA II)	4SH
COMP 440	Cybersecurity I	3SH
COMP 441	Cybersecurity II	3SH
COMP 442	Securing Unix Systems	3SH
COMP 443	Securing Windows Systems	3SH
COMP 444	Incident Handling	3SH
COMP 500	CIS Internship	6SH
COMP 501	CIS Internship I	3SH
COMP 502	CIS Internship II	3SH

Minor in AI Literacy (18 SH Minimum)

(only for non-CIS majors)

COMP 110	Introduction to Computers	3SH
COMP 226	Emerging Technologies	3SH
AILR 110	AI for Everyone	3SH
AILR 210	AI for Decision Making	3SH
AILR 220	AI for Creativity and Design	3SH
AILR 310	AI Ethics	3SH

Minor in Computer Information Systems (18 SH Minimum)

COMP 110	Introduction to Computers	3SH
COMP 300	Programming Essentials	3SH
COMP 266	Emerging Technologies	3SH
COMP 271	Computer Information Systems	3SH
3 SH from COMP 331, COMP 390, or COMP 405		3SH
Any other COMP course at the 300 level or above		3SH

Courses Offered

COMP 110 Introduction to Computers 3 SH

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

AILR 110 AI for Everyone 3 SH

Artificial Intelligence is changing the world. It is changing jobs, creating them, and even replacing them (but less than you think). More than ever before, companies need employees who can use AI tools to solve problems creatively and responsibly. This non-technical AI crash course builds the foundational skills needed to do that and is designed to be valuable to anyone. Learn how to distinguish problems that AI is useful for, master prompt engineering to improve outputs, detect AI-generated output, analyze ethics and privacy, and stay up-to-date on one of the most transformative technologies of our lifetimes.

GDMR 110 Introduction to Games 3 SH

Games sit at the intersection of technology, art, and culture, so success within the games industry requires you to understand all three. This course explores why we love games, what role they play in society, and the industry that produces them. Student will also learn the basics of game development. This course was developed in partnership with Unity and IGDA to help everyone interested in the games industry start on the right foot. **Prerequisites:** Requires departmental approval.

AILR 210 AI for Decision Making 3 SH

Artificial Intelligence decisions are often only as good as the person asking the question. In this course, the student will learn how to ask the right ones and increase the productivity and innovation you can achieve with AI. Create better prompts, compare, and contrast strengths and limitations, evaluate outcomes, and by the end of this course, understand and leverage the power of AI for decision-making across any discipline, opening up new career paths and personal growth.

GDMR 210 Content and Systems Design 3 SH

The experience of a games is driven by four major components: content, systems, narrative, and user experience. This class will help you learn to design all four components and build a deeper understanding of the game development process and an introduction to concepts in scripting. This online class has optional live sessions. **Prerequisites:** GDMR 110.

COMP 266 Emerging Technologies 3 SH

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

AILR 220 AI for Creativity and Design 3 SH

Generative AI has introduced a new paradigm of AI↵ the co-creator. Top professionals and companies use AI to improve productivity and creativity every day, and in this course, you'll learn the iterative prompting, search, and functional evaluation metrics powering these uses. By the end of this course, you'll integrate AI tools into a variety of creative skill sets, and your own projects, building new avenues for creativity in your career. **Prerequisite:** AILR 110

COMP 271 Computer Information Systems 3 SH

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

COMP 300 Programming Essentials 3 SH

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

GDMR 310 C# Programing 3 SH

C# is a moder, general-purpose, object-oriented programing language with a range of uses, most notably creating desktop applications, web application, web services and building games using the Unity engine. This course is intended to give students a working knowledge of the C#'s programing language and the .NET framework, as well as an understanding of C#'s application to the Unity Game Development Engine.

ALIR 310 AI Ethics 3 SH

Have you ever heard someone say that AI could take over the world? As drastic as that may sound, AI poses substantial ethical risks to businesses, people, and anyone taking advantage of the technology. Therefore, learning the ethical theories and legal frameworks surrounding AI is critical for anyone using AI tools. This course will explore the ethical standards and legal requirements in AI deployment, covering topics such as bias, privacy, and governance. Prerequisite: AI for Everyone, AI for Creativity and Design, and AI for Decision Making.

COMP 331 Networking Essentials 3 SH
Provides an introduction into the technical foundation in computer networking. Covers the aspects of mainframe versus microcomputer networks, client-server strategies, and issues such as throughput and response time. **Prerequisite**: COMP 266 or permission of the instructor.

COMP 335 Systems Analysis and Design 3 SH
This course is a comprehensive introduction to the methodologies and theories involved in system analysis and design. Emphasis is placed on elements of systems development and an appreciation of how to plan, execute and manage a development project using well-known methodologies. The course will introduce you to both traditional and object-oriented development methodologies and tools but will emphasize the use of object-oriented method and a suitable development methodology. Despite the many tools and techniques available, systems analysis and design require many skills, especially in communicating and documenting requirements and designs among stakeholders. This course is designed to shape those skills and to provide extra tools to those who wish to become effective system developers. **Prerequisites**: COMP 266 or permission of the Department Chair.

COMP 338 Introduction to SAS and Data Analysis 3 SH
This course introduces the fundamental concepts of data analysis and SAS analytics applications. Students explore how to use various SAS analytics applications to capture, analyze, and provide output that managers can use in their decision-making process. Business analytics tools provide decision makers access to strategic and consolidated information that spans the enterprise and previously was stored in disparate operational information systems. Students develop methods of overcoming the obstacles in data analysis and data management to support effective, data driven decision making processes.

COMP 342 Big Data Management 3 SH
This course introduces the fundamental concepts of database, data warehousing, and large-scale data management. Students acquire a solid understanding of basic database terminology, method of retrieving data, and the SQL language. In particular, this course introduces students to SAS SQL programing and data retrieval. Upon completion, students obtain knowledge and skills in big data management as well as the technical, analytic, problem-solving skills in application development using database systems.

COMP 345 Business Analytics 3 SH
This course provides an overview of business analytics to solve complex business problems with data-driven solutions. The course introduces the techniques of predictive modeling and analytics in a data-rich business environment. It covers the process of formulating business objectives, data selection, preparation, and partition to successfully design, build, evaluate and implement predictive models for a variety of practical business applications (such as direct marketing, cross selling, customer retention, fraud detection, marketing segmentation). Predictive models such as classification and decision trees, regressions, clustering, association analysis, link analysis, and others will be studied. It is practically oriented with a focus of applying data analytic tools to help companies address business questions such as who is likely to respond to a new advertisement, what customers are most likely to be default on a loan/payment, what transactions are most likely to be fraudulent, and what combinations of products customers are most likely to purchase at the same time. The primary approach will entail 'learning-by-doing' with the use of the state-of-the-art software such as SAS Enterprise Miner®, and a variety of open-source software. **Prerequisites**: COMP 266 or permission of the Department Chair.

COMP 347 Applied Business Analytics – Capstone Project 3 SH
This course introduces a variety of advanced techniques for applied analytics. In this capstone course, students explore a range of big data management topics and techniques to solve student-selected problems that are directly relevant to their interests and passions. This course is open only to students in the Big Data Management certificate program. It integrates learning from the courses in the Big Data Management certificate program and requires the application of that learning to a project which serves as an instrument of evaluation. This course can only be taken after all the other courses in the Big Data Management (BDM) Certificate have been completed. Students should contact a program representative before enrolling in this course. Throughout your program, you will focus on acquiring and proving specific competencies. At program's end, you'll complete the final capstone project that allows you to show off everything you've learned by proposing a solution to a relevant issue in your field. Your mentor can help you select your capstone topic.

COMP 369 Computer Upgrade & Repair 3 SH
This course covers repairing, servicing, and upgrading computers and peripherals for industry certification. Topics

include safety practices, CPU/memory/bus identification, disk subsystem, hardware/software installation/configuration, common device drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications. This course prepares students to understand concepts involved in the programming, networking, and cybersecurity courses required in the major. This course does not satisfy the computer competency requirement for graduation.

COMP 370 Networking Applications I 4 SH
This course introduces the student to computer networking. It covers the first two modules of the Cisco CCNA certification curriculum. In Module I, students are exposed to the OSI model network topologies, IP addressing, and subnet masks, simple routing techniques, and basic switching terminology. In Module II, students learn basic router configuration, router protocols, switching methods, and hub terminology. Upon completion, the student should be able to prepare the initial router configuration files, as well as enable, verify, and configure IP addresses. **Prerequisite**: COMP 331.

COMP 371 Networking Applications II 4 SH
This course is a continuation of Networking Applications I and covers Module III and IV of the Cisco CCNA certification curriculum. In Module III, the student is introduced to advanced router configurations, advanced LAN switching theory and design, VLAN's, and threaded case studies. In Module IV, the student learns WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Upon completion, students should be able to provide solutions to network routing problems, identify ISDN protocols, channels, and function groups, and describe the Spanning Tree protocol. **Prerequisite**: COMP 370.

COMP 372 Network System Manager I 3 SH
This course covers effective network management. Topics include network file system design and security, login scripts and user menus, printing services, e-mail, and backup. Upon completion, students should be able to administer an office network system. **Prerequisite**: COMP 370.

COMP 373 Network Management I 3 SH
This course covers fundamental network administration and system management. Topics include accessing and configuring basic network services, managing directory services, and using network management software. Upon completion, students should be able to apply system administrator skills in developing a network management strategy.

COMP 375 Special Topics in Computer Information Systems 3 SH
Content varies.

COMP 381 Web Page Design and Development 3 SH
Provides skill development related to web page design and development. Topics covered include presentation effectiveness, storyboarding and other pre-design techniques/considerations. Development instruction will consist of exposure to HTML tags and currently available design and development software. This course will benefit CIS majors and minors as well as students from a variety of other academic disciplines. **Prerequisite**: COMP 110 or permission of the Department Chair.

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

COMP 405 Computer Operating Systems 3 SH
Covers topics relevant to operating systems internals such as error and interrupt handling, kernels, and memory management. Examines various memory management schemes such as virtual memory and fixed and dynamic memory partitioning. **Prerequisite**: COMP 331 or permission of the Department Chair.

COMP 411 Network System Manager II 3 SH
This course is a continuation of COMP 372 (Network System Manager I) focusing on advanced network management, configuration, and installation. Emphasis is placed on server configuration files, startup procedures, server protocol

support, memory and performance concepts, and management and maintenance. Upon completion, students should be able to install and upgrade networks and servers for optimal performance. **Prerequisite**: COMP 372.

COMP 412 Network Management II 3 SH

This course is a continuation of COMP 373 focusing on advanced enterprise networks. Topics include directory service tree planning, management distribution and protection, improving network security, auditing the network, printing, networking, and system administration of an Internet node. Upon completion, students should be able to manage client services and network features and optimize network performance. **Prerequisite**: COMP 373.

COMP 415 Application Programming 3 SH

Provides an introduction to the characteristics of object-oriented programming. The course will cover material emphasizing advanced implementation of object-oriented topics, such as: class, object models, encapsulation, overloading, inheritance, and polymorphism. **Prerequisite**: COMP 271, MATH 161 or permission of instructor.

COMP 435 Business Programming 3 SH

This course introduces an object-based/event driven general-purpose language that affords a simplified approach to programming business applications. The emphasis of Visual Basic is on the objects included in the user interface and the events that occur when those objects are used. Topics include business applications design and implementation, creating graphical user interfaces, objects, properties, values, events, object-oriented design concepts, class modules, and database access. **Prerequisite**: MATH 161 or permission of instructor.

COMP 440 Cybersecurity I 3 SH

This course will introduce students to the concepts and best practices of Information Security and under- standing the threats to IT resources. The course will provide lecture, reading material, and virtual labs where students will put into practice what is learned throughout the course. Students will learn networking, Internet Protocols, and routing concepts and behavior, attacks on those protocols, physical security, security policies, attacks on information systems, impact of security on industries, password security, encryption protocols, virtual private networks, covert channels, firewalls, methods of attacks, and basic recovery from an attack. **Prerequisites**: COMP 405, or COMP 331 or COMP 370.

COMP 441 Cybersecurity II 3 SH

This course will introduce students to the concepts and best practices of Information Security and under- standing the threats to IT resources. The course will provide lecture, reading material, and virtual labs where students will put into practice what is learned throughout the course. Students will build on what is learned in Information Security and Assurance I. Students will learn host-based security, network intrusion detection, how viruses and worms work, wireless security, secure network design, web security, how attackers prepare for attacks, detecting network and host attacks, and interpreting various log formats. **Prerequisite**: COMP 440.

COMP 442 Securing Unix Systems 3 SH

This course will introduce students to the best practices of securing Unix systems. The course will provide lecture, reading material, and virtual labs where students will put into practice what is learned throughout the course. Students will learn auditing, backups, user administration, secure server installation and setup, setting up secure services, encryption protocols, virtual private networks, access controls, setting up firewalls, and interpreting server and services logs. **Prerequisites**: COMP 440 and COMP 441.

COMP 443 Securing Windows Systems 3 SH

This course will introduce students to the best practices of securing windows systems. The course will provide lecture, reading material, and virtual labs where students will put into practice what is learned throughout the course. Students will learn auditing, backups, user administration, secure server installation and setup, setting up secure services, encryption protocols, virtual private networks, access controls, setting up firewalls, and interpreting server and service logs. **Prerequisites**: COMP 440 and COMP 441.

COMP 444 Incident Handling 3 SH

This course will introduce students to the best practices of handling security-related incidents on Windows and Unix systems. The course will provide lecture, reading material, and virtual labs where students will put into practice what is learned throughout the course. Students will learn basic and advanced methods of file recovery, creating a toolkit to perform forensic analysis on Windows and Unix systems, understand file systems on Unix/Windows platforms, legal issues in computer forensics, interpreting output of various tools used for forensic investigation. The course will

conclude with students putting all the tools and skills to use by performing an analysis on a compromised Unix and Windows system. **Prerequisites**: COMP 440 and 441, COMP 442, COMP 443.

COMP 445 Advanced Cybersecurity 3 SH
This course will combine all the tools and techniques learned in the core classes to allow the student to create a secure network design and implement what was learned from those classes. The network can be created in a virtual environment or in an organization. **Prerequisites**: COMP 440 and COMP 441, COMP 442, COMP 443.

COMP 455 Web Programming 3 SH
Provides students an introduction into the fastest growing computer infrastructure in the world. Using JAVA programming language, essential topics of Internet programming will be presented. Creating executable content on the web will be the main focus of the class. **Prerequisite**: COMP 331 or permission of instructor.

COMP 500 Computer Information Systems Internship 6 SH
A structured field experience in a profit of nonprofit organization of at least ten weeks duration. Students will be required to work regularly scheduled hours of the office providing the internship. Upon completion, an oral presentation will be required with students and faculty involved. **Prerequisite**: Junior Status or permission of the Department Chair.

COMP 501 Computer Information Systems Internship - I 3 SH
Provides opportunities to apply skills and learn from professionals in CIS and CIS-related fields. This course differs from CIS 500 in that student participation is limited to fewer hours with less responsibility assumed by the student.

COMP 502 Computer Information Systems Internship - II 3 SH
This course allows students to have an internship experience beyond COMP 501. **Prerequisite**: COMP 501.

COMP 510 Application Development Workshop 3 SH
This course puts to practical use all the aspects of computer information systems the student has learned. Student teams are responsible for all phases of analysis, design, and implementation of an actual computer system project. This is a writing intensive course. **Prerequisites**: Senior Standing or permission of the Department Chair.

COMP 556 Internet Programming Using Scripting 3 SH
This course provides experienced programmers and web page designers with the opportunity to combine their skills for effective web pages. This course will utilize scripts for programming for the Internet, with a focus on the Perl language. Other scripting and programming sources will also be covered including Visual BASIC, Java, and XML. **Prerequisites**: MATH 161, COMP 381, and COMP 455.

Cooperative Education

(COED)

The Cooperative Education program provides students with an opportunity to earn both money and elective academic credit while working full- or part-time in a career-related job placement.

COED 301 Cooperative Education 1-6 SH
Career-related, paid work experiences with a Cooperative employer/organization. The job placements are integrated with the student academic curriculum, under faculty supervision. Requirements include a daily work log, Student Term Report, 5 hours of pre-placement seminar, 6 hours of individual or small group faculty-supervised seminars. Part-time and full-time placements are available. Prerequisites: Application to chair of major department, approval of the Vice President for Academic Affairs. Must have sophomore standing and at least a 2.5 GPA. Repeat credit up to 18 hours.

Education

(EDUC, SPED)

Pfeiffer University's Teacher Education Programs have received accreditation through year 2028 under the National Council for Accreditation of Teacher Education (CAEP) standards. CAEP's performance-based accreditation System for teacher preparation ensures that teacher candidates are prepared to make a difference in P-12 student learning. Providers accredited under CAEP standards as well as under the Teacher Education Accreditation Council (TEAC) Quality Principles are now served by a single specialized accreditation System for Educator preparation in the United

States, the Council for the Accreditation of Educator Preparation (CAEP). More than 900 Educator preparation providers (EPPs) participate in the CAEP accreditation System.

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

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

Since 1999, the primary focus of the Pfeiffer Teacher Education Program has been articulated as "Developing Servant Leaders." Consistent with the vision and mission of Pfeiffer University, this concept remains in place as the goal toward which our program strives. The teacher as servant leader helps to set high standards for the learning community in which they serve. Through daily interaction, teachers encourage academic and civic excellence among the students they serve. Moreover, because of their unique position in the community and society, teachers who are both servants and leaders have the ongoing opportunity through their collaborative relationships with school colleagues, parents, and community agency personnel to model advocacy and high standards of ethics on behalf of the students they serve.

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

The conceptual framework of the Pfeiffer Teacher Education Program embodies four domains that specify the areas of a teacher's responsibility. These domains are based on the work of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, 2007) and supported by the work of Rinaldo, et al. (2009). All of the aspects of the conceptual framework are consistent with the North Carolina Professional Teaching Standards, approved by the North Carolina State Board of Education on June 7, 2007. The Education Department's Conceptual Framework was most recently revised in the summer of 2018 and formally reaffirmed on August 6, 2018.

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

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

Dispositions

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

Curriculum Standards

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

Domain 2. Establishing a Respectful Environment

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

Dispositions

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

Curriculum Standards

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

Domain 3. Instructing Effectively

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

Dispositions

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

Curriculum Standards

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

Domain 4. Professional Responsibilities

The teacher is responsible, not only to the students, but also to the entire learning community and to the teaching profession. Therefore, the teacher as servant leader models excellence in support of the school and the profession. Moreover, the teacher has an advocacy role to help assure that settings outside the classroom in which the student participates also promote healthy development.

Dispositions

- The candidate takes initiative.
- The candidate is reliable.
- The candidate maintains professional/appropriate appearance.
- The candidate demonstrates a strong work ethic.

- The candidate addresses issues of concern professionally.
- The candidate maintains professional confidentiality, as appropriate.

Curriculum Standards

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

Education Department Belief Statements

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

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

Teacher Licensure

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

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

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

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

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

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

To complete the Teacher Education Program within a four-year span, teacher candidates must declare the major early, carry at least 15 SH each semester, and keep courses in sequence. After a teacher candidate becomes enrolled at Pfeiffer University, course work taken at any other institution must have the prior approval of the registrar, the Chair of the Education Department and the candidate's advisor. Credit earned in approved transferred courses will

count towards the required 120 SH for graduation.

Admissions Criteria (Licensure Track): Each teacher candidate must provide evidence of successfully accomplishing the following criteria:

Breadth of Knowledge

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

Educator Dispositions

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

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

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

Formal admission into the licensure program MUST occur prior to the last day to add a class in the semester prior to student teaching. After formal admission into the Teacher Education Program (Licensure Track), teacher candidates may continue pursuing the coursework outlined in their major, as long as they maintain a minimum 2.75 GPA, enroll in upper-level Education courses as noted in the course description section, and present appropriate dispositions for Educators.

Admission to Student Teaching (Licensure Track): The teacher candidate must complete a formal application for student teaching by submitting a Student Teaching Application Portfolio. To be eligible for student teaching, candidates must have qualifying scores on State approved licensure exam. After submission, Teacher Education Faculty, and the Teacher Education Board, who makes final approval of all candidates wishing to enroll in student teaching, review the applications and render a final decision on candidacy for student teaching, the teacher candidate will be notified in writing of the decision of the Teacher Education Board. The Department Chair will notify the teacher candidate of his/her placement for student teaching. A special fee of $250 is assessed during the student teaching semester.

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

Reflectivity: Reflectivity is a web-based software System used to facilitate field-based practice by allowing the candidate to record, store, review, share, evaluate, and receive feedback on teaching practice as s/he is working to meet state and University requirements for becoming a professional Educator. There is a $100 enrollment fee (for a multi-year subscription) charged during EDUC 305 or when enrolled in Reflectivity. Candidates continue to collect evidence during key courses and complete requirements within the System. This System will be utilized by candidates in all methods courses related to both the licensure and non-licensure programs of study and will be employed during student teaching by all candidates engaged in the final clinical practice.

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

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

for a teaching license.

Fees: Fees: Each of the student teaching courses requires a special $250 fee to pay the extra costs associated with student teaching. Internship courses for students completing the non-licensure programs require a special $120 fee to pay the extra costs associated with the internship. The alternative clinical experience offered in the Residency Licensure Program requires a $150 fee to pay the extra costs associated with the clinical experience. A laboratory fee of $20 is charged with each of the educational technology courses in the Education Department. Education majors and minors t a one-time cost of $110 (for a multi-year subscription) when they enroll in EDUC 305 or when enrolled in EDUC 679.

Elementary Education

(Kindergarten through Grade Six)

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

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

- Complete at least 120 SH as required by the University,
- Successfully complete prescribed courses in Elementary Education (K-6),
- Earn a grade of C or better in each Education (EDUC) and special Education (SPED) course,
- Earn a grade of C or better in HPED 210,
- Earn a grade of C or better in required support content courses (ENGL, MATH, etc.) courses,
- Complete a portfolio demonstrating mastery of State of North Carolina standards for teacher candidate,
- Pass all licensing examinations required for North Carolina teacher licensure, and
- Earn a qualifying score on the required performance assessment (EdTPA) administered during the student teaching experience.

Elementary Education Major Curriculum - B.A. Elementary Education (licensure 48 SH Minimum)

Professional Core Studies: (19 SH)

EDUC 205G	Introduction to Education	3SH
EDUC 201	The Educator as a Professional	2SH
EDUC 206	Digital Learning Competencies I	1SH
EDUC 305	Lesson and Curriculum Development	3SH
EDUC 306	Learner and Learning I	3SH
EDUC 316	Digital Learning Competencies II	1SH
EDUC 322G	Diversity & Cultural Competency	3SH
SPED 200	Intro to Special Education	3SH
SPED 301	Educational Assessment	3SH

Specialty Studies: (29 SH)

EDUC 215V	Arts and Children*	3SH
EDUC 299L	Children's Literature	3SH
EDUC 323	Primary ELA Methods	4SH
EDUC 325	Intermediate ELA Methods	3SH
EDUC 327	Elementary SS Methods	2SH
EDUC 329	Elementary Science Mthds	2SH
EDUC 331	Elementary Math Mthds	3SH
EDUC 340	Clinical Practicum (Math, Science, Primary ELA)	1-3SH
EDUC 342	Clinical Practicum II (Social Studies, Intermediate ELA)	1-3SH
EDUC 455	Senior Seminar – Elementary	2SH
HPED 210	HPED in Elementary School	3SH
SPED 250	Classroom & Behavior Management	2SH
EDUC 510	Student Teaching – K-6	12SH

Content Studies-Elementary K-6 Licensure: (34 SH)
The following courses meet NCDPI criteria for Elementary K-6 Licensure endorsement. These are additional requirements teacher candidates enrolled in Elementary Education will have to successfully complete in order to ensure competencies are met for licensure. When planning to meet the requirements for Pfeiffer University's General Education program, it is important to meet with your advisor to ensure you are meeting both requirements.

Specific General Education Courses for Education Majors
Writing (3SH)
ENGL 102W College Writing

Literary Study (3SH general Education)
ENGL/EDUC 299L Children's Literature

Historical Perspective (3SH general Education; 3 SH licensure requirement)
1 course selected in consultation with advisor.
HSTY 203 North Carolina History

Global Awareness (3SH)
EDUC 322G Diversity and Cultural Competency

Study in Religion (3SH)
One course

Visual and Performing Arts (3SH)
EDUC 215V Arts and Children

Social and Behavioral Sciences (3SH)
One course

Introduction to Natural Science (4SH general Education)
One course

Mathematics (3SH general Education; 3SH licensure requirement)
2 courses in consultation with advisor

Additional University Requirements: (38SH)
The Pfeiffer Journey (8 SH)
UNIV 125-126 or UNIV 128-129 First Year Seminar
UNIV 275 Second Year Seminar
UNIV 375 Third Year Seminar

Electives (30 SH)
Thirty (30) semester hours of elective coursework

Special Education: General Curriculum (K-12) (licensure)

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

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

- Complete at least 120 SH as required by the University,
- Successfully complete prescribed courses in Special Education (K-12),
- Earn a grade of C or better in each Education (EDUC) and special Education (SPED) course,
- Earn a grade of C or better in required support content courses (ENGL, MATH, etc.) courses,

- Complete a portfolio demonstrating mastery of State of North Carolina standards for teacher candidate,
- Pass all licensing examinations required for North Carolina teacher licensure, and
- Earn a qualifying score on the required performance assessment (EdTPA) administered during the student teaching experience.

Special Education General Curriculum Major Curriculum (licensure 53 SH Minimum)

Professional Core Studies: (19 SH)

EDUC 205G	Introduction to Education	3SH
EDUC 201	The Educator as a Professional	2SH
EDUC 206	Digital Learning Competencies I	1SH
EDUC 305	Lesson and Curriculum Development	3SH
EDUC 306	Learner and Learning I	3SH
EDUC 316	Digital Learning Competencies II	1SH
EDUC 322G	Diversity & Cultural Competency	3SH
SPED 200	Intro to Special Education	3SH
SPED 301	Educational Assessment	3SH

Specialty Studies: (34 SH)

EDUC 320	Reading Methods w and w/o Exceptionalities	4SH
EDUC 425	STEM Methods w and w/o Exceptionalities	4SH
EDUC 433	Secondary Methods	3SH
EDUC 455	Senior Seminar and Field Experience	2SH
SPED 250	Classroom & Behavior Management	2SH
SPED 408	Educational Strategies	3SH
SPED 425	Collaboration & Program Development	3SH
SPED 475	Practicum in Special Education	1SH
EDUC 517	Student Teaching – K-12	12SH

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

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

Specific General Education Courses for Special Education Majors

Writing (3 SH)

ENGL 102W College Writing

Literary Study (3 SH general Education)

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

Historical Perspective (3 SH general Education)

1 course selected in consultation with advisor

Global Awareness (3 SH)

EDUC 322G Diversity and Cultural Competency

Study in Religion (3 SH)

One course

Visual and Performing Arts (3 SH)

EDUC 215V Arts and Children (recommended)

Social and Behavioral Sciences (3 SH)

One course

Introduction to Natural Science (4 SH general Education)

One course

Mathematics (3 SH general Education; 3 SH licensure requirement)
2 courses in consultation with advisor

Additional University Requirements: (36 SH)
The Pfeiffer Journey (8 SH)
UNIV 125-126 or UNIV 128-129 First Year Seminar
UNIV 275 Second Year Seminar
UNIV 375 Third Year Seminar

Electives (28 SH)
Twenty-eight (28) semester hours of elective coursework

Special Education Minor (18 Semester Hours)

Professional Core Studies: (9 SH)

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

Electives: (9 SH)

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

**Other Courses Approved by Advisor

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

Secondary Education (Grades 9-12)

Secondary Education (9-12): Candidates who plan to seek licensure in secondary Education major in the specialty areas of comprehensive science, and mathematics will minor in secondary Education. The minor is comprised of a sequence of professional courses and field experiences that prepare candidates for the acquisition of knowledge and skills necessary to teach in secondary schools. The sequence of courses required in the secondary Education major also is required for licensure in the secondary Education majors of English Education and history major - social studies licensure track.
Licensure for Secondary Education: Teacher candidates who plan to seek secondary licensure (9-12) in the specialty areas of comprehensive science, English/language arts, mathematics, or social studies need to make contact early in their academic careers with Education Department faculty advisors to ensure they are meeting all of the necessary licensure requirements.
Additional Requirements to Licensure Endorsement at the Secondary Level: Teacher candidates working toward licensure at the secondary level (9-12) must meet ALL requirements for admission to the Teacher Education Program and must:

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

Secondary Education (9-12) Major Curriculum (licensure 36 SH Minimum)

Professional Core Studies: (19 SH)

EDUC 205	Introduction to Education	3SH
EDUC 201	The Educational Professional	2SH
EDUC 206	Digital Learning Competencies I	1SH
EDUC 316	Digital Learning Competencies II	1SH
EDUC 306	Learner and Learning I	3SH
EDUC 305	Lesson and Curriculum Development	3SH
EDUC 322G	Diversity & Cultural Competency	3SH
SPED 200	Intro to Special Education	3SH
SPED 301	Educational Assessment	3SH

Specialty Studies: (18 SH)

EDUC 434	Secondary Methods Lab	1SH
EDUC 455	Senior Seminar and Field Experience	2SH
EDUC 516	Student Teaching – Secondary (9-12)	12SH

ONE of the following:

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

Comprehensive Science (9-12)
See the section titled "Comprehensive Science" for program details and requirements for the major.
English Education (9-12)
Refer to Humanities: English with Licensure for program details and requirements for the major.
History Major-Social Studies Track (9-12)
Refer to Humanities: Social Studies with Licensure for program details and requirements for the major.
Health & Physical Education (K-12) - See the section entitled "Health and Physical Education" for program details and requirements for the major.

Educational Studies (non-licensure 45 semester hours)

Professional Core Studies: (30 SH)

EDUC 201	The Educational Professional	2SH
EDUC 205G	Introduction to Education	3SH
EDUC 206	Digital Learning Competencies I	1SH
EDUC 305	Lesson and Curriculum Development	3SH
EDUC 306	Learner and Learning I	3SH
EDUC 316	Digital Learning Competencies II	1SH
EDUC 322G	Diversity & Cultural Competency	3SH
EDUC 521	Internship in Education (non-licensure)	6SH
SPED 200	Intro to Special Education	3SH
SPED 250	Classroom & Behavior Management	2SH
SPED 301	Educational Assessment	3SH

Elective Coursework in the Major: (15 SH)
Select fifteen (15) semester hours of coursework in EDUC, SPED, HPED, or other appropriate fields with advisor approval.

Courses Offered

EDUC 201 The Educational Professional 2 SH
This course is designed to investigate the professional skills and dispositions necessary to maximize success in the education professions. The development of oral and written communication skills used across different settings in the education sector will be explored. Foundational research skills, the use of technology in communication, social media, communication policy, and professionalism within and outside the education arena will be examined. Formal

dispositional evaluation will be undertaken.

EDUC 205G Introduction to Education 3 SH
This seminar and field experience course will focus on helping prospective teachers to under - stand organization, context, and characteristics of the contemporary public school that serves a diverse student population. Structured observation in a public-school classroom with a diverse population will be supplemented with a seminar that focuses on the role of the classroom teacher in the elementary and secondary school, the North Carolina Professional Teaching Standards, and the role of teaching and learning globally. Also, in this course the candidate will initiate the development of a personal teaching and learning philosophy that embraces a servant-leadership perspective. Must take Praxis Core Tests I (reading, writing, and mathematics) unless exempted or already taken to complete this course.

EDUC 206 Digital Learning Competencies I 1 SH
Candidates will learn and implement at a basic level the digital learning competencies. Strategies will include a focus on using technology for professional practice and instruction with a focus on learner engagement through the facilitation of critical thinking, communicating, and problem solving. Skills learned in this course will be applied in subsequent Education courses. **Course Fee**: $20**.**

EDUC 215V Arts and Children 3 SH
This course will explore the arts and provide students with opportunities to implement a more balanced and thorough teaching of visual arts, dance, music, and theater arts for children in the early childhood and intermediate stages. Components and organization of the arts, curricula, pedagogical implications of arts integration, appreciation, exploration, and arts resources and materials will be examined.

EDUC 299L Children's Literature 3 SH
Children's reading interests; significant authors and illustrators; indices to children's literature; bibliographies and aids in the selection of children's books; readings in books for children through the intermediate level. **Cross-listed**: ENGL 299L.

EDUC 305 Lesson & Curriculum Development 3 SH
The focus of this course is on the study of curriculum and its impact on teaching and learning in the classroom as well as instructional strategies for high levels of student engagement and achievement. Teacher candidates will examine and use the formal curriculum and pedagogical implications gleaned from previous coursework and research to develop lesson plans grounded in appropriate theory that are appropriate for learners across the academic spectrum. Unit development will also be explored. **Course fee for Reflectivity: $100**

EDUC 306 The Learner and Learning 3 SH
This course focuses on the common and diverse cognitive, affective, and physical characteristics of the K-12 learner. Candidates will examine theories of learning, motivation, and pedagogy as described by leading psychologists and theories such as Maslow, Piaget, Bronfenbrenner, Kohlberg, and Vygotsky. Prospective teachers demonstrate learning by testing these theories in a process of case-study research. Candidate will learn to use formative and summative assessment to monitor and evaluate student performance. Perspective teachers combine findings to collectively analyze results and engage in problem-solving strategies aligned with instructional planning. This course includes a minimum of 15 hours of field experience. **Prerequisite**: EDUC 205 OR permission by instructor in case of transfer student.

EDUC 316 Digital Learning Competencies II 1 SH
This online course will introduce future teachers to incorporating appropriate digital tools and resources into instruction to serve diverse learners. A classroom-based clinical field experience is required. **Course Fee:** $20**.**

EDUC 320 Reading Methods for Student with and without Exceptionalities 4 SH
This course will equip teacher candidates with the knowledge and understanding of cognitive and linguistic foundations of literacy development in children (early childhood through intermediate), the processes of oral, written, and visual communication, and balanced literacy programming. Phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies will be examined. There will be a special emphasis on working with students across the academic spectrum including students whose first language is not English. Includes a field experience requirement.

EDUC 322G Diversity and Cultural Competency 3 SH
This course is designed to equip students with a broad base of knowledge and skills in order to better understand and

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

EDUC 323 Primary English-Language Arts (ELA) for Students with & without Exceptionalities 4 SH
This course will allow candidates the opportunity to better prepare for teaching reading and writing across the primary grades. During this course, the teacher candidates will be provided the knowledge and understanding of the science of reading for K – 3. Students will examine phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing for primary elementary students. Reading assessment strategies will be explored. Connections will be made within various other subject matters to reading. **Corequisite**: EDUC 340 Clinical Practicum A or B

EDUC 325 Intermediate English-Language Arts (ELA) for Students with & without Exceptionalities 3 SH
This course will allow candidates the opportunity to better prepare for teaching reading, writing, grammar, and speaking/listening in the intermediate levels, across the grade span, to learners with and without exceptionalities. Candidates will be better prepared for implementing a concept-based, developmentally appropriate, and process-oriented communication program, focused on 21st Century learning skills including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills. During this course, the teacher candidates will be provided the knowledge and understanding of the cognitive and linguistic foundations of literacy development with a focus on the intermediate levels, and the content of a research-based ELA program for grades 3-6. The teacher candidates will refine their skills in developing units and lessons by learning to incorporate cross-curricular content and teaching strategies for facilitating reading comprehension in the content area and advanced literacy skills among intermediate-advanced elementary learners. **Corequisite:** EDUC 340: Clinical Practicum A or B

EDUC 327 Social Studies English-Language Arts (ELA) for Students with & without Exceptionalities 2 SH
This course will prepare teacher candidates to implement a concept-based, developmentally appropriate, and process oriented social studies program. The course will focus upon 21st Century learning skills including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills. In addition, candidates will learn to systematically include 21st Century life skills into their pedagogy: including: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility; including activity-based social studies lessons, social studies process skills, and the integration of technology throughout the social studies curriculum. The candidate will learn to use traditional strategies for assessment as well as authentic assessments to measure content knowledge as well as learning and thinking skills, information and technology literacy, and life skills. Lesson plans focusing on financial, economic, business and entrepreneurial literacy or civic literacy will be required. A research paper focusing on a social studies topic that includes history, geography, economics, civics and government, and culture will be written.

EDUC 329 Science Methods for Elementary Students w/ & w/o Exceptionalities 2SH
The Pfeiffer student will develop skills in translating learning and teaching theories into pedagogically sound and effective science and engineering process instruction. Prospective elementary teachers will be prepared to implement a concept-based science and engineering curriculum consistent with research on effective instruction and the NCSCoS. The Pfeiffer student will learn to use authentic assessments to measure content knowledge and thinking skills. The course fosters critical thinking and problem-solving skills, contextual learning skills, creativity skills, and collaboration skills. A 15-hour elementary classroom-based experience is required as a co-requisite via the clinical practicum class. **Prerequisites**: EDUC 306

EDUC 340 AC90 Clinical Practicum (A) for ELA, Math, & Science/Social Studies 1-3 SH
The Pfeiffer student will develop skills in transferring pedagogy and teaching and learning skills taught in methods coursework into the clinical practicum classroom setting. **Corequisite**: EDUC 323, 325, 327 and 329 (ELA, math, and/or science/social studies methods) **Prerequisites**: EDUC 306

EDUC 342 BC90 Clinical Practicum (B) for ELA, and Social Studies 1-3 SH
The Pfeiffer student will develop skills in transferring pedagogy and teaching and learning skills taught in methods coursework into the clinical practicum classroom setting. **Prerequisites**: EDUC 306

EDUC 433 Materials and Methods – Secondary School 3 SH
This course focuses on strategies for curriculum planning, instruction, and assessment in the secondary school with discussion and assignments closely tied to the candidate's content areas. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, and contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs.

EDUC 434 Secondary Methods Laboratory 1 SH
The secondary teacher Education candidate will participate in two hours of simulated teaching and/or critique each week. Also, the candidate will observe, assist, or teach in a high school classroom for one class period each week (minimum of 15 hours). **Corequisite**: EDUC 433, EDUC 436, EDUC 437, EDUC 438, or EDUC 439 OR post-baccalaureate status.

EDUC 436 Science Materials and Methods for Secondary Teachers 3 SH
This course focuses on strategies for curriculum planning, instruction, and assessment in secondary science. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs.

EDUC 437 Social Studies Methods for Secondary Teachers 3 SH
This course focuses on strategies for curriculum planning, instruction, and assessment for the social studies. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs.

EDUC 438 English Methods for Secondary Teachers 3 SH
This course focuses on strategies for curriculum planning, instruction, and assessment in English. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs.

EDUC 439 Mathematics Methods for Secondary Teachers 3 SH
This course focuses on strategies for curriculum planning, instruction, and assessment in secondary mathematics. Candidates will learn to integrate 21st Century content and skills in daily lessons including critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will learn to systematically include in daily lessons content and skills related to leadership, ethics, accountability, adaptability, and personal productivity. They will learn strategies for developing reading comprehension skills in the content area and methods for accommodating exceptional learning needs.

EDUC 455 Senior Seminar and Field Experience 2 SH
During this course, the elementary teacher candidate will engage in clinical practice in a partner elementary classroom, conducting structured observations, assisting the classroom teacher and teaching series of lessons in different formats (whole class, small group, individual). This field experience will be accompanied by weekly seminars. During seminars, the teacher candidate will participate in reflecting on the field experience, incorporating all North Carolina Professional Teaching Standards and Division of Education candidate dispositions.

EDUC 510 Student Teaching K-6 12 SH
Full Time supervised teaching in a nearby cooperating elementary school for a minimum of 16 weeks. Candidates integrate 21st Century learning skills in all pedagogy. 21st Century learning skills include critical thinking and problem-solving, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills. In addition, candidates will systematically include 21st Century life skills into their pedagogy: 21st Century life skills include: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. **Prerequisites**: all core and professional Education courses, AND approval of the Teacher Education Board. **Course Fee:** $250.00.

EDUC 516 Student Teaching 9-12 12 SH
Full-time supervised teaching in the designated subject area, including directed observation - participation experiences in a partner cooperating secondary school for 16 weeks during a semester of the senior year. Orientation, seminars, and conferences are an integral part of the student teaching experience. Candidates will complete a performance assessment as part of the student teaching experience. **Prerequisites**: all core and professional Education courses, AND approval of Teacher Education Board. **Course Fee:** $250.

EDUC 517 Student Teaching K-12 12 SH
Full-time supervised teaching in subject areas, including directed observation - participation experiences in a nearby cooperating secondary school for 15 weeks during a semester of the senior year. Orientation, seminars, and conferences are an integral part of the student teaching experience. **Prerequisites**: all core and professional Education courses, AND approval of Teacher Education Board. **Course Fee:** $250.

EDUC 521 Internship in Education 6 SH
This course is designed for students who have elected not to seek endorsement for NC Educator licensure through the Division of Education. Students will engage in an educational internship in a non-licensure educational setting. The students will demonstrate their content knowledge, pedagogical skills, and professional dispositions in support of the mission and vision of the cooperating placement site. **Prerequisite:** Approval of Teacher Education Board. **Course Fee:** $120**.**

SPED 200 Introduction to Special Education 3 SH
This course focuses on the characteristics of the various special needs designations and prepares a foundation in terms of history, philosophy, and law. It will help in providing a stronger base on which to build the rest of the program content. This course includes 10 hours of field experience.

SPED 250 Classroom & Behavior Management 2 SH
This course addresses the management and intervention strategies for students with special needs in the general and separate classroom settings in elementary and secondary schools. Functional Behavior Assessment and development of the Positive Behavior Plan will be included in this course to equip the special Educator with effective crisis intervention strategies. Teacher candidates are taught to integrate 21st Century learning skills such as critical thinking, problem solving, and collaborative skills to detect early warning signs of problematic behaviors, employ verbal and non-verbal techniques to avoid violent confrontations, and implement safe physical intervention procedures. This course includes 10 hours of field experience.

SPED 301 Assessment of Students 3 SH
This course will introduce students to assessment in its myriad forms. Students will examine diagnostic, formative, summative assessments and how they can be used to impact instruction and performance in children. Norm-referenced and criterion-referenced assessments will also be explored. Students will examine how assessment connects to teaching, learning, research, and reporting.

SPED 408 Educational Strategies for Differentiated Instruction 3 SH
Focus is on specialized methods used for teaching students with special needs across content areas in elementary, middle, and secondary school settings. Candidates will be taught to use contextual learning and information and media literacy skills in the development and delivery of lessons that employ these specialized methods. Additionally, curricula and intervention strategies for the development of cognitive, adaptive, and behavior skills are examined. Includes a community service component. **Prerequisite**: SPED 200 or permission of the instructor.

SPED 475 Practicum in Special Education 1 SH

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

Environmental Studies

(ENSC)

The Environmental Studies Bachelor of Science degree program provides students with a core curriculum that enables students to learn about the global environment, ecological interactions, and the role humans play in these interactions. It also provides students with skills that will help them succeed in environmentally related careers. In addition to this core curriculum, students will select one of four areas in which to concentrate— the Natural World, Human Aspects, Business, or Education. These concentrations are designed such that someone with an understanding and background in environmental concepts and issues will be prepared to pursue careers and/or graduate programs that focus on these different directions. This major is appropriate for students interested in a variety of careers such as environmental consulting, conservation management, environmental policy, law and regulation, environmental justice, urban planning and land use, community health, or environmental education. Graduating students with this major may be suited for careers with environmental or conservation-oriented NGOs, branches of the government such as EPA, NOAA, or the Forest Service, in the energy sector, and with any businesses interested in improving their environmental footprints.

Environment Studies Major Curriculum (48-51 SH)

Required core courses (30 SH)

ENSC 160N	Introduction to Environmental Science	4 SH
BIOL 211	General Biology I	4 SH
BIOL 212	General Biology II	4 SH
ENSC 221G	Exploring Biodiversity	4 SH
ENSC 270	Intro to Geographic Information Systems	4 SH
BIOL 312	General Ecology	4 SH
BIOL 330	Wildlife & Conservation Biology	4 SH
PSYC 222	Statistics and Data Analysis	3 SH

Plus, completion of one of the following concentrations:

Concentration on the Natural World (ENSCN) **20 SH**

Take at least 5 of the following courses:

BIOL 304	Genetics	4 SH
BIOL 300	Microbiology	4 SH
CHEM 211N	General Chemistry I	4 SH
CHEM212	General Chemistry II	4 SH
CHEM 311	Environmental Chemistry	4 SH
MATH 251	Calculus I	4 SH
PHYS 201N	General Physics I	4 SH
PHYS 202	General Physics II	4 SH
STEM 101N	Science of the Heavens & Earth	4 SH

or other approved courses

Concentration on Human Aspects (ENSCH) **18 SH**

Take at least 6 of the following courses:

BMAL 241	Principles of Marketing	3 SH
BMAL 301	Ethics Issues in Leadership	3 SH
BMAL 344	Consumer Behavior	3 SH
COMM 350	Relational Communication	3 SH
COMM 224	Digital Design and Production	3 SH
ECON 200	Survey of Economics	3 SH
PSYC 202S	Introduction to Psychology	3 SH
PSYC 425	Counseling	3 SH

PSYC 225	Social Psychology	3 SH
SOCY 201S	Introduction to Sociology	3 SH

or other approved courses

Concentration on Business (ENSCB) 18 SH

Take at least 6 of the following courses:

ACCT 201	Introduction to Financial Accounting	3 SH
ACCT 202	Managerial Accounting	3 SH
BMAL 201	Principles of Business	3 SH
BMAL 212	Principles of Finance	3 SH
BMAL 241	Principles of Marketing	3 SH
BMAL 261	Principles of Management	3 SH
BMAL 271	Survey of Leadership	3 SH
BMAL 342	Advertising and Sales Promotion	3 SH
BMAL 344	Consumer Behavior	3 SH
BMAL 361	Entrepreneurship	3 SH
COMM 345	Professional Communication	3 SH
ECON 200	Survey of Economics	3 SH

or other approved courses

Concentration on Education (ENSCE) 18 SH

Take at least 18 SH from the following courses:

EDUC 205G	Introduction to Teaching	3 SH
COMM 311S	Intercultural Communication	3 SH
COMM 350	Relational Communication	3 SH
EDUC 201	Educator as a Professional	2 SH
EDUC 305	Lessons and Curricular Development	3 SH
EDUC 306	The Learner and Learning	3 SH
EDUC 322G	Diversity and Cultural Competency	3 SH
EDUC 425	Science Methods	3 SH
HPED 213	Found. of Health, Wellness & Fitness Lead.	3 SH
PSYC 202S	Intro to Psychology	3 SH
PSYC 225	Social Psychology	3 SH
UNIV 114	Experiential Group Leadership	2 SH

or other approved courses

Minor in Environmental Studies (21 Semester Hours)

ENSC 160N	Introduction to Environmental Science	4 SH
ENSC 312	Ecology	4 SH
ENSC 330	Wildlife & Conservation Biology	4 SH

Select 3 courses from these:

ENSC 221N	Exploring Biodiversity	4 SH
ENSC 270	Intro to Geographic Information Systems	4 SH
CHEM 311	Environmental Chemistry	4 SH
BMAL 241	Principles of Marketing	3 SH
BMAL 344	Consumer Behavior	3 SH
CHSV 202	Social Justice Theory & Practice	3 SH
COMM 224	Digital Design and Production	3 SH
COMM 311	Intercultural Communication	3 SH
CRIM 202	Introduction to Criminal Justice	3 SH
ECON 200	Survey of Economics	3 SH
SOCY 201S	Introduction to Sociology	3 SH

Courses Offered

ENSC 160N Introduction to Environmental Science 4 SH

This course explores the root causes of the global environmental quality deterioration: overpopulation, depletion of natural resources, and subsequent pollution. Students will consider differing world viewpoints and development of

possible solutions.

ENSC 162N Introduction to Environmental Science 3 SH
This course explores the global environment and environmental issues such as, overpopulation, energy sources, land development, depletion of natural resources, and pollution. Students will consider differing world viewpoints and development of possible solutions. This course is a combination of lecture and lab activities.

ENSC 221G Exploring Biodiversity 4 SH
In this course, you will explore the great diversity of living organisms on earth, from algae to zebras. You will learn what different kinds of organisms have in common with one another, how they differ, and how their adaptations help them survive. You will study the value of biodiversity and how human activities are creating the current 6th mass extinction. All of this will be within the context of evolutionary biology, ecology, comparative physiology, and biogeography. **Course lab fee**: $50.

ENSC 270 Introduction to Geographic Information Systems 4 SH
This course provides an introduction to GIS including basic principles, cartography, applications of GIS and spatial analyses. There is a large practical component to this course to allow the student to develop proficiencies with GIS software and promote success in a working GIS environment. We will use ESRI's ArcGIS platform and at least one open-source GIS software program. The final project will provide students with the opportunity to use their GIS skills and knowledge to answer a spatial-based question of their choice. **Course lab fee**: $50.

ENSC 312 General Ecology 4 SH
In this course, students will explore the relationships among plants, animals, and their environment. They will gain a better understanding of ecological concepts, species distributions, and how organisms are affected by their environment. **Prerequisites**: Two courses in BIOL or ENSC 162.

ENSC 317 Field Botany 4 SH
This course teaches students how to identify local plants and plant families according to their morphology and phylogenetic relationships. **Prerequisite**: BIOL 212N. **Cross-listed**: ENSC 317

ENSC 330 Wildlife and Conservation Biology 4 SH
In this course, students will learn about the natural history of mammals, birds, reptiles, and amphibians regionally and worldwide. They will learn about the ways through which humans impact wildlife, about conservation management strategies, and ways to reconcile our land uses with those of wildlife. **Prerequisites**: BIOL 211N or ENSC 162

ENSC 340 Reconciliation Ecology 4 SH
Reconciliation ecology recognizes the need of people to use land for various purposes and strives to reconcile those needs while maintaining natural ecosystem services and ecological functions. In this course, you will learn about the goals of reconciliation ecology and the rationale behind it. You will learn how to incorporate more natural ecosystem functions into human-dominated landscapes and participate in the restoration of a degraded area. **Prerequisite**: Two courses in BIOL or ENSC 162; sophomore standing. **Cross-listed**: ENSC 340.

ENSC 398 Special Topics in Environmental Studies 1-4 SH
Content varies.

Ethics Minor

(RAPT)

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

Minor in Ethics - 18 Semester Hours Minimum

Required Core -- 6SH

RAPT	202R	Philosophical and Christian Ethics	3SH
RAPT	226	Ethical Debate (should be taken twice)	
RAPT	430	Ethics Capstone	

Two courses from each of the following 2 areas (12 SH total):

Ethical Theory & Dilemma – 6 SH

ENGL 360	Rhetoric				3SH
RAPT 200R	Philosophy for Theology and Ethics				3SH
RAPT 310	Christianity and Culture				3SH
RAPT 470	Interpreting Bible	3SH	and	PLSC 201S American Government	3SH
PLSC 203G	World Politics				3SH

Professional Ethics – 6 SH

ACCT 407	Accounting Ethics	3SH
BMAL 301	Ethics in Business	3SH
COMM 421	Communication Ethics and Advocacy	3SH
CRIM 220	Ethics in Criminal Justice	3SH
RAPT 298	Special Topics in Ethics	3SH

Note: Course descriptions are under the corresponding programs.

Health and Exercise Science

(EXSC)

The Bachelor of Science in Health & Exercise Science is designed to educate and train future health and exercise professionals, emphasizing experiential, translational, and collaborative learning. Activities and experiences in advanced education, scholarships, and community service will contribute to impactful outcomes and meaningful change. Our mission is to educate, train, and develop future servant leaders that exemplify integrity and expertise. Study focuses on practical experiences, research activities, internships, apprenticeships, and service. We highlight advantages of research-trained faculty, immersive curriculum, and gold standard equipment and laboratories. Anatomy & Physiology, Biomechanics, Body Composition, and Clinical Exercise Science labs provide applied learning opportunities and experiences, expanding on content and practicing hands-on skills. Students work directly with faculty mentors on honors projects, program research, and community service initiatives. We uplift and nurture our students to lead by helping others in need, meeting challenges, and solving problems.

Clinical Exercise Science (CES) majors pursue professional school and clinical careers including Clinical Exercise Physiology, Physical/Occupational Therapy, Physician Assistant, Pre-Med, and/or various Allied-Health professions. CES candidates gain essential knowledge, skills, and abilities (KSAs) in disease management, clinical testing, clinical exercise prescription, clinical exercise programming, and lifestyle interventions. Functional capacity, health-related quality of life, and rural health are emphasized, with the opportunity to complete a minor in Cancer Rehabilitation Studies and join the Cancer Rehab Team via Pfeiffer CARES.

Exercise and Sport Science (ESS) majors pursue exercise and sport careers including fitness & wellness, personal training, strength & conditioning, athletic coaching, and various sport professions. ESS candidates gain KSAs in health and fitness assessment, exercise testing, exercise prescription, fitness training, and sport programming. Physiological adaptations, sport-specific training, and peak performance emphasized, with opportunity to complete minor areas of study (e.g., Psychology, Business, Leadership, Athletic Coaching) and work with Pfeiffer Athletics via the Pfeiffer CLAWS team.

Occupational Therapy Foundations (OTF) Occupational Therapy Foundations provides students with a structured pathway to complete the prerequisite coursework required for admission to Occupational Therapy (OT) graduate programs. Open to students from any major, this minor offers a comprehensive understanding of key concepts in human movement, psychology, and healthcare, preparing students for the academic and professional demands of OT. Through interdisciplinary coursework, students gain foundational knowledge essential for pursuing a career in occupational therapy or related health professions.

Health and Exercise Science Major Curriculum

Students majoring in Health & Exercise Science must complete 120 semester hours (SH) per graduation requirements in the Department of Natural and Health Sciences. Upon declaration of major, students must select at least one area of concentration, Clinical Exercise Science (CES), Exercise & Sport Science (ESS), and Occupational Therapy Foundations (OTF). CES, ESS, OTF majors must complete General Education Requirements (37SH), Major Core Requirements (44SH), and Area of Concentration (15-24SH), and 15 semester hours of student selected electives to fill the remaining 120 SH requirement.

Degree Requirements: (120 SH)

General Education	37 SH
Major Core	44 SH
Area of Concentration	15-24 SH
Electives	24-15 SH

Major Core Requirements: (44 SH)

BIOL 211 General Biology I	4 SH
EXSC 101 Intro to Health & Exercise Science	1 SH
BIOL 265 Human Anatomy and Physiology I	4 SH
BIOL 266 Human Anatomy and Physiology II	4 SH
EXSC 200 Nutrition	3 SH
EXSC 308 Psychology of Sport and Exercise Behavior	3 SH
EXSC 305 Exercise Physiology	4 SH
EXSC 315 Exercise Testing & Prescription	4 SH
EXSC 401 Sport Nutrition	3 SH
EXSC 410 Biomechanics	4 SH
EXSC 411 Strength & Conditioning	4 SH
EXSC 525 HES Internship	3 SH
PSYC 222M Statistics & Data Analysis	3 SH

PLUS Completion of one or more of the following concentrations

Area of Concentration

Concentration in Exercise and Sport Science (EES)

24 SH minimum from the following

EXSC 260	Introduction to Anatomy and Physiology	3SH
EXSC 304	Introduction to Exercise Physiology	3SH
EXSC 398	Special Topics	3SH
EXSC 435	Cardiovascular Physiology	4SH
EXSC 450	Professional Certification	3SH
HPED 241	Teaching and Coaching Team and Individual Sports	3SH
HPED 320	Teaching and Coaching Sport and PA across a lifespan	3SH
HPED 407	Adapted Physical Education	3SH
SMGT 402	Athletic Administration	3SH
SMGT 307	Sport Facilities and Event Management	3SH
PSYC 202	Introduction to Psychology	3SH
PSYC 295	Developmental Psychology	3SH
PSYC 305	Abnormal Psychology	3SH
NURS 302	Medical Terminology	3SH
BIOL 212N	General Biology II	4SH

**Or any other approved BIOL, BMAL, HPED, PSYC, or SMGT course

Clinical Exercise Science (CES)

24 SH minimum from the following

EXSC 260	Introduction to Anatomy and Physiology	3SH
EXSC 398	Special Topics	3SH
EXSC 435	Cardiovascular Physiology	4SH

EXSC 450	Professional Certification	3SH
MATH 161M	College Algebra	3SH
MATH 162	College Trigonometry	3SH
CHEM 211N	General Chemistry I	4SH
CHEM 212	General Chemistry II	4SH
PHYS 201N	General Physics I	4SH
PHYS 202	General Physics II	4SH
PSYC 202	Introduction to Psychology	3SH
PSYC 295	Developmental Psychology	3SH
PSYC 305	Abnormal Psychology	3SH
HPED 407	Adapted Physical Education	3SH
NURS 302	Medical terminology	3SH
BIOL 212N	General Biology II	4SH

** or any other approved BIOL, CHEM, or PSYC course

Occupational Therapy Foundations (OTF)
15 Semester Hours of the following:

SOCY 201S Introduction to Sociology	3SH
PSYC 295 Developmental Psychology	3SH
PSYC 305 Abnormal Psychology	3SH
NURS 302 Medical Terminology	3SH
Any advisor approved RAPT course	3SH

Minor of Study

Minor in Health and Exercise Science (22–23 SH)

Core Courses (19 SH):

BIOL 265	Anatomy & Physiology I	4SH
BIOL 266	Anatomy & Physiology II	4SH
EXSC 200	Nutrition	3SH
EXSC 305	Exercise Physiology	4SH
EXSC 315	Testing & Prescription	4SH

Plus 1 of the following courses:

EXSC 401	Sport Nutrition	3SH
EXSC 308	Psychology of Sport and Exercise Behavior	3SH
EXSC 410	Biomechanics	4SH
EXSC 411	Strength & Conditioning	4SH

Minor in Nutrition (18 SH)

EXSC 200	Nutrition	3SH
EXSC 401	Sport Nutrition	3SH
NDMR 210	Food Economics	3SH
NDMR 220	Food Science	3SH
NDMR 310	Lifecycle Nutrition I	3SH
NDMR 320	Lifecycle Nutrition II	3SH

Occupational Therapy Foundations (26 SH)

BIOL 265	Human Anatomy and Physiology I	4SH
BIOL 266	Human Anatomy and Physiology II	4SH
SOCY 201S	Introduction to Sociology	3SH
PSYC 295	Developmental Psychology	3SH
PSYC 305	Abnormal Psychology	3SH
NURS 302	Medical Terminology	3SH
Any advisor approved RAPT course		3SH
PSYC 222M	Statistics and Data Analysis	3SH

Courses Offered

EXSC 101 Intro to Health & Exercise Science 1 SH
Introduction to various career paths in Health & Exercise Science, including clinical and non-clinical opportunities. Professionals and experts invited as guest speakers.

EXSC 260 Intro to Anatomy & Physiology 3 SH
Introduction to the human body and its functions. Emphasis on structural organization, homeostasis, and control mechanisms of major body systems. **Prerequisite:** BIOL 175 or BIOL 211. **Course Lab Fee:** $25.00.

BIOL 265 Human Anatomy and Physiology I 4 SH
Part I of a two-semester sequence introduction of human body systems, structures, and functions. Focuses on Circulatory, Respiratory, Skeletal, Muscular, and Nervous systems. **Prerequisite:** BIOL 175 or BIOL 211. **Course Lab Fee:** $75.00.

BIOL 266 Human Anatomy and Physiology II 4 SH
Part II of a two-semester sequence introduction of human body systems, structures, and functions. Focuses on Integumentary, Endocrine, Digestive, Lymphatic, Urinary, and Reproductive systems. **Prerequisite**: BIOL 265. **Course Lab Fee:** $75.00.

NDMR 220 Food Science 3 SH
Food Science lives at the intersection of culture, health, and innovation. By understanding the composition of foods, we can determine the best methods for their preparation, and how different cooking and preservation techniques affect food quality, safety, and nutritional value. Learn about food categories, such as the role of lactose and casein in dairy, and the science behind various preparation methods. **Prerequisites:** EXSC 200

NDMR 210 Food Economics 3 SH
Food Economics isn't just about numbers—it's about people. Inequalities in our global food system often mirror the broader disparities in society. By understanding these systems, we can bring about transformative change. This course tackles the essentials: preventing food-borne illnesses, mastering procurement, and ensuring production quality. You'll learn the real-world calculations behind food costs and discover how food systems can save lives.
Prerequisites: EXSC 200

EXSC 200 Nutrition 3 SH
Introduction of nutritional concepts, principles, and applications. Emphasis on healthy nutrition for optimal health via lifestyle nutrition and behavior change. Overview of nutritional analysis and corresponding healthy guidelines & recommendations. Completion of nutritional self-analysis and nutritional plan.

EXSC 308 Psychology of Sport and Exercise Behavior 3 SH
Study of psychological concepts and principles in exercise and sport. Emphasis on exercise behavior, exercise barriers, behavioral theories/models, mental training, and optimal performance.

NDMR 310 Lifecycle Nutrition I 3 SH
From preconception to adolescence, nutrition shapes our health trajectories. This course explores how early choices, like breastfeeding or formula feeding, impact a child's development milestones and potential food allergies. As children grow, we'll examine how dietary needs and relationships with food evolve, especially during adolescence. Learn about the pivotal role of nutrition during early life and how it can mold health and self-perception.
Prerequisites: EXSC 200

NDMR 320 Lifecycle Nutrition II 3 SH
In adulthood, nutritional habits solidify. We'll explore how early adulthood sets foundational food choices, and middle adulthood introduces complexities with work, family, and the onset of chronic diseases. Lastly, we'll explore the challenges faced in geriatric nutrition, including the impacts of polypharmacy. Throughout, a recurring theme will be weight management, emphasizing its role in promoting sustained health and activity.
Prerequisites: NDMR 310

EXSC 304 Introduction to Exercise Physiology 3 SH
Introduction to human physiological processes, adaptations, and applications to exercise and sport. Emphasis on

primary concepts, principles, and theories. **Prerequisite**: EXSC 260 or BIOL 265.

EXSC 305 Exercise Physiology 4 SH
Introduction to human physiological processes, adaptations, and applications to exercise and sport. Emphasis on primary concepts, principles, and theories. **Prerequisite**: EXSC 260 or BIOL 265. **Course Lab Fee:** $50.00.

EXSC 315 Exercise Testing & Prescription 4 SH
Study of ACSM guidelines and recommendations for health screening, risk assessment, fitness testing, exercise prescription, and behavior modification specific to healthy population groups. Emphasis on client engagement, behavioral theories/models, and lifestyle enhancement. **Prerequisite:** EXSC 305. **Course Lab Fee:** $50.00.

EXSC 398 Special Topics in Health & Exercise Science 3 SH
Selected topic in Health & Exercise Science. **Prerequisite:** Advisor and instructor approval.

EXSC 401 Sport Nutrition 3 SH
Applied study of nutritional principles, approaches, and methods for exercise and sport. Emphasis on macronutrients, Bioenergetics, and optimal performance. **Prerequisite:** EXSC 200 and EXSC 305.

EXSC 410 Biomechanics 4 SH
Study of biomechanics of human movement specific to physical activity, exercise, and sport. Emphasis on movement factors, analysis, and training considerations. **Prerequisite**: EXSC 305 and EXSC 315. **Course Lab Fee:** $50.00.

EXSC 411 Strength & Conditioning 4 SH
Practical study of resistance training approaches, methods, and applications. Emphasis on programming recommendations and standards established by the National Strength and Conditioning Association (NSCA) and Certified Strength and Conditioning Specialist (CSCS) certification. **Prerequisite:** EXSC 305 and EXSC 410. **Course Lab Fee:** $50.00.

EXSC 435 Cardiovascular Physiology 4 SH
Advanced study of the cardiovascular system. Emphasizes physiological and mechanical principles. Includes biophysical and cellular physiological processes within normal and disease states. **Prerequisite:** BIOL 265 and BIOL 266. **Course Lab Fee:** $100

EXSC 450 Professional Certification 3 SH
Guided study of required knowledge, skills, and abilities (KSAs) required in obtaining professional certifications in the field. Emphasis on American College of Sports Medicine (ACSM) and National Strength and Conditioning Association (NSCA) certifications. Students encouraged to sit for a certification exam in lieu of HES exit exam. **Prerequisite:** Completion of HES Major Core and Area of Concentration. **Course Lab Fee:** $50.00.

EXSC 525 Health & Exercise Science Internship 3-6 SH
Internship experience in Health and Exercise Sciences. Requirement by concentration, Exercise & Sport Science (ESS, 3 SH) and Clinical Exercise Science (CES, 6 SH). 40 internship hours equal 1 SH. Total completed hours may exceed requirements with advisor recommendation and approval. **Prerequisite**: Advisor and Internship Coordinator approval.

Health and Physical Education

(HPED)

The Health and Physical Education major, leading to a Bachelor of Science degree in North Carolina, is designed to prepare teacher candidates to conduct quality health and physical education programs in K-12 school settings. In addition to coursework health and physical education majors participate in a number of practicum and field experiences culminating in a full semester of student teaching during the senior year. The Teacher Education Program at Pfeiffer University is accredited by the National Council for Accreditation of Teacher Education (CAEP) and approved by the North Carolina Department of Public Instruction (NCDPI) to offer a program for licensure in health and physical education. All courses meet and satisfy competencies and guidelines established by NCDPI.

Basic Physical Education Program

All students may participate in Pfeiffer's Basic Physical Education program, which consists of various physical activity courses. These are available for personal enrichment, as well as to fulfill the graduation requirements. Activity courses carry 1 semester hour course credit and grades are given on a P/NP basis. The maximum amount of credit that counts toward an undergraduate degree is three different activity credits. Students may not repeat courses for credit, but courses may be taken without credit toward graduation. Participation in Pfeiffer University Athletic program does not count toward the undergraduate degrees.

The Health and Physical Education department identifies the following learning objectives based on the offerings of activity courses with the goal that students will:

- Increase their proficiency of skill (through any given activity course) needed to perform a variety of physical activities.
- Increase their understanding and application of life-long health and activity-based programs that promote a healthy lifestyle
- Increase their understanding of concepts, principles, strategies, and tactics that apply to the learning of and performance of motor skills.

Courses that carry 1SH course credit will meet 2 times per week for 8 weeks. There will be courses offered in the 1st 8 weeks and the second 8 weeks. Courses that carry 2SH course credits will meet 2 times per week for the full semester.

ACCOMODATIONS:
Students who need accommodations may receive accommodations and are encouraged to confidentially disclose information to the Center for Student Success through the same channels as they would for an academic accommodation. Where appropriate, instructors will offer modified exercises, skills, teaching styles, or equipment throughout the semester.

ASSESSMENT:
Courses will have a required assessment system, much like non-activity courses (many do already). This system will include a performance-based assessment that is holistically developed across all three learning domains (psychomotor, cognitive, and affective). Examples of assessments are:

- Skills-based testing
- Health-Fitness based testing
- Written assignments
- Quizzes and tests
- Surveys, rating scales, checklists, peer, and self-assessments

Health and Physical Education Curriculum *(with Teacher Licensure) (HPED)*

Core Studies: (33 SH Academic Credits)

EDUC 201	The Educator as a Professional	2SH
EDUC 205G	Introduction to Teaching	3SH
EDUC 206	Digital Learning Competencies I	1SH
EDUC 316	Digital Learning Competencies II	1SH
EDUC 305	Lesson and Curriculum Development	3SH
EDUC 306	Learner and Learning I	3SH
EDUC 322G	Diversity in Education	3SH
SPED 250	Behavior Management for Exceptional Children	2SH
SPED 301	Assessment of Students	3SH
EDUC 517	Student Teaching – Secondary & K-12	12SH

Specialty Studies: (41 SH Academic Credits)

EXSC 260	Introduction to Human Anatomy & Physiology	3SH
EXSC 304	Introduction to Exercise Physiology	3SH
Two (2) 1SH	HPED Activity Courses	2SH
HPED 120	Fitness for Life	2SH
HPED 213	Foundations of Health, Personal Wellness, and Fitness Leadership	3SH
HPED 245	Sport Officiating	2SH

HPED 320	Teaching and Coaching Sport and Physical Activity Across a lifespan	3SH
HPED 241	Teaching & Coaching Team and Individual Sports	3SH
HPED 310	Health Promotion & Life Skills	3SH
HPED 400	Health & Physical Education in Elementary School Lab	1SH
HPED 401	Health & Physical Education in Elementary School K-6	3SH
HPED 402	Health & Physical Education in Secondary School 7-12	4SH
HPED 407	Adapted Physical Education	3SH
SMGT 205	History and Sociology of Sport	3SH
SMGT 307	Sport Facilities and Event Management	3SH

Students must also satisfy requirements for teacher licensure; refer to Secondary Education in the Education section of the catalog.

HPED Non-Licensure Track (HPEDN)

Core Studies: (16SH Academic Credits)

EDUC 205G	Introduction to Teaching	
EDUC 306	Learner and Learning I	3SH
EDUC 322G	Diversity in Education	3SH
SPED 250	Behavior Management for Exceptional Children	2SH
SPED 301	Assessment of Students	3SH
HPED 408	Internship in Athletic Coaching	3SH
HPED 415	Internship in Coaching Administration	2SH

Specialty Studies: (44 SH Academic Credits)

EXSC 260	Introduction to Human Anatomy & Physiology	3SH
EXSC 304	Introduction to Exercise Physiology	3SH
Two (2) 1SH	HPED Activity Courses	2SH
HPED 120	Fitness for Life	2SH
HPED 213	Foundations of Health, Personal Wellness, and Fitness Leadership	3SH
HPED 245	Sport Officiating	2SH
HPED 320	Teaching and Coaching Sport and Physical Activity Across a lifespan	3HS
HPED 241	Teaching & Coaching Team and Individual Sports	3SH
HPED 310	Health Promotion & Life Skills	3SH
HPED 400	Health & Physical Education in Elementary School Lab	1SH
HPED 401	Health & Physical Education in Elementary School K-6	3SH
HPED 402	Health & Physical Education in Secondary School 7-12	4SH
HPED 407	Adapted Physical Education	3SH
SMGT 205	History and Sociology of Sport	3SH
SMGT 307	Sport Facilities and Event Management	3SH
SMGT 402	Athletic Administration	3SH

Suggested Electives:

EXSC 300	Nutrition	3SH
SMGT 201	Principles of Sport Management	3SH
SMGT 281	Leadership in Sport	3SH
PSYC 225	Social Psychology	3SH

Courses Offered

NOTE: Basic Physical Education activity courses may not be repeated for credit and 3hrs may be used towards the 120 semester hours required for graduation (exception is HPED 105). *The frequency of all HPED activity course offerings will be determined by the HPED staff.

HPED 105 Golf *Activity 1 SH

Grip, stance, and components of a good golf swing; rules, etiquette, and problem shots.

HPED 106 Badminton *Activity 1 SH

Skills, rules, strategies for both singles and doubles play.

HPED 108 Jogging *Activity 1 SH

HPED 111 Tennis *Activity 1 SH
Basic skills, strategies, and rules for singles and doubles play.

HPED 112 Intermediate Tennis *Activity 1 SH
Advanced skills and strategies for singles and doubles play. Prerequisite: HPED 111 or permission of the instructor.

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

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

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

HPED 118 Volleyball *Activity 1 SH
Skills, rules, strategies, and formations for the sport of volleyball.

HPED 120 Fitness for Life *2 Activities 2 SH
A health-oriented approach toward developing and maintaining minimum levels of physical fitness for an entire lifetime. Emphasis on cardiovascular and muscular fitness, weight control and diet.

HPED 121 Basketball *Activity 1 SH
Fundamentals of basketball with emphasis on team play.

HPED 128 Racket Sports for Life *Activity 2SH
Racket sports will include units in pickleball, tennis, and badminton. They are individual sports/partner sports that develop movement, skills, and strategies that will help identify the importance of lifetime activity. Teamwork, cooperation, and good sportsmanship behaviors enhance game play resulting in more enjoyable and successful movement experiences for all. Participating in an individual sport will help promote one's overall well-being by improving their overall fitness level.

HPED 130 Beginning Flexibility and Mobility *Activity 1SH
Mobility and stability are fundamental components of our daily movement. In this course you are introduced to the concepts of stretching and mobility and will develop a better understanding of how they affect your posture, health, and daily functions. Increased flexibility enhances physical performance and helps maintain muscle fitness. Through various mobility and flexibility exercises you will increase your range of joint mobility and increase muscular flexibility.

HPED 198 Special Topics in Health and Physical Education 1 SH
Content varies.

HPED 210 Health & Physical Education for Elementary Classroom Teachers 3 SH
Focuses on the importance of health and physical education in the elementary school curriculum; content development in accordance with the Healthful Living curriculum in North Carolina Standard Course of Study; selection and utilization of appropriate instructional materials and methods.

HPED 213 Foundations of Health, Personal Wellness and Fitness Leadership 3 SH
This course is a study of health and wellness needs and problems designed to foster understanding and attitudes needed for the development of life skills and healthy behaviors. This essential foundation course will integrate broad health and wellness concepts with principles of safe and effective activity leadership, knowledge of various types of fitness programs for a variety of populations, and an understanding of basic fitness leadership.

HPED 241 Teaching and Coaching Team and Individual Sports 3 SH

This course provides students with the knowledge and skills necessary to become proficient sport officials in various sports and settings. Students will learn the rules, mechanics, and responsibilities of officiating different sports, with an emphasis on fair play, sportsmanship, and effective game management.

HPED 245 Sport Officiating 2 SH

This course provides students with the knowledge and skills necessary to become proficient sport officials in various sports and settings. Students will learn the rules, mechanics, and responsibilities of officiating different sports, with an emphasis on fair play, sportsmanship, and effective game management.

HPED 310 Health Promotion and Life Skills 3 SH

This course provides a comprehensive study of factors influencing health promotion and life skills including personality, societal and biological factors. This course will emphasize knowledge, skills and concepts necessary for the effective implementation of health education, disease prevention and disease control. Specifically, the course will emphasize prevention through the curriculum, identifying the high -risk student and appropriate referrals in the school system and community. Students will gain experience using technology as a strategic resource related to this topic.

HPED 320 Teaching and Coaching Sport and Physical Activity across a lifespan 3 SH

This course is designed to provide students with comprehensive knowledge and skills in teaching and coaching sport and physical activity across different age groups and stages of life. Students will explore various theories, strategies, and practical techniques for effective instruction and coaching in a wide range of sports and physical activities.

HPED 400 Health and Physical Education in Elementary Schools LAB 1 SH

This lab course will be required of health and physical majors. It will provide the students with practical experience outside of the classroom working with local students planning, teaching and assessing physical education lessons. A minimum of 15 practicum hours will be required and will be scheduled by the instructor.

HPED 401 Health and Physical Education in Elementary Schools (K-6) 3 SH

Curriculum and method of instruction for health and physical education at the elementary level. This class is designed to prepare students to teach health and physical education in grades K-5. This course includes preparation in the knowledge and skills found in the Healthful Living Curriculum of the North Carolina Standard Course of Study. Knowledge of movement education, motor skills, skill analysis, components of health such as mental, emotional, personal and physical health. This course also provides a study of health, safety and physical education needs of elementary children (including content and methodology) and the integration of those needs with the curriculum. This course includes 15 hours of field experience.

HPED 402 Health and Physical Education in Secondary Schools (7-12) 4 SH

This course covers the methods, materials and techniques of teaching health and physical education in secondary school which includes organization and planning of the total 7-12 curriculum and daily programs. Students develop unit plans and examine a variety of approaches for teaching middle and high school health. Strategies for improving reading skills in Health Education will be an integral part of this course. This course includes 15 hours of field experience.

HPED 407 Adapted Physical Education 3 SH

This course will prepare prospective physical education and special education majors to implement a developmentally appropriate physical education curriculum for students with disabilities, consistent with the Healthful Living component of the North Carolina Standard Course of Study. 15 hours of field experiences with exceptional children are included as part of the course.

HPED 408 Internship in Athletic Coaching 3 SH

The student enrolled is required to complete a minimum 120-hour work experience. The internship will be done with an approved mentor either in interscholastic or collegiate athletics. The student will be required to keep a daily reflection of activities and to submit a final paper summarizing the work experience. The mentor coach will also submit a written evaluation at the completion of the internship. The student must be enrolled in SMGT 408 in order to receive credit for experience. Prerequisite: Completion of 21 hours in the Coaching minor prior to taking internship.

HPED 415 Internship in Coaching Administration 2 SH

The internship in coaching administration course provides students with practical, hands-on experience in the field of

coaching administration within sports organizations, teams, or athletic programs. Through this internship, students will gain valuable insights into the administrative aspects of coaching, including program management, athlete development, communication, and leadership. The student is required to complete 100 hours of internship experience for 2SH of academic credit.

HPED 508 Licensure Preparation in Physical Education 1 SH
This focuses on the integration of knowledge from previous coursework to prepare students for their semester of student teaching. Current trends and issues in physical education will also be addressed.

Athletic Coaching Minor

The Athletic Coaching minor is designed to prepare students to coach team and/or individual sports upon graduation. Students majoring in Physical Education, Sports Management, and Secondary Education who want to coach in public schools are encouraged to consider this minor as an option.

Minor in Athletic Coaching 18 Semester Hours
Required Core 12SH

HPED 241	Teaching and Coaching Team and Individual Sports	3 SH
HPED 320	Teaching and Coaching Sport and PA across a Lifespan	3 SH
SMGT 408	Internship in Athletic Coaching	3 SH
SMGT 402	Athletic Administration	3 SH

Plus, select 6 SH from the following courses

EXSC 308	Psychology of Sport and Exercise Behavior	3 SH
EXSC 401	Sport Nutrition	3 SH
SMGT 307	Sport Facilities and Event Management	3 SH
SMGT 205	History and Sociology of Sport	3 SH

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

Humanities

(HUMA)

Humanities Curriculum (36 Semester Hours)

Core Courses (18 SH)

HUMA 215	Connections in the Humanities	3 SH
HUMA 410	Internship in the Humanities	3 SH
HUMA 500	Research in the Humanities	3 SH

Plus additional 9 SH of humanities elective courses at 100 level or above in ART, ENGL, HSTY, RAPT, MUSI.
Courses must not be used for General Education and chosen in consultation with their advisor.

Concentrations (18 SH): Students must complete at least one of the following concentrations

Studies in English: 18 SH of ENGL courses at 200 level or above

Studies in History: 18 SH of HSTY courses at 200 level of above

English Education:

Students seeking licensure in secondary English Education complete the Humanities major with an English Studies concentration and the major in Secondary Education. Humanities majors seeking licensure are advised in both the Humanities and Education programs.

Social Studies Education

Students seeking licensure in secondary Social Studies Education complete the following courses in addition to the Humanities major with an History Studies concentration and the major in Secondary Education. These students are advised in both the Humanities and Education programs.

Required course for Social Studies Licensure (15 SH)

HSTY 103H	U.S. History to 1865	3 SH
HSTY 203	History of North Carolina	3 SH
HSTY 104H	U.S. History since 1865	3 SH
HSTY 204H	African American History	3 SH
HSTY 160H	World History to 1492	3 SH
HSTY 299G	Topics in Global History	3 SH
HSTY 161H	World History since 1492	3 SH

Plus the following courses (16 SH)

STEM 101N	Science of the Heavens & Earth	4 SH
PSYC 202S	Introduction to Psychology	3 SH
ECON 200	Survey of Economics	3 SH
SOCY 201S	Introduction to Sociology	3 SH
PLSC 201S	American Government	3 SH

English Minor (15 SH)

ENGL 214L Introduction to Literary Studies 3SH
Four additional courses in English.

Minor in History (18 SH minimum)

The Minor in History offers students the opportunity to study in depth the History of the United States or World History. This 6-course minor provides both focused content to correspond with student interest and practical development of the research, writing and critical thinking skills necessary to the historian's craft.

Choose 9 SH from the following courses:

HSTY 103H	U.S. History to 1865	3SH
HSTY 203	North Carolina History	3SH
HSTY 104H	U.S. History since 1865	3SH
HSTY 204H	African American History	3SH
HSTY 160H	World Hist. to 1492	3SH
HSTY 299G	Topics in Global Hist.*	3SH
HSTY 161H	World Hist. since 1492	3SH

*HSTY 299G may be taken for additional credit as long as the topics is different.

Additional Courses (9 SH)

Complete three HSTY courses at the 300 level or above. In special circumstances, students may be given permission to use HSTY 429 or HUMA 500 among these selections.

Courses Offered

ENGL 101 Introduction to College Writing 3 SH

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

ENGL 102W College Writing 3 SH

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

ENGL 214L Introduction to Literary Criticism 3 SH

This course provides and introduction to contemporary literary theory, including New Criticism and modern theoretical approaches such as post-colonialism and feminism. Students will gain familiarity with key theoretical terms and concepts through engagement with texts written by prominent literary theorists. Students will also learn how to apply theoretical concepts as a lens through which to interpret fictional and nonfictional works. **Prerequisite**: ENGL 102W

ENGL 220 Introduction to Film and Drama 3 SH
Students in this course will take on the stage and the page first through critically reading contemporary plays, then engaging with those plays on stage, and then, finally, through writing a short play. Film adaptations of plays will also be analyzed, as well as the foundational knowledge of the genre and historical implications. **Prerequisite**: ENGL 102W

ENGL 221L Genre Studies 3 SH
The courses under this course title study the characteristics and/or development of a genre or subgenre. Focuses of this course may be related to specific authors (Maya Angelou, John Green, or so on), or to specific forms of writing (Young Adult Literature, Graphic Novels, Utopian and Dystopian Literature, and so on). Students may take this course multiple times, providing the course topics are different. **Prerequisite:** ENGL 102W

ENGL 241L Short Fiction 3 SH
In this course, students will explore short fiction and its history through exposure to major historical and contemporary texts and their authors, including James Baldwin, Flannery O'Connor, and Jorge Luis Borges. Students will learn the history of short fiction as a genre and learn about its many sub-genres, including flash fiction, hybrid works, and hyperlink fiction. Students will engage in reading and interpreting works of short fiction and even compose their own short works. **Prerequisites:** ENGL102.

ENGL 242L Poetry 3 SH
This course introduces students to poetry across diverse periods and traditions, emphasizing close reading, interpretation, and discussion of form, imagery, rhythm, and sound. Students will analyze how poets convey meaning and emotion within historical and cultural contexts and experiment with writing original poems to develop their own expressive voices. **Prerequisite:** ENGL 102W

ENGL 299L Children's Literature 3 SH
Children's reading interests; significant authors and illustrators; indices to children's literature; bibliographies and aids in the selection of children's books; readings in books for children through the intermediate level. Prerequisite: Permission of the instructor, ENGL 214L and at least six additional hours in ENGL courses at the 300 level. Cross-listed as EDUC 299. **Prerequisite**: ENGL 102W

ENGL 254L The Novel 3 SH
This course explores the novel's evolution from early works to contemporary narratives. Students will study historical and cultural contexts, analyze character, plot, and narrative techniques, and examine evolving themes and literary styles. Writing assignments offer opportunities to experiment with narrative form and engage directly with the genre. **Prerequisite:** ENGL 102W

ENGL 348L Literary Periods 3 SH
This course surveys major literary periods and movements from the Homeric era to the present. Students will analyze key texts within their historical, cultural, and philosophical contexts, exploring how literary forms, styles, and themes evolve in response to social change and how past works continue to shape contemporary literature. **Prerequisite:** ENGL 102W

ENGL 346L Major Authors 3 SH
This course examines influential writers whose works have shaped literature and culture. Students will study authors such as Petrarch, Shakespeare, Austen, Dickens, Kafka, Morrison, and others, exploring their styles, contexts, and innovations. Through analysis and research, students will deepen their understanding of literary influence, authorial voice, and enduring cultural impact. **Prerequisite:** ENGL 102W

ENGL 347L Rhetoric and the Art of Persuasion 3 SH
This course explores rhetoric as the art of persuasion and effective communication. Students will study classical and contemporary theories, analyze written, spoken, and digital texts, and examine how language shapes meaning and influences audiences. Through reading, discussion, and writing, students will craft persuasive arguments and refine

their rhetorical skills across contexts. **Prerequisite:** ENGL 102W

ENGL 319L Topics in Literature 3 SH
This course covers special topics in literary themes and genres such as African American writers, detective fiction, fiction of the American West, Southern writers, and women writers. The course may be taken more than once providing a different topic is offered each time. **Prerequisite**: ENGL 102W

ENGL 334 Editing & Publishing I 3 SH
This course delivers practical experience in publishing through work on The Phoenix, the campus literary journal. Students will solicit and evaluate work for publication, and then will gain practical experience in editing, layout, and production of the journal, as well as publicizing and promoting the finished product. Approval of instructor is required to register. **Prerequisite**: ENGL 102W **Cross-listed**: COMM 334 May be taken more than once for credit.

ENGL 351 Editing and Publishing II 3 SH
This course provides practical experience in literary publishing through work on The Phoenix, the campus literary journal. Students will solicit and evaluate work for publication, and then will gain practical experience in editing, layout and productions of the journal, as well as in publicizing and promoting the finished product. The course includes introduction to the larger literary market, and instruction in preparing creative work for submission and publication. Approval of department head and instruction required to register for credit. Cross listed as COMM 351. May be taken more than once for credit. **Prerequisite**: ENGL 102W

HSTY 103H United States History to 1865 3 SH
Colonial foundations; national origins; constitutional development; territorial and economic expansion; cultural development; civil discord and war.

HSTY 104H United States History since 1865 3 SH
A continuation of HSTY 103H Reconstruction; industrial growth; the rise of progressivism; involvement in world affairs; changing social and economic patterns.

HSTY 160H World History Beginning to 1492 3 SH
In this class, we aim to come to terms with the past from a global perspective. We read diverse source materials from the time period, become familiar with major historical terminologies describing the various moments in time, and practice our skills reading, writing and communicating with evidence about the past.

HSTY 161H World History Since 1492 3 SH
In this class, we aim to come to terms with the past from a global perspective. We read diverse source materials from the time period, become familiar with major historical terminologies describing the various moments in time, and practice our skills reading, writing and communicating with evidence about the past.

HSTY 203 North Carolina History 3 SH
Social, political, and economic development from colonial times to the present. Prerequisite: Declared major or minor in History, Social Studies, or Education.

HSTY 204H African-American History 3 SH
An examination of the African American experience in the United States from 1619 to the present. Slave narratives, the writings of Booker T. Washington, W.E.B. DuBois, and other prominent African Americans, and recent documentaries will bring to life the horrors of slavery and the struggle for equality.

HSTY 299G Topics in Global History 3 SH
This course provides in-depth coverage of a single major theme or event in human history. Students will read differing perspectives on the class topic and practice their critical thinking skills by balancing diverse viewpoints. Topics offered include, but are not limited to: Colonialism and Imperialism, Slavery, Work, Revolution, War, Environment, and Current Events. Students may take this course a maximum of 2 times, provided course topics are different.

HSTY 313 Ancient Greece and Rome 3 SH
A political, social, cultural and economic survey of the Greek and Roman worlds.

HSTY 328 The Medieval World 3 SH

This course explores global developments between the fall of Rome in Europe and the Mongol Conquest. The course is taught through lecture, discussion, and engaged learning activities.

HSTY 330 Nineteenth Century Europe 3 SH

This course explores such topics as the impact of evolution through natural selection on nineteenth thought; the roles played by urbanization, industrialization, and democratization in shaping nineteenth-century Europe; the basic ideas of the great economists of the nineteenth century; the politics of nineteenth-century Europe, particularly of Bismarckian Germany; and the role and position of women in nineteenth-century European society. This course is taught through lecture, discussion, and engaged learning activities.

HSTY 332 Twentieth Century Europe 3 SH

This course explores such topics as the causes of World War I and its impact on the twentieth century; the collapse of democracy and capitalism in much of Europe in the inter-war years; the rise of authoritarianism on both the left and the right; World War II; the Cold War; the collapse of the Soviet Union; and the creation of the European Union. This course is taught through lecture, discussion and engaged learning activities. **Prerequisite:** ENGL 102

HSTY 340 The Civil Rights Movement 3 SH

An in-depth look at the modern Civil Rights Movement with a focus on the years 1954-1968. The course will consider not only the development of the major leaders and organizations that struggled against the Jim Crow system of the American South, but also the local people who supplied the "foot soldiers" of the movement. Attention will also be given to the precursors of the movement as well as the aftereffects that continue to the present.

HSTY 390 Topics in History 3 SH

These one-semester reading, research and discussion courses will be offered at the discretion of the History program faculty or in response to popular demand by students. Course may be repeated as long as the topics are different.

HSTY 405 Civil War and Reconstruction 3 SH

The causes and consequences of the abortive "Southern War for Independence"; social, economic, and political developments in the disunited states during and after the war; problems of racial adjustment; constitutional and political change during reconstruction. A research project is required. **Prerequisites**: ENGL 102, HSTY 103H and 104H or permission of the instructor.

HSTY 419 The American Revolution and Early Republic 3 SH

A study of the causes of the American Revolution, the British North American colonies' War for Independence, the Confederation government, the drafting and implementation of the Constitution, the early presidencies of Washington, Adams, and Jefferson. While much of the course will explore the history of the "Great Men" of the early United States, attention will be given to the social history of this era--namely what has been termed the "unknown" history of the Revolution and Early Republic. The class will consider how the massive change wrought from 1763-1808 influenced the margins of American society. A research paper is required. **Prerequisite:** ENGL 102

HSTY 423 The Vietnam Era 3 SH

A close look at American society during the 1960's and early 1970's with special emphasis on the conduct and consequences of the Vietnam War. Historical readings will be augmented by novels and films. A research project is required. **Prerequisite**: ENGL 102, HSTY 103H and 104H or permission of the instructor.

HSTY 429 Internship in History 3 SH

Designed to provide students applied learning in the field of History. Common experiences include museums, archives, public historical sites, government agencies. Course may be completed in association with local partners or in conjunction with the Capitol Hill Internship Program. **Prerequisite**: permission of the Department Chair in consultation with supervising faculty. May repeat up to a total of 6SH.

HSTY 430 Revolution in the Modern World 3 SH

This course explores revolutionary change since the seventeenth century through both violent and nonviolent conflict, focusing on Europe but exploring other areas of conflict as well. This course is taught through discussion and engaged learning activities. A research project and an oral presentation are required. **Prerequisite**: ENGL 102, HSTY 103H, HSTY 111H, HSTY 112H, HSTY 231G, HSTY 232G, HSTY 235H, or sophomore standing (HSTY 104H recommended).

HSTY 490 Topics in History 3 SH

These one-semester reading, research and discussion courses will be offered at the discretion of the History program faculty or in response to popular demand by students. They include such topical courses as: History of the American South, Immigration and Ethnicity, and Pre-Revolutionary America. Research projects are often required in these courses. Course may be repeated as long as the topics are different.

HUMA 410 Internship in Interdisciplinary Studies 3 SH

This course is designed for student's who is completing the Humanities/Integrated Studies Major, or for the student whose major does not offer an internship, and/or for a student wishing to complete an internship in a field outside of his/her major. This is intended to contribute meaningfully to the overall academic preparation of the student by integrating a student's academic and career interests with productive work experiences. This hands-on experience integrates practical experience with classroom supervision and reflection and allows for exploration of careers not directly related to a student's major. *3 SH requires a minimum of 100 hours of field work for the semester

HUMA 500 Research in Interdisciplinary Studies 3 SH

This course allows students an experience to research a topic in which they are interested, while developing the professional skills of graduate students and scholars in the field of Humanities. The goal of the course is for students to develop a paper that could be published in a peer reviewed journal. The course is scaffolded, so that students are led through the various aspects of research in the Humanities.

Justice and Professional Studies

Previously Criminal Justice
(JUST)

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

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

The Basic Law Enforcement Training (BLET) program allows students who wish to become sworn law enforcement officers the ability to attend the BLET academy and take the state certification exam while completing their 4-year degree. Upon successful completion, students will be eligible to work as a sworn law enforcement officer in NC. Today's graduate with a major in criminal justice may pursue career opportunities in law enforcement, corrections, the courts, forensic science, social services, or private business. For those already employed in the criminal justice field, obtaining the bachelor's degree allows for expanded career opportunities and advancement. The criminal justice major and courses provide graduates a solid foundation for the continuation of lifelong learning as well as graduate or professional schools.

Justice and Professional Studies Major Curriculum

48 Semester Hours Minimum

Core Requirements - 24 Semester Hours

CRIM 202	Introduction to Criminal Justice	CRIM 205	Introduction to Criminology
CRIM 206	Corrections	CRIM 220	Ethics in Criminal Justice
CRIM 240	Law Enforcement Operations	CRIM 311	Criminal Law
CRIM 365	Forensic Evidence	CRIM 520	Senior Seminar in CJ

Interdisciplinary Electives - 24 SH

ACCT 337	Forensic Accounting	COMM 350	Relational Communication
BIOL 211N	General Biology I	COMM 355S	Diversity Issues in a Global Context
BIOL 323	Forensic Science	COMM 360	Organizational Communication

BMAL 251	Business Law I	COMM 414	Conflict Transformation
BMAL 371	Organizational Behavior	COMP 440	Cybersecurity I
COMM 200S	Public Speaking	CRIM 203	Criminal Investigations
COMM 311S	Intercultural Communication	CRIM 204	Juvenile Justice
CRIM 207	Criminal Justice in Society	PLSC 411	Constitutional Law I – Powers
CRIM 222	Criminal Justice Administration	PLSC 412	Constitutional Law II – Rights
CRIM 295	BLET Program & Certification	PSYC 225	Social Psychology
CRIM 313	Disaster Mgmt & Planning	PSYC 305	Abnormal Psychology
CRIM 340	Introduction to Emergency Mgmt	PSYC 295	Developmental Psychology
CRIM 345	Homeland Security	PSYC 425	Counseling
CRIM 425	White Collar Crime Investigation	CRIM 442	Terrorism
PLSC 307	Law and Society	PLSC 205	Intro to National Security Law
PLSC 207	International Terrorism	PLSC 306	Int'l Intelligence & Espionage
SPAN 101G, 102G, 210 or 211 (6 SH)		PSYC 202S	Introduction to Psychology
CRIM 495	Current Topics – may complete two (2) different topics		

Minor in Justice and Professional Studies

24 Semester Hours Minimum

Core Requirements (18 SH)

CRIM 202	Introduction to Criminal Justice	CRIM 220	Ethics in Criminal Justice
CRIM 205	Introduction to Criminology	CRIM 240	Law Enforcement Operations
CRIM 206	Corrections	CRIM 311	Criminal Law

Electives (6 SH)

Any additional courses in criminal justice

PLSC 411	Constitutional Law I	PSYC 305	Abnormal Psychology
PLSC 412	Constitutional Law II	SOCY 204	Social Problems
PSYC 225	Social Psychology	SOCY 450	Race and Ethnic Relations

NOTE: No student will be permitted to earn more than 6 SH for internship hours in the Justice and Professional program.

Courses Offered

CRIM 202 Introduction to Criminal Justice 3 SH

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

CRIM 203 Criminal Investigation 3 SH

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

CRIM 204 Juvenile Justice 3 SH

Studies traditional and contemporary views of juvenile delinquency. Historical development of juvenile law and the juvenile justice system within the context of the criminal justice system. Future trends in juvenile justice are examined.

CRIM 205 Introduction to Criminology 3 SH

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

CRIM 206 Corrections 3 SH

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

utility of prison labor will also be examined.

CRIM 207 Criminal Justice and Society 3 SH
A contemporary and historical study of criminal justice and its relationship with the public, the press and other governmental agencies. Evaluation of law enforcement, judicial and correction problems and practices in society today.

CRIM 220 Ethics in Criminal Justice 3 SH
Potential ethical controversies confronting the criminal justice process and law enforcement agencies. Special attention given to contemporary ethical issues in the administration of justice.

CRIM 222 Criminal Justice Administration 3 SH
An examination of the principals, elements, practices, and procedures of management and administration that are essential to the operation of criminal justice agencies. A specific focus of this course will be practical application of management and administrative techniques in areas of law enforcement, adjudication, institutional and residential corrections. **Prerequisite**: CRIM 202

CRIM 240 Law Enforcement Operations 3 SH
The course will explore the policing subsystems from early stages of development through present day. The course will explore the history of policing and how the evolution of policing has impacted present day policing. The course will also examine police administrative structure, rule of law, police problems and practices, community policing issues, investigation aspects, and special problems and issues within the policing subsystem. **Prerequisite**: CRIM 202

CRIM 295 BLET Program and Certification 19 SH
This course is designed to prepare students with the cognitive and physical skills needed to become a certified law enforcement officer in North Carolina. The BLET course is filled with practical exercises, an extensive ethics section that is woven throughout the training experience, and the most up-to-date law enforcement information available. Students will attain agency sponsorship; attend a 16-week basic law enforcement training (BLET) academy; and upon successful conclusion of the course, take the State Comprehensive Exam. Upon successful completion of the state exam, students will receive their state certification and will be eligible to work as a sworn law enforcement officer in NC. **Prerequisites**: CRIM Major, Senior Status, over 20 years of age, at least 2.5 GPA, and meet all the requirements for acceptance to the BLET program at Stanly Community College. Provisions can be made for students seeking out of state sponsorship and must be discussed with the CJ Advisor prior to enrolling in the course.

CRIM 311 Criminal Law 3 SH
Substantive and procedural law within the state and federal systems with be examined. Emphasis will be on the legal elements of various crimes in North Carolina and the process that a criminal case will go through. Real world case examples will be used to demonstrate the professional applications of legal principles within the criminal justice system. Students will observe court proceedings at the state and/or federal levels.

CRIM 313 Disaster Management & Planning 3 SH
Effective emergency planning is the key to surviving natural and man-made disasters. Risk analysis and the formulation of a comprehensive plan, followed by a vigorous and continuing testing program, are essential elements to surviving an emergency. Topics include threat assessment, risk analysis, formulating a response plan, staffing an emergency operations center, interagency coordination and liaison, managing an actual incident and conducting effective follow-up analysis.

CRIM 340 Introduction to Emergency Management 3 SH
The course explores the fundamental aspects of emergency and disaster management, including threat assessment, risk analysis, plan formulation, staffing, coordination, liaison, incident management, and analysis of the response. The course will make use of various cases to illustrate concepts covered in the course.

CRIM 345 Homeland Security 3 SH
The course examines all levels of entities involved in homeland security, including local, state, and federal levels. The course will also explore the concept of homeland security historically through present time, focusing on the

current homeland security function and organization.

CRIM 365 Forensic Evidence 3 SH

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

CRIM 425 White Collar Crime Investigations 3 SH

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

CRIM 442 Terrorism 3 SH

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

CRIM 495 Special Topics in Criminal Justice 3 SH

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

CRIM 520 Senior Seminar in Criminal Justice 3 SH

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

Interdisciplinary Studies

(IDS)

The Bachelor of Arts in Interdisciplinary Studies offers students the opportunity to design their own unique Pfeiffer experience that will prepare them to engage the world with their own distinct gifts and interests. The 21st century job market will require workers who can think critically, research and interpret diverse sources of information and conflicting claims, engage creative solutions, communicate effectively, and train their focus on what is important. Grounded in disciplines associated with the Humanities, the major will empower students to develop skills that integrate ideas and solutions for personal success, while leading future communities to address challenging problems.

Interdisciplinary Studies: 30 Semester Hours

Art, English, History, Music, or Religion courses at 300 level or above		12 SH
UNIV 375	Seminar (in addition to the General Education requirement)	3 SH
HUMA 410	Internship in Interdisciplinary Studies	3 SH
HUMA 500	Research in Interdisciplinary Studies	3 SH
Electives in any major, 300 level or above, not used for General Education, chosen in consultation with their advisor		9 SH

HUMA 410 Internship in Interdisciplinary Studies 3 SH

This course is designed for student's who is completing the Humanities/Integrated Studies Major, or for the student whose major does not offer an internship, and/or for a student wishing to complete an internship in a field outside of his/her major. This is intended to contribute meaningfully to the overall academic preparation of the student by integrating a student's academic and career interests with productive work experiences. This hands-on experience

integrates practical experience with classroom supervision and reflection and allows for exploration of careers not directly related to a student's major. *3 SH requires a minimum of 100 hours of field work for the semester

HUMA 500 Research in Interdisciplinary Studies 3 SH

This course allows students an experience to research a topic in which they are interested, while developing the professional skills of graduate students and scholars in the field of Humanities. The goal of the course is for students to develop a paper that could be published in a peer reviewed journal. The course is scaffolded, so that students are led through the various aspects of research in the Humanities.

Military Science (ROTC)

(MLSC)

Pfeiffer makes ROTC available to students through the University of North Carolina at Charlotte. The Army ROTC program provides college-trained officers for the U.S. Army, the Army National Guard and the U.S. Army Reserve. ROTC is offered on more than 400 campuses, and at over 600 other schools such as Pfeiffer through cross-enrollment. Enrolled students may compete for three- and two-year full tuition scholarships.

While being a pre-commissioning program, Army ROTC also helps students develop:

- An understanding of the principles of military leadership, management, and organization.
- The ability to communicate effectively, both orally and in writing, in a military environment.
- A general knowledge of the historical development of the U.S. Army and its role in support of national objectives.
- An understanding of military life, including career opportunities and obligations.
- A knowledge of the principles of military science and tactics.

The four-year Army ROTC program is divided into two parts -- the Basic Course and the Advanced Course -- and is open to both men and women.

The Basic Course is usually taken in the freshman and sophomore years. No military commitment is incurred during this time, and students may withdraw at any time through the end of the second year. Subjects studied include management principles; national defense issues; leadership development; and military courtesy, discipline, and customs. Various social and professional enrichment activities are available in conjunction with the Military Science program. Uniforms, necessary textbooks, and materials are furnished without cost to the students. After completing the Basic Course, students who have demonstrated officer potential and meet Army physical standards are eligible to enroll in the Advanced Course.

The Advanced Course is normally taken in the final two years of college. Instruction subjects include leadership development, organization and management, tactics, administration, and military history. A paid six-week Advanced Camp is held during the summer between the junior and senior years. This camp permits cadets to put into practice the principles and theories they have acquired in the classroom. It also exposes them to Army life in a tactical or field environment. All cadets in the Advanced Course receive uniforms, necessary military science textbooks, pay for the Advanced Camp, and a living allowance of up to $1,000 each school year.

The Two-Year Option is designed for students at four-year colleges, such as Pfeiffer, who have not taken Army ROTC during their first two years. Students entering ROTC under this option complete a paid six-week Basic Camp after their sophomore year and enroll in the ROTC Advanced Course in their junior and senior years, provided they meet enrollment requirements. Except for this camp, the requirements for and obligations incurred in the two- and four-year program are the same. Before entering the Advanced Course, students sign a contract that certifies an understanding of the service obligation. This obligation may be fulfilled by serving in various ways, depending on personal preference and the needs of the Army at the time of commissioning. Commissioned graduates may fulfill their service obligation of 8 years by a combination of active and reserve duty or exclusively reserve duty.

Through this cooperative arrangement, Pfeiffer University students may attend UNC-Charlotte for ROTC courses. Hours earned in Military Science courses are applied toward the Pfeiffer degree as elective credits. For further information contact: ROTC Department, University of North Carolina at Charlotte, 704-892-2170

Courses Offered

MLSC 101 Military Science I (Basic) 1 SH

ROTC and the U.S. Army; the mission and organization of the Army; basic leadership and management theories.

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

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

MLSC 202 Military Science II Leadership Laboratory (Basic) 1 SH
Proficiency in basic military skills. Students assume primary leadership roles, and the class functions as a military unit. **Prerequisite**: MLSC 102 or permission of the Department.

MLSC 301 Military Science Ill (Advanced) 3 SH
An introduction to the Advanced ROTC program; military instructional techniques; tactics; operations order format; military organization and management. **Prerequisite**: Basic Course or permission of the Department.

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

MLSC 303 Military Science Ill Advanced Leadership Laboratory 1 SH
Extensive practical work in military skills. Emphasis is on those skills evaluated at ROTC Advanced Camp. Extensive physical conditioning. **Prerequisite**: MLSC 301 or permission of the Department.

MLSC 401 Military Science IV (Advanced) 3 SH
Staff organization and procedures; analysis of the Reserve components; practical application of military briefing techniques; military law. **Prerequisite**: MLSC 302 or permission of the Department.

MLSC 402 Military Science IV Leadership Laboratory (Advanced) 2 SH
Extensive practical work in military planning and instructional techniques. Special emphasis is placed on the development of the applied leadership skills necessary for commissioned officers. **Prerequisite**: MLSC 401 or permission of the Department.

Aerospace Studies (Air Force ROTC)

Classes are taught at UNC-Charlotte. For more information contact AFROTC DET 592 at UNC-Charlotte at (704) 687-4537, or via e-mail at tlagnew@email.uncc.edu.

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

AERO 1101L The Air Force Today 0 SH
Leadership Lab

AERO 1102 The Air Force Today 1 SH
A continuation of AERO 1101 to include a study of organizational structure and missions of the Air Force, life on an active duty base, and the relation of other armed service components to the Air Force mission. **Pre-professional co-requisites:** AERO 1102L.

AERO 1102L The Air Force Today 0 SH
Leadership Lab

AERO 2101 Development of Air Power I 1 SH
Examination of the development of air power from its beginnings through the Cold War emphasizing the evolution of air power concepts and doctrine. An assessment of communication skills is included. **Pre-professional co-requisite:** AERO 2101L.

AERO 2101L Development of Air Power I 0 SH
Leadership Lab

AERO 2102 Development of Air Power II 1 SH
A continuation of AERO 2101 which examines the history of airpower from Vietnam to the present. Oral communication development is a critical element. **Pre-professional co-requisite**: AREO 2102L.

AERO 2102L Development of Air Power II 0 SH
Leadership Lab

AERO 3101 Leadership and Management 3 SH
Study of leadership theory and skills, and the Air Force officer's role as a leader. Includes a study of management skills and their value in the military environment. Emphasis is placed on written and oral communication. **Pre-professional co-requisite:** AERO 3101L

AERO 3101L Leadership and Management 0 SH
Leadership Lab

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

AERO 3102L Defense Administration and Military Management 0 SH
Leadership Lab

AERO 3201 National Security Issues in Contemporary American Society 1 SH
The executive-legislative matrix of our national government is developed and compared with other government systems. Special emphasis on the role of the emerging military leader in implementing national policy decisions, civilian control of the military, and regional security issues. **Pre-professional co-requisite**: AREO 3201L

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

AERO 3202 The Defense Leader: Perspectives on Ethics and Justice 3 SH
Continued development of the fundamentals presented in AERO 3201 with special emphasis on the military as a profession and offer ship. Selected ethical and military justice scenarios are presented and discussed to prepare the student with an adequate intellectual framework for action as a professional military officer. **Pre-professional co-requisite:** AERO 3202L.

AERO 3202L The Defense Leader: Perspectives on Ethics and Justice 0 SH
Leadership Lab

Music, Sacred Music

(MUSI)

Admission to this Program Suspended for 2026-27.

Pfeiffer University is an accredited institutional member of the National Association of Schools of Music (NASM). NASM's accreditation system ensures that music instruction at the university level is of the highest standards. Students will develop musical skills and knowledge to complement their talents and inspiration in order that they may continue to mature and succeed as a musician beyond Pfeiffer.

The curriculum in music presents students with opportunities to perform with a variety of ensembles such as the University Singers, the Concert Band, the Pep Band, the Village Ringers and others. The curriculum includes a variety of courses to assist students in developing a strong base in the core courses of music theory and music history. Students are offered individual instruction in voice, piano, organ, woodwind, brass and percussion.

Many of the activities of the Music Program are open to students majoring in other areas who wish to perform with either vocal or instrumental groups. Most courses are available to non-majors as long as they have completed the prerequisite requirements.

For students who wish to major in music, the Music Program offers a B.A. in Music as well as a professional curriculum in Sacred Music. All music majors can expect to be involved in private lessons, ensembles, theatrical productions, concerts, performance tours, program planning, public relations, interdisciplinary projects, and community outreach and service. Prospective students must audition to be accepted into either the music major or the music minor at Pfeiffer. Pfeiffer University will not award a B.A. in Music and a B.A. in Sacred Music.

Pfeiffer University also offers a Minor in Music. Students minoring in music can expect to participate in many of the same courses, activities, and applied lessons as majors.

Mission
Pfeiffer University's Music Program seeks to be an educational presence and an advocate for the musical arts in the Pfeiffer community. Through quality programs of academic study and musical performance, the Music Program addresses the musical diversity of the population it serves and provides engagement opportunities for persons with varying levels of prior training and experience. 139 Programs ranging from professional degrees to enrichment activities focus on the development of musical knowledge, skills, and appreciation. The curricular and extra-curricular components of the Music Program promote service, leadership, life-long learning, and community outreach.

Philosophy
The Music Faculty seek to honor Pfeiffer's rich musical heritage by sharing the gift of music with our students and the surrounding community. Through ensembles, lessons, and academic courses, we aspire to endow our music students with skills "for a lifetime of achievement, scholarship, and service," while teaching the appreciation of diverse genres of music to all students.

Application to the Music Program
Students wishing to enter Pfeiffer University as music majors should apply to both the Office of Admissions and to the Music Program Coordinator. Admission to the University does not constitute acceptance as a music major, nor does acceptance as a music major admit one to the University.

Auditions
Students seeking admission to the Music Program as majors must audition before the music faculty. The audition should be completed in the year preceding the student's entrance to Pfeiffer. Dates for auditions and application forms may be obtained on the website, by email, or by writing to:

Coordinator, Music Program
Pfeiffer University
PO Box 960 (48380 US Hwy 52N)
Misenheimer, NC 28109

A recorded video audition may be accepted in lieu of an in-person audition, although students are encouraged to audition in person if possible. Students intending to submit an audition by video recording should first contact the Music Coordinator in order to discuss possible platforms for submission. Students with inadequate preparatory work may be conditionally accepted on the basis of the audition. In order to continue as a music major, conditions must be removed by the end of the first year.

Music Placement Tests for Transfer Students
During the week of registration, all transfer students are required to take a number of competency tests in music for placement. The results of these tests are used by the faculty of the Music Program to determine the courses, or segments of courses, each transfer student needs to complete the degree requirements in music at Pfeiffer University. Transfer students should understand that all previously earned credits may not be counted toward their degree requirements. Music majors are required to abide by the rules and regulations as determined by the music faculty in keeping with the standards of the National Association of Schools of Music. All regulations are found in the University Catalog or issued in printed form to each music major. Students who fail to abide by the rules and regulations of the Program will be required to drop the major.

Junior Qualifying Exam

Music majors must pass the Junior Qualifying Examination in order to register for upper division applied music lessons and most upper division courses beyond MUSI 306. This examination is taken at the end of the sophomore year or following the completion of four semesters of applied lessons. During the Junior Qualifying Exam students perform an achievement examination in their performance medium that demonstrates sufficient progress to be admitted to upper division study. Students who wish to continue into the junior level as majors must also pass Musicianship II with a C- or better. In addition, students majoring in Sacred Music must pass at least 3 sections of their piano proficiency in order to pass their Junior Qualifying Exams. Students who do not pass the Junior Qualifying Exam may re-take the exam once in the following semester. Students failing to pass the exam on the second try or failing to meet the above requirements will be required to drop the major.

Transfer students, especially those transferring for their junior or senior year, are not exempt from the Junior Qualifying Exam. Students transferring in two or more years of applied studies from another institution will take the Junior Qualifying Exam at the end of their first semester at Pfeiffer. Upper-level academic music courses may be begun before the successful completion of the Junior Qualifying Examination, but students transferring 3 or more semesters of work (or equivalent) will take the Junior Qualifying Examination at the end of their first semester at Pfeiffer. Students transferring less than 3 semesters of applied music will take the examination at the time normally scheduled—the end of the sophomore year or at the end of four semesters of applied lessons.

Aural Skills Competency

The development of the ability to discern musical pitches, intervals, rhythms and to sight-read any given piece of music is basic to the development of the musician. The program offers four levels of aural skills incorporated into the four levels of Musicianship courses. Students are required to pass Musicianship I with a minimum grade of C- in the first year to continue in the music major.

Piano Proficiency Examination

The Piano Proficiency Examination tests the student's ability to use the piano as a tool within the framework of his/her professional activities. The examination is given the first week of each semester and during each semester's final examination period. The Piano Proficiency Examination consists of the following:

- Play all major and harmonic minor scales at least two octaves, hands together, at a steady tempo, two notes per beat (M.M. — 80-100).
- Play the top three or bottom three lines in a four-part open score with SATB parts. Selections may be prepared in advance, but must be approved or assigned by the Piano Instructor.
- Play hymns. The student must demonstrate the ability to lead a group in hymn singing at the piano. This means choosing and maintaining an appropriate tempo, phrasing musically with correct notes and rhythms.
- Play an accompaniment to a song, solo hymn (with multiple verses and at least four phrases of music per verse), anthem or instrumental piece. The selection must be submitted to the piano instructor at least two weeks before the examination date. The accompaniment is performed with a soloist (vocal or instrumental) at the examination. The student taking the piano exam is responsible for finding a soloist.
- Sight-read a simple piece or accompaniment maintaining a suitable tempo and observing such details as dynamics, phrasing, cadences, rhythms, articulation and pedaling.
- Improvise at sight a simple accompaniment to a given melody using I, IV V7 chords where appropriate. The student is allowed to play through the given melody once in order to plan chord changes, character of melody, phrasing and cadences. Then the student plays the melody providing a tasteful left hand accompaniment.
- Play "Happy Birthday" with the melody in the top voice and harmony in the lower voices. Make sure to use both hands.

Students with sufficient skill may place out of one or more Piano Classes (MUSI 205, 206, 320, 321).

All students in the B.A. in Sacred Music must pass the Piano Proficiency to graduate. Students must not pass the entire Piano Proficiency at once but may pass one or more requirements at a time.

Applied Music

The courses in applied music are designed to fulfill three purposes:

1. To give music majors a concentrated program of study to develop technique, style, musicianship, interpretation and repertoire in one medium of performance.
2. To provide sufficient study to develop basic competency in a second applied area.
3. To provide a performance outlet for the general university student as an elective.

Students usually remain with the same instructor throughout their study. Requests for changes in instructors must be made through the Music Coordinator.

Applied music students wishing to appear as soloists in public performances (wedding, church service, concert, recital, etc.) should secure permission to do so from their applied music instructor.

Applied Music for Music Majors and Minors
All music majors declare an applied music area of concentration not later than the beginning of the second semester of residence. Music minors declare an applied music area of concentration by the end of their second semester of applied music lessons. Selection and/or change of the applied music concentration or applied music teacher is subject to approval by the faculty. Students are not permitted to change their area of concentration or teacher during a semester or after the beginning of the junior year.

Music majors perform on campus as soloists in at least one Program or public recital per semester in their applied music concentration. Performances by first-year students in their first semester are at the discretion of the applied music instructor. First-year students not performing in a Program or public recital during their first semester will perform at least once in a studio class before their colleagues and under the supervision of the applied music teacher. Some instrumental students, in consultation with their applied music instructor, may perform in two chamber ensembles (2-9 performers) during a semester in lieu of a solo performance. In the succeeding semester, however, a solo performance is required.

For students majoring in Music or Sacred Music and for students minoring in music, applied music lessons are co-requisite with registration and participation in large ensembles as follows:

- Voice students (MUSI 118/119 and 318/319) will register for MUSI 101 University Singers
- Instrumental students (MUSI 1481-1796 and MUSI 3481-3786) will also register for MUSI 100 Pfeiffer Wind and Percussion Ensemble.
- Keyboard students (MUSI 128/129, MUSI 138/139, MUSI 328, and MUSI 329) majoring in Sacred Music will register for MUSI 101 University Singers.
- Other keyboard students majoring in music will determine the appropriate large ensemble in consultation with their advisor and their studio teacher.

Students may register for additional ensembles as appropriate. Students may substitute one or more semesters of a different ensemble by appealing to and gaining permission from the entire music faculty.

Students are encouraged to perform both as soloists and in chamber ensembles as often as an acceptable level of performance can be maintained. Music majors are required to register and attend all Recital Attendance classes (MUSI 590) and a minimum of five public concerts, including campus recitals per semester.

Students are encouraged to present a Junior Recital in the applied music concentration. A full-length recital is required in the senior year for students enrolled in B.A. in Sacred Music. Students enrolled in the B.A. in Music are encouraged to present a half-length recital in their senior year

Applied Music for Other Students
General university students may elect to study applied music as the teaching schedule permits. Students who have not previously studied applied music at Pfeiffer are required to audition with the instructor before beginning their course work. Students whose work does not merit continuation of private study may be dropped from the schedule.

Ensembles for Other Students
General university students may elect to participate in an ensemble such as University Singers or the Pfeiffer Wind and Percussion Ensemble. Students who have not previously participated in ensembles at Pfeiffer are required to audition with the director before the beginning of the class. Students whose performance does not merit continuation of participation in the ensemble will be dropped in the following semesters.

Music (B.A.)

(MUSI)

Admission to this Program Suspended for 2026-27.

The B.A. in Music is a liberal arts major that is designed for students who wish to be as versatile in their collegiate experience as possible while still achieving a well-rounded musical experience. The program seeks to build musical knowledge and skills while focusing on the individual interests of each student. The major offers the opportunity to be involved in different ensembles, to explore a variety of musical arenas and to combine their music with majors in other academic areas at Pfeiffer.

Music majors can expect to be involved in private lessons, ensembles, theatrical productions, concerts, performance tours, program planning, public relations, interdisciplinary projects, and community outreach and service. The program is open to students with all levels of musical background, from beginning to advance. Pfeiffer will not award a B.A. in Music and a B.A. in Sacred Music to the same students.

Students enrolled in the B.A. in Music can expect to complete the following curriculum:

Music Major Curriculum –46-48 SH

Foundational Music Knowledge (25-27 SH)

MUSI 211	Musicianship 1				4SH
MUSI 212	Musicianship II				4SH
MUSI 205	Class Piano I				1SH
MUSI 206	Class Piano II				1SH
MUSI 331	Musicianship III				4SH
MUSI 401	Twentieth Century and Beyond: History and Composition				3SH
MUSI 305	Music Literature I				3SH
MUSI 306	Music Literature II				3SH
MUSI 505	Senior Recital and Research	3SH	**OR**	HUMA 500	3SH

Students with an applied music concentration in piano or organ are not required Piano Class I-II (MUSI 205, 206). Students with sufficient piano skills may pass out of Piano Class I-II (MUSI 205, 206) by demonstrating the piano skills coverer to the keyboard faculty during the first week of classes in their first semester at Pfeiffer.

Electives (7 SH)

Students may choose seven or more hours of electives from any course 201 or above. At least 6 SH must be from academic electives. Electives may include upper-level applied lessons.

Applied Music Concentration (8 SH)

Students will study an instrument of their choice (voice, piano, organ, guitar, percussion, flute, clarinet, trumpet, trombone, or otherwise) for at least 8 SH. The series of courses listed as MUSI 118 - MUSI 179 and MUSI 318-378, designate private music lessons. Students must complete 4 SH in their concentration from MUSI 118-179. After passing their Junior Qualifying Exam students must complete at least another 4 SH from MUSI 318-378. All applied lessons may be and will be repeated for credit in order to achieve a concentration. All applied lessons for students working toward the B.A. in Music are corequisite with the appropriate large ensemble. (See *Applied Music for Music Majors and Minors* above.)

For applied music course descriptions, see Applied Music under courses offered.

4 SH from one of the following applied lesson courses:

MUSI 118/119 Voice Lessons (1-hour/30-minute lesson per week)	F;S 1/.05 SH
MUSI 128/129 Piano Lessons (1-hour/30-minute lesson per week)	F;S 1/.05 SH
MUSI 138/139 Organ Lessons (1-hour/30-minute lesson per week)	F;S 1/.05 SH

MUSI 148/149 Woodwind Lessons (1-hour/30-minute lesson per week) by instrument are as follows: F;S 1/.05 SH

MUSI 1481/1491 Flute
MUSI 1482/1492 Oboe
MUSI 1483/1493 Clarinet
MUSI 1484/1495 Bassoon

MUSI 1485/1495 Saxophone

MUSI 158/159 Brass Lessons (1-hour/30-minute lesson per week) by instrument are as follows F;S 1/.05 SH
MUSI 1581/1591 Trumpet
MUSI 1582/1592 French Horn
MUSI 1583/1593 Trombone
MUSI 1584/1594 Euphonium
MUSI 1585/1595 Tuba

MUSI 168/169 Percussion Lessons (1-hour/30-minute lesson per week) F;S 1/.05 SH
MUSI 178/179 String Lessons (1-hour/30-minute lesson per week) by instrument are as follows: F;S 1/.05 SH
MUSI 1784/1794 Double Bass
MUSI 1785/1795 Guitar
MUSI 1786/1796 Electric Bass

4 SHS from one of the following:
MUSI 318 Voice Lessons (1-hour lesson per week) F;S 1 SH
MUSI 328 Piano Lessons (1-hour lesson per week) F;S 1 SH
MUSI 338 Organ Lessons (1-hour lesson per week) F;S 1 SH

MUSI 348 Woodwind Lessons (1-hour lesson per week) by instrument are as follows: F; S 1SH
MUSI 3481 Flute
MUSI 3482 Oboe
MUSI 3483 Clarinet
MUSI 3484 Bassoon
MUSI 3485 Saxophone

MUSI 358 Brass Lessons (1-hour lesson per week) by instrument are as follows: F; S 1 SH
MUSI 3581 Trumpet
MUSI 3582 French Horn
MUSI 3583 Trombone
MUSI 3584 Euphonium
MUSI 3585 Tuba

MUSI 368 Percussion Lessons (1-hour lesson per week) F; S 1 SH

MUSI 378 String Lessons (1-hour lesson per week) by instrument are as follows: 1 SH
MUSI 3784 Double Bass
MUSI 3785 Guitar
MUSI 3786 Electric Bass

Ensembles (6 SH)
Students will participate in at least one large music ensembles (MUSI 100 or MUSI 101) for at least 6 SH, determined by which is most appropriate for their instrument. (See *Applied Music for Music Majors and Minors* above.) All ensembles may be and will be repeated for credit an unlimited number of times. Students may substitute one or more semesters of a different ensemble by appealing to and gaining permission from the entire music faculty. All students registered for applied lessons must register for an appropriate large ensemble.

MUSI 100 Pfeiffer Wind and Percussion Ensemble 1 SH
MUSI 101 University Singers 1SH

Sacred Music (B.A.)

(MUSI)

Admission to this Program Suspended for 2026-27.

The B.A. in Sacred Music is a professional degree for students with a vocational interest in music. While this major focuses on equipping students to work as musicians in churches, many majors choose to continue to graduate school or in careers as performers, composers, music administrators, or private school teachers.

Sacred Music Major Curriculum (68-72 SH)

Foundational Music Knowledge (25-29 SH)

MUSI 211	Musicianship 1	4SH
MUSI 212	Musicianship II	4SH
MUSI 205	Class Piano I	1SH
MUSI 206	Class Piano II	1SH
MUSI 320	Class Piano III	1SH
MUSI 321	Class Piano IV	1SH
MUSI 311	Musicianship III	4SH
MUSI 305	Music Literature I	3SH
MUSI 306	Music Literature II	3SH
MUSI 401	Twentieth Century and Beyond: History and Composition	3SH
MUSI 505	Senior Recital and Research	3SH
OR		
HUMA 410	Research in Interdisciplinary Studies	3SH

One elective for 3 SH selected from:

MUSI 309 Arranging and Orchestration	3SH
MUSI 311 Music Technology	3SH
MUSI 399 Special Topics in Music Theory	3SH

Students with an applied music concentration in piano or organ are not required to take Piano Class I-IV (MUSI 205, 206, 320, 321). Students with sufficient piano skills to pass all or part of the piano proficiency may place out of one or more semesters of the Piano Class I-IV (MUSI 205, 206, 320, 321) by taking the Piano Proficiency during the first week of classes in their first semester at Pfeiffer.

Professional Studies (15 SH):

MUSI 210	Intro to Music Ministry	2SH
MUSI 207	Foreign Language Diction for Singers	3SH
*(Non-voice primary students may substitute 3 SH music elective.)		
MUSI 310	Fundamentals of Conducting	2SH
MUSI 315	Worship and Theology	3SH
MUSI 314	Music and Ministry	3SH
MUSI 410	Advanced Conducting and Rehearsal Techniques	2SH

Concentrations (7 SH) from one of the following: Select: A, B, C, or D.

A. Keyboard Concentration

MUSI 209	Accompanying at the Keyboard	2SH
MUSI 405	Worship Arts in the 21st Century	3SH
MUSI 504	Sacred Music Internship	2SH

B. Children's and Youth Music Concentration

MUSI 405	Worship Arts in the 21st Century	3SH
MUSI 308	Child and Youth Methods	2SH
MUSI 504	Sacred Music Internship	2SH

C. Adult Conducting Concentration

MUSI 307	Vocal and Choral Methods	2SH
MUSI 405	Worship Arts in the 21st Century	3SH
MUSI 504	Sacred Music Internship	2SH

D. Urban Church Concentration

MUSI 102	Gospel Choir – 2 terms –	2SH
MUSI 405	Worship Arts in the 21st Century	3SH
MUSI 504	Sacred Music Internship	2SH

APPLIED MUSIC: 10 SH

Select one primary concentration from the following instruments **(8 SH):**

Voice (4 SH from MUSI 118 and 4 SH from MUSI 318)

Piano (4 SH from MUSI 128 and 4 SH from MUSI 328)
Organ (4 SH from MUSI 138 and 4 SH from MUSI 338)
Guitar (4 SH from MUSI 1785 and 4 SH from MUSI 3785)

Select one secondary concentration from the following instruments **(2 SH):**
Voice (MUSI 118, 119)
Piano (MUSI 128/129)
Organ (MUSI 138/139)
Guitar (MUSI 1785/1795)

ENSEMBLES: 8 SH
Sacred Music majors will participate in University Singers (MUSI 101) for 8SH. All Ensembles may be and will be repeated for credit an unlimited number of times. Students may substitute one or more semesters of a different ensemble by appealing to and gaining permission from the entire music faculty. All Sacred Music majors registered for applied lessons must register for an appropriate large ensemble. (See *Applied Music for Music Majors and Minors* above.)

Minor in Music (24 SH Minimum)

Admission to this Program Suspended for 2026-26.

Foundational Music Knowledge (11SH)

MUSI 211 Musicianship I	4SH			
MUSI 212 Musicianship II	4SH			
MUSI 305 Music Literature I	3SH	**OR**	MUSI 306 Music Literature II	3SH

Supporting Musical Knowledge (3 SH)
Three SH selected from the academic course offerings in Music from level 200 or above.

Applied Music Concentration (4 SH)
Students will study an instrument of their choice (voice, piano, organ, guitar, percussion, flute, clarinet, trumpet, trombone, or otherwise) for 4 SH. All applied lessons for students working toward the music minor are corequisite with the appropriate large ensemble. (See *Applied Music for Music Majors and Minors* above.) Lessons may be and will be repeated for credit in order to achieve a concentration.

Ensembles (8 SH)
Students will participate in a large music ensemble (MUSI 100 or MUSI 101) for 8 SH, determined by which is most appropriate for their instrument. (See *Applied Music for Music Majors and Minors* above.) All ensembles may be and will be repeated for credit an unlimited number of times. Students may substitute one or more semesters of a different ensemble by appealing to and gaining permission from the entire music faculty. All students registered for applied lessons must register for an appropriate large ensemble.

MUSI 100	Pfeiffer Wind and Percussion Ensemble	1SH
MUSI 101	University Singers	1SH

Courses Offered

MUED 310 Music in the Elementary School 3 SH
This course provides the student with an overall understanding of the music education profession in the elementary school. Special emphasis will be on basic teaching strategies, teaching philosophies, and techniques as related to K-6. Prospective teachers will develop an understanding of how a student's musical skills and understanding establish a foundation for continued development of the following areas as they relate to elementary teaching: lesson and unit planning, singing, playing instruments, music listening, moving to music, characteristics of children at various developmental stages, demonstrating knowledge of materials that may be used in planning music activities such as children's reading/literacy, music literacy, music literature, and technology. Fifteen (15) field observation hours are required as well as two (2) teaching experiences.

MUED 320 Instrumental Techniques I (Woodwind) 1 SH
Class instruction of the study of woodwind instruments with emphasis on teaching techniques in heterogeneous groupings.

MUED 321 Instrumental Techniques II (Percussion) 1 SH
Class instruction of the study of percussion instruments with emphasis on teaching techniques in heterogeneous groupings.

MUED 322 Instrumental Techniques III (Brass) 1 SH
Class instruction of the study of brass instruments with emphasis on teaching techniques in heterogeneous groupings.

MUED 323 Instrumental Techniques IV (Strings) 1 SH
Class instruction of the study of string instruments with emphasis on teaching techniques in heterogeneous groupings.

MUED 330 Band Pedagogy 2 SH
This course is designed for music education majors with an interest in teaching band. The course teaches students teach about the varying types of wind-band literature in a historical as well as genre-based context. Course content will also cover the varying difficulty levels of band literature and the criterion for grading difficulty level. Marching band techniques, including drill design, auxiliary united, personal and equipment management are also covered. Observation and practical experiences working with local marching bands and directors.

MUED 400 Music in the School Curriculum 3 SH
This course is designed to provide students with competencies needed for effectively teaching music in grades 6-12 as it explores the relation of music to the total school curriculum. This course provides experiences in synthesizing previously learned competencies and skills, as well as to specifically address lesson/rehearsal planning, overt development of a music program, establish a philosophy of music education, administrative issues surrounding music literature (library creation, budgets, PR, etc.), and demonstrate knowledge of materials that may be used in researching issues concerning music education. Fifteen (15) field observation hours are required as well as two (2) teaching experiences. **Prerequisite**: SPED 200. **Corequisite**: EDUC 306C.

MUSI 100 Pfeiffer Wind and Percussion 0-1 SH
This course is an ensemble of wind and percussion instruments that perform traditional wind band literature, including that published by the most recent composers. The Pfeiffer Wind and Percussion Ensemble performs two concerts a semester, on and off campus. Open to all students by audition. To register for 0SH, students must be registered for 19SH and have the approval of their advisor as well as the ensemble director.

MUSI 101 University Singers 0-1 SH
An ensemble of mixed voices which performs a wide range of sacred and secular repertoire in a variety of classical and contemporary styles. This group performs on and off campus. Open to all students by audition. To register for 0SH, students must be registered for 19SH and have the approval of their advisor as well as the ensemble director.

MUSI 102 Gospel Choir 0-1 SH
A multicultural and interdenominational choral ensemble which primarily performs African-American spirituals and gospel music on and off campus. Open to all students by audition. To register for 0SH, students must be registered for 19SH and have the approval of their advisor as well as the ensemble director.

MUSI 103 Concert Band 0-1 SH
An ensemble of wind and percussion instruments that performs traditional and contemporary repertoire composed and transcribed for concert band. Comprised of students and members of the local community, the band performs concerts on and off campus. Open to all students by audition. To register for 0SH, students must be registered for 19SH and have the approval of their advisor as well as the ensemble director.

MUSI 104 Jazz Ensemble 0-1 SH
A small ensemble of mixed and flexible instrumentation that performs contemporary and traditional jazz, Latin and pop music. This group performs both on and off campus and is open to all students by audition. To register for 0SH, students must be registered for 19SH and have the approval of their advisor as well as the ensemble director.

MUSI 105 Pep Band 0-1 SH
An ensemble of wind and percussion instruments that performs popular tunes and chants at Pfeiffer athletic events. Open to all students by audition. To register for 0SH, students must be registered for 19SH and have the approval of their advisor as well as the ensemble director.

MUSI 106 Praise Band 0-1 SH
A small ensemble of singers and keyboard, guitar, bass and drum players that performs worship music in the Chapel. Open to all students by audition. To register for 0SH, students must be registered for 19SH and have the approval of their advisor as well as the ensemble director.

MUSI 107 The Village Ringers 0-1 SH
An ensemble of English hand bell ringers that performs traditional and non-traditional repertoire on and off campus. Open to all students by audition. To register for 0SH, students must be registered for 19SH and have the approval of their advisor as well as the ensemble director.

MUSI 108 Guitar Ensemble 0-1 SH
An ensemble that performs traditional and contemporary music written or arranged for multiple guitars. Open to all students by audition. To register for 0SH, students must be registered for 19SH and have the approval of their advisor as well as the ensemble director.

MUSI 109 Chamber Music 0-1 SH
A small ensemble of two or more instrumentalists combined to perform chamber repertoire from all periods of music. Open to all students by audition. To register for 0SH, students must be registered for 19SH and have the approval of their advisor as well as the ensemble director.

MUSI 111 Women's Ensemble 0-1 SH
An advanced ensemble of women's voices. By audition only. To register for 0SH, students must be registered for 19SH and have the approval of their advisor as well as the ensemble director.

Applied Music Lessons
The following series of courses, MUSI 118-189, designate private music lessons and carry an instruction fee of $350/half-hour credit: $700/credit hour in addition to the regular tuition. Lessons may be repeated for credit. **All applied music lessons are co-requisite with MUSI 590.**
Note: Non-music majors must audition for all applied music instruction. For students majoring in Music or Sacred Music, and for students minoring in Music, all applied music lessons are corequisite with an appropriate large ensemble. (See Applied Music for Music Majors and Minors above.)

MUSI 118; MUSI 318 Applied Voice (1-hour lesson per week) 1 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 119 Applied Voice (1/2-hour lesson per week) . 50 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 128; MUSI 328 Applied Piano (1-hour lesson per week) 1 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 129 Applied Piano (1/2-hour lesson per week) . 50 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 138; MUSI 338 Applied Organ (1-hour lesson per week) 1 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 139 Applied Organ (1/2-hour lesson per week) .50 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 148; MUSI 348 Applied Woodwind (1-hour lesson per week) 1 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student. Course numbers for 1-hour woodwind lessons by instrument are as follows:

- MUSI 1481/MUSI 3481 Flute
- MUSI 1482/MUSI 3482 Oboe
- MUSI 1483/MUSI 3483 Clarinet
- MUSI 1484/MUSI 3484 Bassoon
- MUSI 1485/MUSI 3485 Saxophone

MUSI 149 Applied Woodwind (1/2-hour lesson per week) .50 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student. Course numbers for 1/2-hour woodwind lessons by instrument are as follows:

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

MUSI 158; MUSI 358 Applied Brass (1-hour lesson per week) 1 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student. Course numbers for 1-hour brass lessons by instrument are as follows:

- MUSI 1581/MUSI 3581Trumpet
- MUSI 1582/ MUSI 3582 French Horn
- MUSI 1583/MUSI 3583 Trombone
- MUSI 1584/MUSI 3584 Euphonium
- MUSI 1585/MUSI 3585 Tuba

MUSI 159 Applied Brass (1/2-hour lesson per week) .50 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student. Course numbers for 1/2-hour brass lessons by instrument are as follows:

- MUSI 1591 Trumpet
- MUSI 1592 French Horn
- MUSI 1593 Trombone
- MUSI 1594 Euphonium
- MUSI 1595 Tuba

MUSI 168; MUSI 368 Applied Percussion (1-hour lesson per week) 1 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 169 Applied Percussion (1/2-hour lesson per week) .50 SH
Individual instruction to develop proper technique, sound, tone production, intonation, rhythm, repertoire and musical expression. Repertoire of all styles and periods is selected by the instructor as determined by the ability of the student.

MUSI 178; MUSI 378 Applied Strings (1-hour lesson per week) 1 SH

- MUSI 1784; MUSI 3784 Double Bass
- MUSI 1785; MUSI 3785 Guitar
- MUSI 1786; MUSI 3786 Electric Bass

MUSI 179 Applied Strings (1/2-hour lesson per week) .50 SH

- MUSI 1794 Double Bass
- MUSI 1795 Guitar
- MUSI 1796 Electric Bass

MUSI 120V Introduction to Music 3 SH

Introduction to music history and practice with an introduction to basic notation and sight reading, and a focus on musical styles, music vocabulary, and hearing and comprehending music. No previous study of music is required. Open to all students.

MUSI 121V Fundamentals of Music 3 SH

Introduction and integration of the basic elements of music, scales, intervals, key signatures, triads and rhythmic notation with the practical skills of sight singing, rhythmic reading, keyboard harmony and dictation. Both the theoretical and the practical portion must be passed individually in order to receive a passing grade. This course is open to all students.

MUSI 125V Blues to Beyoncé: A History of Rock Music 3 SH

From its earliest beginnings to the present day, this course surveys the inception, evolution, and development of Rock music in America and abroad. In addition to in-depth studies of Rock music and artists who created it, students will examine the sociological, political, historical, and economic conditions which influence its development. Open to all students.

MUSI 130 Beginning Guitar 3 SH

Introduction to the history and culture of the guitar with a focus on playing basic cords and beginning repertory. Students will learn basic musical notation and sight reading. More advanced students can pursue lessons or join the guitar ensemble. Open to all students. Limited guitars available for loan.

MUSI 135V Ragtime, Bebop, Blues and Cool: The Jazz Tradition in America 3 SH

Jazz is sometimes regarded as America's classical music. Its incomparable blend of blues, popular song, Latin rhythms and characteristics use of improvisation has markedly made jazz one of America's most electric genres. This course examines the major periods of jazz and the role it played in shaping our socio-cultural identity. Open to all students.

MUSI 200 World Music 3 SH

Study of folk, regional, and non-western musical traditions in a global context. Open to all students.

MUSI 205 Class Piano I 1 SH

Fundamentals of piano technique. Study of simple repertoire for beginners; major and minor scales; tonic and dominant-seventh chords; basic progressions in major and minor keys; sight-reading; transposition; and accompanying.

MUSI 206 Class Piano II 1 SH

More advanced technique and repertoire. Study of major and minor scales; progressions in major and minor keys; introduction to figured bass; sight-reading; transposition; and accompanying. Prerequisite: MUSI 205, Class Piano I or permission of instructor.

MUSI 207 English, Italian, French, and German Diction 3 SH

Introduction to the rules of singing English, Italian, French, and German through the use of the International Phonetic Alphabet (IPA) with oral and written drill.

MUSI 209 Accompanying at the Keyboard 2 SH

Development of accompanying techniques essential to the professional keyboard specialist. Arranging and transcription from piano reductions and orchestral scores; standard choral/organ literature. Leading congregational song; appropriate methods of instrumental registration.

MUSI 210 Intro to Music Ministry 2 SH
An introduction to the vocational needs, professional relationships, administration styles and teaching roles of the church musician. In addition to an overview of professional standards, emphasis will also be placed on music engraving skills, budgeting, recruitment, endowments, and fundraising.

MUSI 211 Musicianship I 4 SH
Musicianship 1 is the first of four semesters of the music theory sequence with its accompanying aural skills lab. This course explores the fundamental aspects of melody and harmony in detail. Emphases are placed on rhythm and meter, notation, tonality, triads, composition and analysis, two-, three-and four-voice writing, and functional harmony through dominant seventh chords. These topics are supported by an aural skills lab that sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Use of programmed computer instruction in a lab setting to drill these skills. **Prerequisite**(s): MUSI 121 or passing a placement test or permission of Music Faculty.

MUSI 212 Musicianship II 4 SH
Musicianship II is the second of four semesters of the music theory sequence with its complementary aural skills lab. Topics to be covered will include: continuation of part-writing, non-chord tones, common-practice harmonic function, phrase and cadence structure, sequences, and secondary dominants. Students will continue to use appropriate technologies for the study of music theory. Corresponding aural skills will be practiced in the lab, including learning proficient demonstration of the recognition of these constructs through pitch and rhythmic dictation, sight-singing, performance, composition, and improvisation. Students will also continue to use computer-assisted instruction in the study of aural skills. **Prerequisite**(s): minimum "C-" grade in MUSI 211, Musicianship I.

MUSI 299V Topics in Music 3 SH
Content varies.

MUSI 331 Musicianship III 4 SH
Musicianship III is the third of four semesters of the music theory sequence. Topics to be covered will include: a review of secondary dominants and leading-tone chords, phrase rhythm and motivic analysis, modulations by common chord, other modulatory techniques, mode mixture, the intensification of the predominant with Neapolitan and augmented sixth chords, enharmonic spellings and modulations, further elements of the harmonic vocabulary, and a brief introduction to the analysis of musical form. Students will continue to use appropriate technologies for the study of music theory. Lab study includes aural recognition of these constructs as practiced in class and aided by computer-assisted instruction. **Prerequisite**(s): minimum "C-" grade in MUSI 212, Musicianship II.

MUSI 305 Music Literature I 3 SH
Exploration of the history and literature of music, with emphasis on development of standard musical forms and practice to the end of the Baroque Period. Students will gain critical thinking skills by answering written discussion questions about pertinent material and by writing a significant research paper. **Prerequisite**: ENGL 102W

MUSI 306 Music Literature II 3 SH
Exploration of the history and literature of music, with emphasis on development of standard musical forms and practice since the end of the Baroque Period. Students will gain critical thinking skills by answering written discussion questions about pertinent material and by writing a significant research paper. **Prerequisite**: ENGL 102W

MUSI 307 Vocal and Choral Methods 2 SH
Study of vocal pedagogy for high school students and adults.

MUSI 308 Children and Youth Choir Methods 2 SH
Introduction to repertoire, rehearsal techniques and vocal pedagogy of the junior-age voice (grades 4-6). Students gain experience using a demonstration choir.

MUSI 309 Arranging and Orchestration 3 SH
Ranges, acoustical properties, practical usage and history of string, woodwind, brass and percussion instruments in groupings from small ensembles to full symphony orchestra.

MUSI 310 Fundamentals of Conducting 2 SH
Introduction to basic techniques of conducting, including beat patterns, phrasing, achieving balance, basic score preparation and analysis, and rehearsal techniques. **Prerequisite**: Permission of instructor.

MUSI 311 Music Technology 3 SH
A study of the impact of technology on the creation, performance, consumption and globalization of music. The course will include hands-on application of contemporary music technologies.

MUSI 314 Music and Ministry 3 SH
Music in the history of Christianity and the Christian liturgy and applied in contemporary worship practices. Open to all students.

MUSI 315 Worship and Theology 3 SH
A study of the content, theology, and history of the Old and New Testament narratives that the church recounts and celebrates in its liturgical year.

MUSI 320 Class Piano III 1 SH
Continuation of the skills learned in MUSI 206, including more advanced technique and repertoire. Study of major, minor, augmented, and diminished chords and arpeggios; major-minor and diminished 7th chords and arpeggios; all major and minor scales; simple harmonization in major and minor keys; sight-reading; transposition. **Prerequisite**: MUSI 206, Class Piano II or permission of instructor.

MUSI 321 Class Piano IV 1 SH
Continuation of the skills learned in MUSI 206, including more advanced technique and repertoire. Study of major, minor, augmented, and diminished chords and arpeggios and their inversion; all major and minor scales at least two octaves in eight note at quarter note= M.M. 100; harmonization in major and minor key; sight-reading; transportation. **Prerequisite**: MUSI 207, Class Piano III or permission of instructor.

MUSI 399 Special Topics 1-3 SH
Special topics such as Musical Theater, Women in Music, or Wind Ensemble Literature may be offered as needed and according to the interest of the student and faculty.

MUSI 401 Twentieth Century and Beyond: History and Composition 3 SH
Compositional techniques and analysis of musical styles since 1990. Topics to be covered will include new approaches to tonal or centric writing, no-serial atonal music, twelve-tone music, neoclassicism, post- 1945 serialism, expansion of approaches to rhythm, aleatory music, sound mass, post- modernism and the use of quotation, minimums, and present directions in compositional practice. **Prerequisite**(s): minimum "C-"grade in MUSI 331 Musicianship III, or by permission of the instructor.

MUSI 405 Worship Arts in the 21st Century 3 SH
This course will explore the current status and evolution of the worship arts culture within contemporary Christendom.

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

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

MUSI 504 Sacred Music Internship 2 SH
A practical program in which students take responsibility for the music program of a local church or work as an intern in an assigned affiliate church. Under faculty supervision, students exercise the skills and concepts learned in the classroom. Enrolled students also meet weekly with faculty supervisor. Sacred music majors must take two consecutive semesters, normally in the senior year. **Prerequisite**(s): MUSI 310, senior status and permission of the faculty.

MUSI 505 Senior Recital and Research 3 SH

Presentation of a full-length recital in the applied music concentration. Students prepare at least a 15-page paper on the music to be performed. Students write program notes for the recital performance as well as a press release. The paper and program notes must be completed and approved by the instructor and the applied teacher two weeks prior to the date of the student's recital hearing. The recital will be performed within two weeks after successful completion of the recital hearing. Students will also complete a performance and employment application portfolio. **Prerequisites**: Senior standing and permission of the applied instructor. **Co-requisite**: Applied music at the senior level.

MUSI 590 Recital Attendance 0 SH

A one-hour meeting every week for all music students. Classes include opportunities to perform, lectures pertinent to all music students, and attendance and performance at campus concerts, recitals, and music lectures. Taken concurrently with each semester of applied music.

Nursing

(NURS)

The Department of Nursing offers an undergraduate program leading to the Bachelor of Science in Nursing (B.S.N.) degree. The Pre-Licensure BSN program is fully approved by the North Carolina Board of Nursing and is nationally accredited by the Commission on Collegiate Nursing Education (CCNE). It is open to all high school graduates and college students who wish to pursue a nursing major. A bachelor's degree with a major in nursing at Pfeiffer University requires a total of 120 semester credit hours of study. Admission to Pfeiffer University does not guarantee admission to the nursing major; however, guaranteed admission can be conditionally granted to selected students according to the Department of Nursing Guaranteed Admission policy. Successful completion of the nursing program does not mean automatic licensure as a Registered Nurse. Graduates of the program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse. Graduates are prepared to provide care in and across all environments as a generalist nurse.

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

Mission, Purposes, Outcomes

The nursing program functions within the framework of the purposes and values consistent with the philosophy of Pfeiffer University and embraces the Christian values of human dignity, integrity, and service to become servant leaders and lifelong learners. Pfeiffer University's nursing curriculum is based on the Caring theoretical perspective. The concept of Caring directs teaching methodologies, student learning activities, teacher-student interactions and the climate of the program. The curriculum framework incorporates values and concepts adapted from the Essentials of Baccalaureate Nursing (2021). A solid educational foundation in the university setting provides the distinguishing cornerstone for the study and practice of professional nursing and prepares the graduate for professional development, service to others, and lifelong learning.

The Bachelor of Science in Nursing Program prepares graduates to:

1. Integrate **evidence-based knowledge** for nursing practice from theories, sciences, and liberal arts education
2. Apply caring principles and concepts with cultural humility into the holistic, **person-centered care** of diverse individuals, families, groups, and communities across the lifespan
3. Provide **comprehensive care** to promote, restore, and maintain the maximum health potential of individuals, families, groups, and communities across the continuum while promoting health equity
4. Promote transformational nursing through **advancing nursing knowledge** to foster positive health outcomes
5. Demonstrate clinical judgment in autonomous decision-making and effective therapeutic communication to promote **quality improvement and patient safety**
6. Facilitate therapeutic, caring, and interprofessional **collaborative relationships** with clients and members of interdisciplinary health teams
7. Incorporate knowledge, patient education, and innovation to **coordinate care** in a complex healthcare

system

8. Integrate nursing **informatics and emerging technologies** with health policies in providing care to clients while improving health literacy
9. Adhere to professional values, including ethical, moral, and legal standards of healthcare to promote advocacy, collaboration, and social justice
10. Assume accountability and responsibility for **personal and professional growth** through leadership activities, continuous reflection, and lifelong learning Integrate caring principles and concepts into the holistic nursing care of clients and families, groups, and communities across the lifespan.

B.S.N. Admission Requirements

1. Students must first be admitted to Pfeiffer University as Nursing Lower Division students and meet University admission requirements. At least 45 SH must be earned in residence at Pfeiffer University. (See Residence Requirement)
2. Candidates must formally apply for admission to the Nursing Program. Pre-Nursing students must successfully complete (or be enrolled in) the required University core prerequisite courses and nursing specific courses with a grade of "B-" or better before applying for admission to the nursing major. The deadline for submission of the application to the Department of Nursing is February 1 of the year in which the student plans to enter the Nursing Program. After February 1, if space is available qualified applicants will be considered on a rolling application basis until May 1. Applications are submitted through the Nursing CAS.
3. Nursing faculty will select the most qualified candidates for admission based on each applicant's academic performance (cumulative GPA, science scores), community service history, and Test of Essential Academic Skills (TEAS) scores. The TEAS has four parts: English, Math, Science, and Reading Comprehension and students must score at least an overall score of 64 on the TEAS to enter the upper division of nursing. Exceptions will be considered on a case-by-case basis. TEAS scores from other institutions will be considered if the TEAS was taken within the last 12 months or less prior to application to upper division. Upon acceptance into the Nursing program, qualified students are admitted to the upper division of the Nursing Major for fall admission.
4. Qualified transfer and change-of-major students must meet the same academic criteria for admission as first-time freshman. Records of students transferring to Pfeiffer University from other academic institutions are evaluated and transfer credit is granted as appropriate. Students are expected to complete all remaining nursing course work for the degree at Pfeiffer. See Transfer student information in the University catalog for additional information about the university transfer policies, including transfer of credit from community colleges. Applicants who transfer must be eligible to return to all institutions previously attended. Natural science core courses completed greater than five years prior to admission to the Upper Division must be evaluated by the Chair and may require repeat coursework. Applicants must submit one official copy of each transcript from all accredited college/university attended since high school.
5. All acceptances are contingent upon submission of a satisfactory health appraisal prior to entering the program. Students must have satisfactory health appraisal on file before they will be allowed to participate in clinical experiences. Evidence of a physical examination and the following requirements must be provided.
   - Immunizations: Rubella and Rubeola titers, Measles, Polio, Diphtheria/Pertussis/Tetanus, COVID, if the student has not had chicken pox or Varicella titer is negative, then the student is required to have 2 Varicella vaccines, negative TB tests (2 step) and an annual update each year. A positive PPD requires documentation of negative chest X-ray taken within the past 12 months. Hepatitis B (3 doses) immunization is required. A student may submit a signed declination if they wish to not receive the Hepatitis immunization. For students who have Hepatitis B contraindications, written verification or official deferral must be submitted. Annual Influenza vaccination is required.
   - Core performance standards related to physical, mental, and emotional health that enables a student to participate in and complete the program.
6. All acceptances are contingent upon the completion of the Nurse Aide I training program and listing in the North Carolina Aide Registry or current listing as a NC Licensed Practical Nurse. Students will be required to have completed Nurse Aide I certification before enrolling in junior level courses. It is strongly recommended that students be certified before enrollment in sophomore nursing courses but not required. **Challenging the Nurse Aide I exam without the training will not meet this requirement**.
7. Students must obtain and maintain current CPR (adult, infant, and child) Certification before fall semester of the Junior year. Only the American Heart Association BLS (Basic Life Support) for Health- care Providers will be accepted.
8. Students will be required to have drug testing, a criminal background check, and successful completion of a blood-borne pathogen assessment before being allowed to participate in clinical experiences. The

student is responsible for the costs associated with drug testing and background checks.

B.S.N. Program Structure

The Pre-Licensure BSN program is 4 years in length and encompasses two phases. The first phase is comprised of 63 semester credit hours of lower-division work (general education, electives and nursing prerequisites). The second phase is comprised of 58 semester credit hours of upper-division work in the nursing major and is completed within the Department of Nursing. The total number of semester credit hours for the Bachelor of Science in Nursing degree is 120 hours. Students must have an overall GPA of 3.0 to apply for the upper division. Exceptions will be considered on a case-by-case basis.

LPN-BSN Program Structure

A bridge program has been developed for Licensed Practical Nurses or Licensed Vocational Nurses (LPN or LVN), who are seeking their BSN degree. LPNs/LVNs who wish to enroll in the program must complete the prerequisite courses for nursing and the general education requirements of the university. They apply to the upper division of nursing as described previously and, upon acceptance to the upper division, are exempt from taking NURS 309. In place of taking NURS 201, NURS 312, and NURS 314, these students will take NURS 390. Upon successful completion of NURS 390, students receive 5 semester hours of credit for prior learning. LPN students otherwise follow the curriculum as described for other pre-licensure students.

Nursing Major Curriculum:

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

BIOL 224	Principles of Microbiology	4SH
NURS 201	Intro to Professional Nursing	3SH
CHEM 110N	General, Organic, & Biochemistry	4SH
NURS 309	Healthcare & the Aging Population	3SH
EXSC 200	Nutrition	3SH
PSYC 202S	Introduction to Psychology	3SH
BIOL 265	Human Anatomy and Physiology I	4SH
PSYC 222M	Statistics & Data Analysis	3SH
BIOL 266	Human Anatomy and Physiology II	4SH
PSYC 295	Developmental Psychology	3SH

Upper-level Nursing Courses:

NURS 312	Foundations and Concepts for Professional Nursing Practice	5SH
NURS 314	Communications and Informatics in Nursing	4SH
NURS 316	Health Assessment	3SH
NURS 318	Pharmacology for Nursing	3SH
NURS 320	Nursing Care of Adults I	7SH
NURS 322	Nursing Care of the Childbearing and Childrearing Family	6SH
NURS 326	Pathophysiology	2SH
NURS 390	Nursing Principles, Skills, and Communication (LPNs Only)	6SH
NURS 410	Nursing Care of Adults II	6SH
NURS 412	Psychiatric/Mental Health Nursing	5SH
NURS 414	Introduction to Nursing Research	3SH
NURS 416	Community Health Nursing	5SH
NURS 418	Nursing Leadership Values, Trends, and Perspectives	3SH
NURS 501	Transition to Professional Nursing: Senior Internship	3SH
NURS 510	Synthesis for Professional Nursing Practice	3SH

Courses Offered

NURS 201 Intro to Professional Nursing 3 SH

An introductory nursing course that covers the history of nursing, theoretical foundations, roles and behaviors of the professional nurse, and an introduction to the nursing process and critical thinking. The course introduces students to applications of information systems in health care practice and patient-centered care. Students learn how healthcare providers can assess, develop, and use information systems to work more efficiently, allocate resources more effectively, and improve health care. This course identifies nursing evidence-based knowledge that informs the

practice of professional nursing. **Prerequisite:** Lower division nursing status

NURS 302 Medical Terminology 3 SH
Medical terminology is the study of the principles of medical word-building. This course is designed to help students develop an extensive medical vocabulary by introducing them to the most frequently encountered prefixes, suffixes, root words, and combining terms in health care professions.

NURS 309 Healthcare and the Aging Population 3 SH
This course introduces students to the older adult population, which comprises the majority of health care recipients. Physiological/psychological functioning, common health problems, and the nurse's role in caring for older adults are addressed. The course incorporates service-learning activities in a local community care setting with an emphasis on age-friendly, person-centered care. **Prerequisite:** Lower division nursing status.

NURS 312 Foundations and Concepts for Professional Nursing Practice 5 SH
An introduction to basic concepts related to nursing theory and practice: person, health, environment, and nursing. Fundamental and caring concepts, patient safety, clinical nursing skills, and standards based on evidence-based knowledge are introduced and applied using the nursing process for person-centered care. Students also utilize math skills to calculate drug dosages. Laboratory activities include clinical simulation and the development of communication, education, and psychomotor skills. Clinical experience in the second half of the semester provides opportunities for application of comprehensive nursing care knowledge and fundamental skills. Clinical experiences will consist of care for individual adult patients and opportunities to build interprofessional collaborative relationships. **Prerequisite:** Admission into the nursing program. **Corequisites:** NURS 314, 316, and 326.

NURS 314 Communications and Informatics in Nursing 4 SH
This course explores therapeutic communication concepts and principles, types of communication, factors affecting communication patterns, and the practical application of therapeutic communication in various patient situations with diverse populations across the lifespan. The course will also introduce nursing informatics and emerging technologies, preparing students to collect, process, and manage healthcare information in their nursing practice. Focus is placed on electronic health/medical records (EHR/EMR), evidence-based practice, and healthcare information, privacy, and accountability. **Prerequisite:** Admission into the nursing program. **Corequisites:** NURS 312, 316, and 326.

NURS 316 Health Assessment 3 SH
This course addresses concepts and methods of comprehensive health assessment for evaluation of clients' health status from a holistic perspective. The student is introduced to psychological and sociocultural assessment techniques with considerations of diverse populations across the lifespan. Student application occurs through participation in classroom activities, practice in a laboratory setting, small group case discussions, and the clinical setting. **Prerequisites:** Admission into the nursing program. **Corequisites:** NURS 312, 314, and 326.

NURS 318 Pharmacology for Nursing 3 SH
Incorporates the basic principles of pharmacotherapeutics and principles underlying therapeutic interventions. Emphasis is on the professional nurse's role and responsibilities and nursing implications of drug therapy, including patient safety, legal/ethical, psychosocial, developmental, and cultural considerations. **Prerequisites:** Successful completion of NURS 312, 314, 316, and 326. **Corequisites:** NURS 320 and 322.

NURS 320 Nursing Care of Adults I 7 SH
Building on previous knowledge and a person-centered care approach, students apply critical thinking skills to nursing care of diverse adults across the lifespan who are experiencing commonly occurring medical or surgical conditions. Emphasis is on application of pathophysiologic concepts, assessment and evaluation of human responses to illness, patient safety, and holistic nursing care management using clinical judgment concepts. The theory component focuses on evidence-based practice and the role of the nurse in the comprehensive care of adults. The clinical component provides the opportunity for the student to coordinate client care and develop collaborative relationships with clients and the interprofessional healthcare team. **Prerequisites:** Successful completion of NURS 312, 314, 316, and 326. **Corequisites:** NURS 322 and 318.

NURS 322 Nursing Care of the Childbearing & Childrearing Family 6 SH
This course examines concepts of maternal and neonatal health. The obstetrical health and illness continuum is

explored from a developmental perspective in the classroom and provides the opportunity to apply the nursing process in a variety of inpatient community settings. Evidence-based nursing knowledge, person-centered care, and care coordination pertinent to clinical practice are examined. **Prerequisites:** Successful completion of NURS 312, 314, 316, and 326. **Corequisites:** NURS 320 and 318.

NURS 326 Pathophysiology 2 SH

This course offers an exploration of selected pathophysiological processes that occur in the body when a homeostatic imbalance is brought about by internal or external factors. Evidence-based knowledge of etiology and manifestations of specific impaired health states that individuals may experience will be explored. These principles will enable the student to frame problems through the critical thinking process. **Prerequisites:** Admission into the nursing program. **Corequisites:** NURS 312, 314, and 316.

NURS 328 Professional Nursing Practice and Communication 3 SH

This course will assist the Registered Nurse adult learner in successful transition to the role of the professional nurse at the baccalaureate level. Students will explore concepts related to contemporary trends in nursing practice, professional communication, evidence-based knowledge, nursing theoretical perspectives, and personal and professional growth. Students will review professional standards of practice and the ethical, moral, and legal aspects of healthcare. Course assignments provide experienced nurses an opportunity to strengthen critical thinking skills and develop a philosophy of professional nursing. **Prerequisite:** Admission to the RN – BSN Program.

NURS 390 Nursing Principles, Skills, and Communication 6 SH

This course is an introductory course to assist the Licensed Practical Nurse (LPN) adult learner in the successful transition to the role of the professional nurse at the baccalaureate level. Students will explore contemporary trends in the healthcare delivery system and professional nursing practice. Students learn about the RN's role as it relates to therapeutic communication, fundamental and caring concepts, specific skills and standards based on evidence-based practice, and age-friendly, person-centered care. Course assignments provide LPNs an opportunity to strengthen critical thinking skills and develop a philosophy of professional nursing. This course includes the development of a professional academic portfolio. **Prerequisite:** Admission into the nursing program as a Licensed Practical Nurse (LPN – BSN Bridge). **Corequisites:** NURS 316 and 326.

NURS 398 Special Topics in Nursing 1-6 SH

Content varies. Variable credit hour with a maximum of 6 hours.

NURS 410 Nursing Care of Adults II 6 SH

This course provides the opportunity to explore person-centered nursing care delivery to diverse populations of adults who are experiencing a variety of complex, acute, and chronic health problems in various settings. Emphasis is on application of pathophysiologic concepts, assessment and evaluation of human responses to illness, and holistic nursing care management using clinical judgment and the nursing process. The course builds on previous concepts, processes, and skills necessary for the evidence-based nursing practice in promoting, maintaining, and restoring health for adults. The clinical component provides opportunities for application of concepts and skills to deliver safe, coordinated care. This senior level course promotes student transition to an entry-level practice. **Prerequisites:** Successful completion of required NURS 300-level courses. **Corequisites:** NURS 412 and 418.

NURS 412 Psychiatric/Mental Health Nursing 5 SH

This senior-level course provides the opportunity to explore person-centered nursing care to diverse adults across the lifespan who are experiencing a variety of psychiatric/metal health problems in various clinical settings. Emphasis is on the use of self-in relationships, psychiatric nursing assessment, maintaining mental wellness, and the role of the nurse as a member of the interdisciplinary healthcare team. Holistic nursing management integrates knowledge of psychobiology and pharmacology to promote student transition to entry-level practice. **Prerequisites:** Successful completion of required NURS 300-level courses. **Corequisites:** NURS 410 and NUIRS 418

NURS 414 Introduction to Nursing Research 3 SH

This course introduces students to the principles of basic research process in nursing, including methods of gathering, analyzing, and interpreting data. Students develop skills in critiquing, evaluating, and disseminating evidence-based nursing knowledge. Emphasis is on assisting students to conceptualize the importance of advancing nursing knowledge and to understand and use published research to improve outcomes. **Prerequisites:** Successful completion of required NURS 300-level courses, 410, 412, and 418. **Corequisites:** NURS 416, 501, and 510.

NURS 416 Community Health Nursing 5 SH
This senior-level course provides an opportunity to coordinate comprehensive care for diverse populations across the lifespan. The course includes community assessment and planning, determinants of health, epidemiology, environmental health, health promotion, bioterrorism, and global health. The course offers opportunities to use clinical judgment and the nursing process for the promotion of health and the prevention of disease in the community. Learning experiences occur in the classroom and in a variety of community settings and promotes student transition to entry-level practice. **Prerequisites:** Successful completion of required NURS 300-level courses, 410, 412, and 418. **Corequisites:** NURS 414, 501, and 510

NURS 418 Nursing Leadership Values, Trends, and Perspectives 3 SH
This course provides an opportunity to examine leadership and management principles in professional nursing. Contemporary issues relevant to nursing practice are analyzed. Emphasis is on quality improvement, professional nursing values, and personal and professional growth. **Prerequisites:** Successful completion of required NURS 300-level courses. **Co- requisites:** NURS 410 and 412.

NURS 420 Health Assessment for the Nursing Professional 3SH (3 hours, 2 class, 1 lab)
This course addresses concepts and methods of comprehensive health assessment for evaluation of clients' health status from a holistic perspective. Emphasis is placed on review of body systems, physical examination techniques, and communication skills necessary to perform a thorough nursing assessment on diverse clients across the lifespan. Student application occurs through participation in course activities, practice in a virtual lab setting, and course discussions.

NURS 422 Nursing Leadership, Values, Trends, and Perspectives 3SH
This course provides an opportunity to examine leadership and management principles in professional nursing. Emphasis is on quality improvement, professional nursing values, and personal and professional growth. Students will use critical thinking exercises to investigate current policies, issues, and trends in nursing and healthcare.

NURS 423 Nursing Informatics 3 SH
This course will introduce nursing informatics and emerging technologies, preparing students to collect, process, and manage healthcare information in their nursing practice. Focus is placed on electronic health/medical records (EHR/EMR), evidence-based practice, and healthcare information, privacy, and accountability.

NURS 426 Health and Aging: Current Perspectives and Issues 3SH
Students will examine issues of health status and healthcare delivery for the older population using a holistic perspective. Topics include age-friendly care, perceptions of health, major health problems in the aging population, projected health needs, and ethical issues.

NURS 430 Advanced Nursing Skills for Care of the Critically Ill 2 SH
This elective course focuses on the advanced skills needed when providing nursing care to adult clients that are critically ill, incorporating concepts of interprofessional collaboration, critical thinking and clinical judgment, and evidence-based practice. Students successful in the course will have the option to earn Advanced Cardiovascular Life Support (ACLS) certification. **Co-requisite**: NURS 410.

NURS 501 Transition to Professional Nursing: Senior Internship 3 SH
This focused care clinical course facilitates the transition of senior nursing students to professional nursing practice and integrates clinical and theoretical learning from previous nursing courses. As a capstone course, emphasis is placed on application of knowledge and skills in the design, management, and care coordination for clients in the healthcare setting. Guided clinical experiences provide opportunities to refine clinical judgment skills and to demonstrate increased independence in planning, implementing, and evaluating nursing care for multiple patients. **Prerequisites:** Successful completion of NURS 300-level courses, 410, 412, and 418. **Corequisites:** NURS 414, 416, and 510

NURS 503 Perspectives in Community Nursing / Clinical Practicum 4 SH (4 hours: 2 class, 2 clinical)
This course focuses on the complexity and diversity of groups within communities and their corresponding healthcare needs. The course includes community assessment and planning, determinants of health, epidemiology, environmental health, health promotion, bioterrorism, and global health.

NURS 505 Research Concepts for the Nursing Professional 3 SH

This course highlights the importance of advancing nursing knowledge. Students develop skills in critiquing, evaluating, and disseminating evidence-based nursing knowledge. Emphasis is on methods of gathering, analyzing, and interpreting data to improve outcomes.

NURS 507 Professional Nursing Synthesis for the Experienced Nurse 4 SH (4 hours: 2 class, 2 clinical)
In this capstone course, students reflect on the transition from associate degree to bachelor's degree preparation for professional nursing practice. The clinical experience will facilitate the student's socialization to nursing as a profession. Emphasis is on quality improvement, professional nursing values, and personal and professional growth.

NURS 510 Synthesis for Professional Nursing Practice 3 SH
In this course, students will have the opportunity to use individual, group, and technology-based methods to facilitate clinical judgment. This engaging classroom experience includes a review of nursing content and NCLEX-RN testing preparation. **Prerequisites:** Successful completion of NURS 300-level courses, 410, 412, and 418. **Corequisites:** NURS 414, 416, and 501.

Outdoor Education and Leadership

(ODEL)

The Outdoor Education and Leadership program prepares students to succeed in the growth industry of the outdoors. The program will provide the opportunity for students who have a passion for the outdoors and want to build on knowledge, skills, and dispositions necessary to utilize aspects of the outdoors to influence people either individually or as groups. The interdisciplinary program includes courses from education, communication, psychology, business and environmental studies. With a 340-acre Pfeiffer campus as well as quick access to Morrow Mountain State Park, Uwharrie National Forest, Lake Tillery, Badin Lake, and the U.S. National Whitewater Center, students in this program will have the opportunity to go beyond the traditional classroom experience and be emersed into training and experiences necessary to serve in a variety of outdoor educational experiences.

Mission

The mission of the Outdoor Education and Leadership programs is to prepare students for professional practice in outdoor adventure and education of all kinds. Through an interdisciplinary program of study coupled with experiential learning opportunities students will embark on personal and professional development of a philosophical and theoretical foundation for and practical applications of outdoor education and leadership. The program prepares students for graduate studies and careers in the outdoor industry in a variety of educational and leadership contexts (recreation, outdoor pursuits, adventure education, environmental education, team development and building…).
Program Learning Outcomes:

- Plan, implement, and evaluate programs to meet the diverse needs of those served in the outdoor industry
- Build, lead and sustain collaborative teams in pursuit of shared goals
- Demonstrate effective leadership skills that include professional ethics, communication, decision making, and acceptance.
- Demonstrate competence in ecological literacy in natural environments through the application of principles and strategies of environmental ethics and stewardship.
- Communicate effectively through written and oral means that includes tenets of a safe, inclusive, and growth-oriented learning environment.

Core Requirements (40 Semester Hours)

COMM 204H	Communication Dynamics	3SH
PSYC 202S	Introduction to Psychology	3SH
ENSC 160N	Introduction to Environmental Science	3SH
HPED 213	Foundations of Health, Wellness, and Fitness Leadership	3SH
UNIV 112	Emerging Peer Leadership	1SH
UNIV 113	Advanced Peer Leadership	1-2SH
UNIV 114	Experiential Group Leadership	2SH
PSYC 225	Social Psychology	3SH
PSYC 222M	Statistics and Data Analysis	3SH
SOCY 201S	Introduction to Sociology	3SH

EDUC 305	Lesson and Curriculum Development	3SH
BMAL 271	Survey of Leadership	3SH
COMM 350	Relational Communication	3SH
HPED 310	Health Promotion and Life Skills	3SH
CHSV 307	Group and Community Work	3SH

Specialty Studies (21 Semester Hours)

ODEL 205	Introduction to Outdoor Education and Leadership	3SH
ODEL 220	Outdoor Risk Management	3SH
ODEL 225	Leadership in Wilderness	3SH
ODEL 305	Environmental Stewardship	3SH
ODEL 320	Experiential Education	3SH
ODEL 400	The Reflective Practitioner	3SH
	UNIV Internship designee	3SH

Suggested electives

HSTY 299G	Topics in Global History (Environment)	3SH
COED 301	Cooperative Education	1-6 SH
COMM 360	Organizational Communication	3SH

Courses Offered

ODEL 205 Introduction to Outdoor Education and Leadership 3SH

This course examines the philosophy, history, theory, and practice of outdoor education. This course includes introductory field experiences. Possibilities for the field experiences include: backpacking, back country living skills, paddle sports, rock climbing, and environment stewardship. Students will be required to attend an outing. There is an additional fee associated with this course.

ODEL 220 Outdoor Risk Management 3SH

This course that provides a systems-based approach to understanding why incidents occur and how they may be prevented. Topics include human factors in incident causation, systems thinking, legal considerations, safety standards, emergency response, risk management planning, and more. A review of outdoor risk management models, learn best safety practices, develop a Risk Management Plan outline, complete a mock Risk Management Review, and develop a Strategic Improvement Plan for an organization.

ODEL 225 Leadership in Wilderness 3SH

The focus of this course will be upon leadership and group dynamics pertinent to wilderness settings and outdoor leadership programs. This course will provide theoretical and experiential comprehensions of small group dynamics, communication, problem solving, decision-making, group roles, group management activities, leadership roles and styles. A field experience is required for this course. There is an additional fee associated with this course. **Field Experience Fee:** $75

ODEL 305 Environmental Stewardship 3SH

An exploration of the philosophical foundations and practical approaches of environmental stewardship and interpretation in outdoor education programs. Students will examine and develop land and preservation ethics and understand how they can integrate environmental stewardship into outdoor leadership and programming. A field experience is required for this course. **Field Experience Fee:** $75

ODEL 320 Experiential Education 3SH

This course examines the theoretical and practical approaches of experiential learning in outdoor settings. In addition to exploring the historical, philosophical, and social psychological foundations of experiential education, students will receive instruction related to planning, conducting, and evaluating outdoor experiential activities.

ODEL 400 The Reflective Practitioner 3SH

This course focuses on reflection as a central component to the experiential learning process. Students explore learning theories and models that guide the practice of reflective learning. Reflective activities, facilitation techniques, and debriefing processes are examined to promote the internalization and transfer of learning.

Psychology

(PSYC)

The Psychology curriculum offers a broad range of courses in the field of psychology. Courses are offered in life-span developmental psychology; abnormal psychology; counseling; cognitive processes, sensation and perception and psychology and law. Other courses cover personality, social psychology and persuasion. Students also have the opportunity to design and carry out their own research. Psychology is an exciting discipline for most students. Many non-majors take courses in Psychology as part of their general education or elective studies. Students graduating in Psychology often continue with graduate work and the undergraduate curriculum is designed to prepare graduates for such work.

Psychology Major Curriculum

40 Semester Hours Minimum

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

PSYC	202S	Introduction to Psychology	3SH
PSYC	222M	Statistics & Data Analysis	3SH
PSYC	490	Research Methods	4SH

Other courses required of all Psychology majors are listed below. They do not need to be taken in the order listed:

PSYC	225	Social Psychology	3SH
PSYC	295	Developmental Psychology	3SH
PSYC	305	Abnormal Psychology	3SH
PSYC	426	Sensation and Perception	3SH
PSYC	450	Personality	3SH
PSYC	501	Learning 3SH **OR** PSYC 524 Cognitive Processes	3SH
PSYC	535	Capstone Seminar	3SH

PLUS 3 Elective courses in Psychology or approved courses below**:**

SOCY 201S	Introduction to Sociology	3SH
COMM 350	Relational Communication	3SH
PSYC 218S	Introduction to Counseling and Human Services	3SH

Student may also complete an optional concentration below

Concentration in Empirical Studies

13 Semester Hours Minimum

Core courses:

PSYC 520	Research Methods II	4SH
PSYC 325	Psychological Research and Writing	3SH

PLUS 3 Elective Courses in Psychology or approved courses below

PSYC 440	Research in Psychology	3SH
PSYC 575	Undergraduate Teaching Assistant in Social and Behavior Science	3SH
BMAL 344	Consumer Behavior	3SH
COMM 350	Relational Communication	3SH
BMAL 371	Organizational Behavior	3SH
BMAL 471	Global Dimensions of Leadership	3SH
BMAL 461	Management of Human Resources	3SH
COMP 338	Introduction to SAS and Data Analysis	3SH

Concentration in Human Services and Counselor Preparation

12 Semester Hours Minimum

Core courses:

PSYC 218S	Introduction to Counseling and Human Services	3SH
PSYC 425	Counseling	3SH
PSYC 427	Field Instructions in Psychology	3SH

PLUS 1 Elective Courses from courses below

SOCY 210S	Introduction to Sociology	3SH
PSYC 410	Behavior Modification	3SH

Psychology Minor

21 Semester Hours Minimum

PSYC 202S	Introduction to Psychology	3SH
Additional PSYC courses		18SH

Courses Offered

PSYC 202S Introduction to Psychology 3 SH
Psychology as a science of human behavior; the work of the psychologist; modes of thought and methods of study; motivation; sensing; learning; perceiving; thinking; emotion; personality; testing. The first course in Psychology for all students regardless of major.

PSYC 218S Introduction to Counseling and Human Services 3 SH
This course will introduce students to the field of Human Services and prepare them to work as professionals in a variety of service settings. Students will learn the history, theories, and purposes of Human Services, as well as get exposure to the multitude of helping settings in which graduates work.

PSYC 222M Statistics and Data Analysis 3 SH
This course is an introduction to the analysis of data. Topics covered include measures of center and spread; z-scores; probability; chi-square; correlations; analysis of variance; bivariate regression; and multiple regression. Students gain an understanding of which test is appropriate for any given analysis problem. Students use computer assisted data analysis throughout the course. Satisfies the general education requirement in Mathematics. Fee required.

PSYC 225 Social Psychology 3 SH
Individual human behavior in a social context; social perception; attitude development and change; group processes; socialization. **Prerequisites**: PSYC 202S.

PSYC 420 Group Processes 3 SH
Exploration of communication and influence in groups, including persuasion, leadership styles, and group decision-making. Students will apply knowledge through an evaluation of an actual group and/or a group described in literary works. **Prerequisite**: PSYC 202S

PSYC 295 Developmental Psychology 3 SH
After taking this course students will understand the biological, social, emotional, and cognitive changes that all people go through as they move inexorably across the lifespan - from birth to old age. Students will learn the implications of both theory and research for everyday interactions with people of all ages and come to have an appreciation for changes that occur within their own lives as they age. Prerequisite: PSYC 202S.

PSYC 244 Psychology of Social Media 3 SH
This course explores the psychological mechanisms underlying human behavior on social media platforms. Students will examine how social influence, identity, emotion, persuasion, and cognitive biases shape online interactions. Topics include digital self-presentation, online aggression, viral content, misinformation, and the impact of social media on well-being and relationships. Students will apply psychological theory to current trends, critically analyze digital behavior, and consider ethical implications. The course emphasizes evidence-based understanding of why we engage online—and the psychological consequences of doing so.

PSYC 303 Psychology and Literature 3 SH
This course examines the most intriguing intersections between literature, and psychology, and it will cover a wide range of readings from literature.

PSYC 305 Abnormal Psychology 3 SH
Abnormal behavior and mental processes. It includes the classification, causes, prevalence, and treatment for major types of psychological disorders. Additionally, students engage in in-depth study of disorders through the evaluation

of case studies. **Prerequisite**: PSYC 202S and ENGL 102W.

PSYC 313 Psychology and Law 3 SH
This course applies theories and principles of psychology and findings from psychological research to the legal system of the United States. Areas and issues that receive special emphasis in this course include the psychology of criminal behavior, the belief in a 'just world', the accuracy of eyewitness testimony and psychosocial variables that influence the criminal justice system. **Prerequisite**: PSYC 202S

PSYC 325 Psychological Research and Writing 3 SH
This course develops skills in reading, analyzing, and writing for research in psychology. Students will learn to critically evaluate scientific literature, structure research papers, and communicate findings effectively. Emphasis is placed on APA style, evidence-based arguments, and mastering research conventions in psychology for academic and professional applications. **Pre-requisite:** PSYC 202S, ENGL 102W

PSYC 315 Psychology of Persuasion 3 SH
This course is an introduction to some of the theories and key research findings in the field of persuasion through the lens of Psychology. Topics covered will include attitudes, nonverbal influence, language, motivation, deception, and visual persuasion. **Prerequisite**: PSYC 202S

PSYC 410 Behavior Modification 3 SH
This course involves the application of learning principles to solve practical problems of behavior. Students complete a self-modification project of their choosing. The project includes planning, measurement, record keeping, change implementation, and an oral report integrating behavior principles with their own behavior modification experience. **Prerequisite**: PSYC 202S.

PSYC 425 Counseling 3 SH
Approaches to counseling that can be used by psychologists, teachers, ministers, and others engaged in therapeutic work. **Prerequisites**: PSYC 202S and PSYC 305.

PSYC 426 Sensation and Perception 3 SH
Current experimental findings and theories related to sensory processes and perceptual phenomena. Laboratory experiences are included. **Prerequisites**: PSYC 202S.

PSYC 427 Field Instruction in Psychology 2-3 SH
Students are given an opportunity to develop beginning skills in providing direct services to clients in a variety of settings. It is intended to orient the student to the helping professions early in the college career. **Prerequisites**: PSYC 202S.

PSYC 435 Psychology of Women 3 SH
Survey of research regarding gender differences in biology, cognition, personality development, communication, mental health, gender role socialization, and life experiences. Students will be asked to apply knowledge gained through an evaluation of personal experiences or those of others. **Prerequisite**: PSYC 202S.

PSYC 440 Research in Psychology 3 SH
This course will provide students with an opportunity to participate in a research project. The projects will be completed under the direction of a faculty sponsor. The student and faculty member will create a contract detailing responsibilities and products to be completed for the class. This contract will be agreed upon by the student, faculty sponsor, and the Department Chair. Both a written and an oral research report are required. The oral report will be presented to a panel consisting of the faculty sponsor, the School Head, and the Department Chair. Students are expected to complete 3 hours of research per week for each semester credit received. **Prerequisites**: PSYC 202S, PSYC 222M, Junior standing and permission of the Psychology faculty sponsor and the Department Chair.

PSYC 450 Personality 3 SH
Analysis and discussion of the major theories of personality. Theorists studied include Freud, Jung, Horney, Cattell, Allport, Adler, Mischel, Bandura, and others. Students will apply their theoretical knowledge through the analysis of biographical materials. **Prerequisites**: PSYC 202S, ENGL 102W.

PSYC 490 Research Methods 4 SH

The study of research methodology, including case study, correlational, and experimental methods. Students design and conduct a research project, from data collection through analysis and the presentation of results in APA style. The experimental method is emphasized. **Prerequisites**: PSYC 202S, PSYC 222M, ENGL 102W.

PSYC 498 Special Topics in Psychology 3 SH
Content varies. **Prerequisite**: PSYC 202S.

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

PSYC 520 Research Methods II 4 SH
Students will build on foundational skills by conducting independent research using the research proposals created in PSYC 490. This course provides in-depth, hands-on experience in research design, data collection, and analysis. Emphasis is placed on each stage of the research process from proposal to presentation.
Pre-requisites: PSYC 202S, PSYC 222M, PSYC 490

PSYC 524 Cognitive Processes 3 SH
Research and theories on complex cognitive processes; associative learning; remembering; concept learning; acquisition and use of language. Laboratory experiences are included. **Prerequisites**: PSYC 202S.

PSYC 535 Capstone Seminar 3 SH
A study of selected major systematic views and theoretical issues in Psychology will be included as the capstone experience. Students will research journals and mainstream publications in psychology to broaden and deepen their understanding of the field of Psychology as a whole. The graduate school application process, and preparation for the work-force will be included. **Prerequisite**: Psychology major, junior or senior standing. Course for PSYC majors only.

PSYC 575 Undergraduate Teaching Assistant in Social and Behavioral Sciences 3 SH
Undergraduate teaching assistantship (UGTA) engages undergraduates in course and classroom teaching pedagogy while helping them develop their leadership and interpersonal skills. This course provides an opportunity for students to learn the other side of the classroom experience. In addition, students can solidify and expand their knowledge of the course content.

Religion and Practical Theology

(RAPT)

The program in Religion and Practical Theology offers a transformative learning experience by equipping students with the necessary skills, knowledge, and insight to work in various occupations and diverse communities in a global context. It also provides a rigorous academic background for further study. Students pursuing this course of study will critically assess the intersections of religion in society, theologically reflect on the practice of ministry, and interpret scripture, history, and social contexts, by formulating well-reasoned theological and ethical positions.

Religion and Practical Theology Major Curriculum (36 Semester Hours)

Introductory Required Core (18 SH):

RAPT 202R	Christian Ethic	3SH
RAPT 205R	Old Testament	3SH
RAPT 206R	New Testament	3SH
RAPT 210R	Religion & Modern American Culture	3SH
RAPT 215G	World Religions	3SH
RAPT 230R	Vocation & Servant Leadership	3SH

Intermediate Electives (1 from each area, 12 SH):
In addition to the above required courses for all majors, each student majoring in RAPT will complete one course in the following areas:

Focus on Biblical Interpretation (3SH):

RAPT 334R	Jesus the Servant Leader	3SH
RAPT 473	Letters of Paul	3SH

RAPT 470	Bible and the World	3SH
RAPT 390	Topics in Religion and Intercultural Studies	3SH
RAPT 306	Bible and Quran	3SH

Focus on Contextual and Theological Analysis (3SH):

RAPT 200R	Philosophy for Theology and Ethics	3SH
RAPT 303R	History of Christianity	3SH
RAPT 321	Introduction to Theology	3SH
RAPT 390	Topics in Religion and Intercultural Studies	3SH

Focus on Ministry Integration (3SH):

RAPT 319	Spiritual Practices of the World Religions	3SH
RAPT 310	Christ and Culture	3SH
RAPT 391	Topics in Practical Theology	3SH

An additional 3SH from any RAPT 300 level course or above.

Upper-Level Requirements (6SH):

HUMA 410	Research in Interdisciplinary Studies	3SH
HUMA 500	Research in Interdisciplinary Studies	3SH

Religion and Practical Theology Minor (18 Semester Hours)

Select any 9 SH from the Introductory Required Core for the Religion and Practical Theology Degree:

RAPT 215G	World Religions	3SH
RAPT 202R	Christian Ethics	3SH
RAPT 205R	Old Testament	3SH
RAPT 206R	New Testament	3SH
RAPT 210R	Religion & Modern American Culture	3SH
RAPT 230R	Vocation & Servant Leadership	3SH

Select any 9SH from intermediate or upper-level major requirements at the 300 level or above.

Courses Offered

RAPT 110 Christian Formation 1 SH

By engaging in time-honored Christian practices and learning the interconnection of body, mind, and spirit, students grow in their spiritual development and faith development. Students will meet weekly to discuss topics of vocational discernment, church of the 21st century, and Christian Formation, be involved in in small groups with confessional and lay leaders in the wider community, and critically reflect on their personal theology. Students who complete this course six times, in addition to RAPT 230R and 2 additional RAPT courses, will receive an endorsement from the University Chaplain in Christian leadership. This class can be repeated for course credit and is offered as pass/fail.

RAPT 200R Philosophy for Theology and Ethics 3 SH

Providing a foundation for theological reflections and ethical debate, this course gives students a knowledge of philosophical theories and assists them in developing their own analytical and critical skills. An introduction to a range of philosophers, ancient and modern, this course will cover theories of knowledge, metaphysics, philosophy of science, ethical theory, social and political philosophy, philosophy of art, and philosophy of religion.

RAPT 202R Philosophical and Christian Ethics 3 SH

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

RAPT 205R Old Testament 3 SH

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

RAPT 206R New Testament 3 SH

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

RAPT 210R Religion and Modern American Culture 3 SH
This course provides an introduction to religious beliefs and behaviors in the United States. While this course will look at influences from earlier centuries, the focus will be upon the last 100 years and the relationship of culture and religion in America, especially Christianity.

RAPT 215G World Religions 3 SH
This course introduces students to the study of the beliefs and practices of the major religions in the world. Attention will be paid to those major world religions being practiced in America.

RAPT 220 Introduction to the Study of Religion and Practical Theology 3 SH
This course introduces students to the various and unique fields of Religion and Practical Theology, with focus on history of the disciplines, and contemporary methods and approaches used in Biblical Studies, Christian Education, Intercultural Studies, Religious Studies, and Youth Ministry.

RAPT 226 Ethical Debate 1 SH
Students participating in this course will practice in an Ethics Bowl type debate, similar to the competition sponsored by the NCICU in the spring of each year. Students will get credit for taking part in the weekly team practices. Course may be repeated.

RAPT 230R Vocation and Servant Leadership 3 SH
How do you discern your life's path? Regardless of academic major or profession, students gain insight into leadership while exploring these and other questions from biblical, historical, spiritual, and practical perspectives. As students reflect on the lives of significant leaders in various vocations as well as inter - views, and self-discovery, they will ascertain their own vocations.

RAPT 298 Special Topics in Ethics 3 SH
Content varies.

RAPT 303R History of Christianity 3 SH
A survey of the history of the Western Christian Church, beginning with its origin in the Jesus movement of the first century and concluding with the modern period. The thought of specific church theologians will be highlighted.

RAPT 306G Bible and Quran 3 SH
This course introduces students to the Holy Scriptures of the three Religious traditions, The Torah, The New Testament, and the Quran through the investigation of related critical issues. How, when, and whey these text written? Why were they collected by their respective communities? How are narrative, ethical, and theological themes treated by each other?

RAPT 310 Christianity and Culture 3 SH
This course will explore how the Christian message interacts with culture. Utilizing historical, biblical, and theological models of Christianity, the course will examine appropriate involvement of the Christian message with culture.

RAPT 312 Theology and Contemporary Literature 3 SH
Theological motifs, biblical themes, and images of the person used in contemporary fiction. Cross-listed with ENGL 322

RAPT 319 Spiritual Practices of the World Religions 3 SH
Discovering time-honored spiritual practices and exploring interconnections between body, mind, spirit, and social and cultural contexts, students will engage the shared and unique experiences of Religion in a Global Context. At the end of the course, students will: demonstrate growth in reflection upon their values and sense of identity by integrating though from two or more areas of knowledge as they practice time-honored and new spiritual practices; use human creativity to help solve problems as they engage classmates and others in conversations and experiences which they may grow in their understand and compassion for people in all ages and stages of life; develop observation and critical thinking skills as they assess the intersection of religion, culture and various aspects of their lives. This course meets the requirements of the critical thinking component of General Education at Pfeiffer University.

RAPT 321 Introduction to Christian Theology 3 SH
A study of the sources, tasks, and methods, of Christian theology, and a review of its basic doctrines: rev- elation, God, Christ, Holy Spirit, sin, salvation, church, and the kingdom of God. This course is intended for majors. **Prerequisites**: Any RAPT course and sophomore status or higher.

RAPT 330 United Methodist History, Doctrine and Policy 3 SH
An introduction to the history, organization and beliefs of the United Methodist Church. This course is required for those seeking certification in the various certification programs of the United Methodist Church including, youth ministries, Christian education and church music. **Prerequisite**: Permission of the instructor.

RAPT 334R Jesus, the Servant Leader 3 SH
This course explores the life and person of Jesus of Nazareth as presented through the Gospel Narratives of the New Testament. Connected with Pfeiffer University's emphasis upon "Servant Leader- ship" and in dialogue with recent academic discussions about the historical Jesus and the world in which he lived, students will explore the ethically significant dimensions of Jesus' life and ministry through a combination of academic study and service learning. The goal of the course will be to lead students to a deeper understanding of the identity of Jesus of Nazareth through study and practical engagement. **Prerequisites**: RAPT 206R or permission of the instructor.

RAPT 343 C.S. Lewis and J.R.R. Tolkien 3 SH
An exploration of major prose works of each writer including essays, short stories, and novels. The course will also examine the contributions made by Lewis and Tolkien to theological, philosophical, and literary discussions in the twentieth and twenty first centuries through their writings on faith, fantasy, science fiction and mythology. Special emphasis will be given to the role of friendship in the development of the writers' works and Lewis and Tolkien's enduring place in popular culture.

RAPT 390 Topics in Religion and Intercultural Studies 3 SH
Each time this course is offered it will feature a special aspect either of Biblical Study or Intercultural studies such as: an in-depth look at a particular biblical book; a review of work by selected scholars; consideration of new understandings of Scripture, historical studies related to missiology, cultural anthropology, or other topics. **Prerequisite**: RAPT 205R or 206R.

RAPT 391 Topics in Practical Theology 3 SH
Courses are offered to respond to special interests or needs identified by students or faculty. Topics change accordingly. Academic credits vary according to the work required by the particular topics. **Prerequisite**: permission from instructor.

RAPT 401 Foundations of Christian Worship 3 SH
Students explore the meanings, history, various expressions and elements of worship, including the arts, technology, and resources for worship. The course experiences planning and leading worship.

RAPT 430 Ethics Capstone 3 SH
Students will produce a thesis that integrates the coursework from the ethics minor into a cohesive structure connected with the student's particular major. The capstone thesis will be presented at the University Symposium.

RAPT 470 Interpreting Bible & World 3 SH
An exploration of the relationship between biblical interpretation and contemporary social is- sues. Special attention will be paid to the way presuppositions and life experiences influence how one understands the meaning of both biblical texts and human cultures. A service-learning component will aid students in placing the Bible in conversation with a current social issue that challenges their view of the world in which they live. **Prerequisite**: RAPT 205R or RAPT 206R or permission of the instructor.

RAPT 473 The Letters of Paul 3 SH
This course will study the seven major letters of Paul and the "Pauline School" that built upon Paul's legacy. It will also focus on the distinctive historical and theological components of each correspondence while also addressing the possibility of an overarching Pauline theology. **Prerequisite**: RAPT 206R.

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

Courses will be offered to respond to special interests or needs, as noted by the faculty or requested by students. **Prerequisite**: Permission of the instructor.

RAPT 595 Research In Religion 3 SH

Students engage in original research in a topic of personal interest, and complete and present an article-length paper, a field study write-up, or a curriculum/program plan based on their research. Discussions of methodology, oral presentations, peer evaluations and extensive work with primary and secondary materials prepare students to write an article-length paper worthy of publication or presentation at an undergraduate conference; or 2) prepare a context specific field study in practical theology that could be used towards the development of a program, or published as a curriculum. **Prerequisite**: Senior standing or permission from instructor.

Social Justice Minor

The Social Justice minor is designed to offer students an opportunity to engage with courses across multiple disciplines that focus on issues related to the pursuit of an equity-based society. This minor will be based within the context of the relationship between individuals and society. Accordingly, its foundational course will provide an introduction to social justice studies. Within this minor, students will be offered a comprehensive overview of the ways that injustice manifests in contemporary society, as well as offering possible solutions to these societal problems. Within the context of the electives, students will be able to pursue an interdisciplinary approach to social justice. The multitude of courses available as electives means that students can explore the concept of social justice from a variety of angles. The Social Justice minor will be a beneficial addition to a large number of majors-especially those that fall within the realm of Humanities, Arts or Social Sciences. This minor will offer students insights into how their respective degrees and future vocations can be used to facilitate a more just world.

Core Courses (6 SH):

SJUS 202G	Social Justice Theory and Practice
SJUS 410	Social Justice Internship

Electives (12 SH):

COMM 355S	Diversity Issues in a Global Context
COMM 414	Conflict Transformation
COMM 421	Ethics and Advocacy
ENGL300L	Gender and Sexuality in Literature
ENGL302L	Race in Literature
ENGL398L	Special Topics in Literature (by advisor approval only)
ENSC 162	Introduction to Environmental Science
HSTY 340	The Civil Rights Movement
RAPT 210R	Religion in Modern America
RAPT 202R	Philosophy and Christian Ethics
RAPT 390	Special Topics: Violence and Peacebuilding
RAPT 390	Special Topics: Liberation Theology: From Latin America to Queer Theology

Courses Offered

SJUS 202G Social Justice Theory and Practice 3 SH

This course provides an introduction to social justice studies. Students are offered a comprehensive overview of the ways injustice manifests in contemporary society and how narratives are built to maintain structures of privilege and/or marginalization. Questions of power, discrimination, institutionalized deprivation and oppression are explored through surveying philosophical, theological, sociological, cultural, feminist, environmental and political theories of justice.

SJUS 410 Social Justice Internship 3-6 SH

Students are provided with an opportunity to develop professional skills in a variety of community settings through field placement. This hands-on experience integrates practical experience with class- room knowledge. 3 SH requires a minimum of 100 hours of field work for the semester and 6SH requires a minimum of 200 hours of field work for the semester. A weekly seminar with a faculty member provides guidance and evaluation of the learning experience. **Prerequisite**: Junior Status, SJUS 202 and Instructor Permission. Cross-listed with SOCY 499/CHSV 401/PSYC 427 Internship

Sociology Minor

(SOCY)

Sociology is the study of human behavior analyzing individuals, groups, organizations, cultures, and societies. A goal of sociology is to have students understand how their lives are influenced by the social forces around them through critical analyses.

Minor in Sociology (19 Semester Hours)

Minimum Required Courses (10 SH):

SOCY	201S	Introduction to Sociology
PYSC	490	Research Methods
SOCY	204	Social Problems

The remainder of the required 18 hours for the Minor can be fulfilled from any Sociology course listed below or from the following group of selected electives:

CRIM 204	Juvenile Justice
CRIM 205	Introduction to Criminology
CRIM 220	Ethics in Criminal Justice
PSYC 305	Abnormal Psychology
PSYC 420	Group Processes
PSYC 225	Social Psychology

Courses Offered

SOCY 201S Introduction to Sociology 3 SH

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

SOCY 204 Social Problems 3 SH

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

SOCY 206 Sociology of the Family 3 SH

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

SOCY 300 Sociology of Sport 3 SH

This course examines sports in American society. It helps the student to understand the reciprocal influences between sports and our culture, including social values, education, socialization, deviance, minority and female athletes, and the mass media and money. Sports is placed within the context of social institutions including family, politics, economics, religion, etc. (Cross-listed as SMGT 200) **Prerequisite**: SOCY 201S

SOCY 425 Sociology of Death and Dying 3 SH

The phenomena of death and dying in the context of western culture are examined. Issues of euthanasia, abortion, and suicide are examined as is the experience of the dying individual in relation to self, significant others, the family, and other care-providing institutions. The plight of widows and other survivors is also discussed in relation to the grieving process and bereavement. **Prerequisite**: SOCY 201S

SOCY 450 Race and Ethnic Relations 3 SH

An examination of the characteristics of racism, prejudice, and discrimination and how the structure of society perpetuates inequalities. The course investigates the origins and causes of inequality as well as the changing patterns of race/ethnic relations in terms of economics, health, education, politics and the legal system. **Prerequisites**: SOCY 201S and Junior status or permission of the instructor.

SOCY 499 Social Science Internship 3-6 SH

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

Special Education

(SPED)

Refer to the section entitled Education for the Special Education major.

Sport Management

(SMGT)

Pfeiffer University's Sport Management Program is approved by the Accreditation Council for Business Schools & Programs. Pfeiffer offers a program leading to the B.A. degree with a major in Sport Management. The curriculum combines sports-related studies with courses in Business Administration, Computer Information Systems, Economics, and Accounting. The Sport Management program emphasizes a variety of administrative, managerial, and communications skills required for success in today's multifaceted sports industry.

All seniors complete an internship with a sponsoring organization, such as a professional sports franchise, college athletic program, sports facility, or retail sales.

Sport Management Major Curriculum (54 Semester Hours Minimum)

Required Business Foundations

ACCT 201	Introduction to Financial Accounting	3SH
BMAL 212	Principles of Finance	3SH
BMAL 241	Principles of Marketing	3SH
BMAL 251	Business Law I	3SH
BMAL 261	Principles of Management	3SH
COMP 110	Intro to Computers	3SH
ECON 200	Survey of Economics	3SH
MATH 161M	College Algebra	3SH

Required SMGT Courses

SMGT 201	Principles of Sport Management	3SH
SMGT 205	History & Sociology of Sport	3SH
SMGT 244G	Global Perspectives in Sport	3SH
SMGT 281	Leadership in Sport	3SH
SMGT 307	Sport Facility & Event Management	3SH
SMGT 308	Social Media in Sports	3SH
SMGT 402	Administration & Governance in Sport	3SH
SMGT 461	Sport Research	3SH
SMGT 504	Sport Management Capstone	3SH
SMGT 505	Internship in Sport Management	6SH

Sport Management Minor Curriculum (18 Semester Hours Minimum)

The Sport Management minor introduces students to the business, leadership, and global impact of sport. Coursework emphasizes administration, governance, leadership, facilities, events, social media, and applied experience, preparing students for entry-level roles and graduate study across the sport industry.

Required Core 12 SH

SMGT 201	Principles of Sport Management	3 SH
SMGT 281	Leadership in Sport	3 SH

SMGT 307	Sport Facility & Event Management	3 SH
SMGT 402	Administration & Governance in Sport	3 SH

Plus, select 6 SH from the following courses

COMM 220	Introduction to Social Media	3 SH
BMAL 261	Principles of Management	3 SH
SMGT 205	History & Sociology of Sport	3 SH
SMGT 244G	Global Perspectives in Sport	3 SH
SMGT 308	Social Media in Sport	3 SH
SMGT 505	Internship in Sport Management	3 SH

Courses Offered

SMGT 201 Principles of Sport Management 3 SH

Introduces the sport management profession. Primary focus is on the sport industry, including professional sport entertainment, amateur sport entertainment, for-profit sport participation, nonprofit sport participation, sporting goods, and sport services.

SMGT 205 History & Sociology of Sport 3 SH

This course examines sport in American society. It includes the study of significant people, events, philosophies, and institutions affecting the development of sport, physical education, and exercise in North America. Analysis of major historical issues relating to sport, physical education, and exercise science. It helps the student to understand the reciprocal influences between sports and our culture, including social values, education, socialization, deviance, minority and female athletes, the mass media and money. Sports is placed within the context of social institutions including the family, politics, economics, religion, etc.

SMGT 244G Global Perspectives in Sport 3 SH

This course is an interdisciplinary examination of sport as a global phenomenon. Historical, cultural, economic and governance perspectives are considered.

SMGT 281 Leadership in Sport 3 SH

In this course, students will broaden their understanding of effective leadership, examine the role of ethical behavior in leadership and management, and apply theories presented in the context of sport organizations. Students will learn organizational change/innovation strategies, crisis management tactics, individual and group leadership dynamics which impact leadership development within sport organizations.

SMGT 307 Sport Facility & Event Management 3 SH

This course provides an overview of management principles, applied to a sport facility management and sport event management context. It offers the student a deeper understanding of the challenges involved in managing sports events and facilities. Course topics include the analysis of goals and resources, development of revenue streams, planning and design, scheduling and operations, and the management of personnel. **Prerequisites**: SMGT 201, BMAL 261

SMGT 308 Social Media in Sports 3 SH

Investigates principles and processes in sport marketing and sales. Focuses on research and development, sport promotion, sport sponsorship, advertising, merchandising, public relations, social media and distribution of sporting goods. **Prerequisites**: SMGT 201, BMAL 241

SMGT 402 Administration & Governance of Sport 3 SH

This course gives a basic overview of how sport organizations are governed & administered in the United States; it examines differences in for-profit & non-profit organizations and helps students understand fundamental tenets of good & ethical governance. Students learn how policies are formed & impact operations at the professional, collegiate, high school, and amateur levels. Structures, roles and functions of various sport governing bodies are discussed. **Prerequisites**: BMAL 261, SMGT 201, SMGT 281W and 60 hours of completed coursework or permission of instructor.

SMGT 461 Sport Research 3 SH

This course introduces students to the use of descriptive and inferential statistics as well as modeling techniques used to understand the sport environment. Students will discuss and analyze topics in today's sport industry, such as player performance, player management, team management, market research and game day operations. **Prerequisites**: SMGT 201, COMP 110, MATH 161M and 60 hours completed course work.

SMGT 504 Sport Management Capstone 3 SH

This course has two major purposes: 1) to provide a capstone learning experience that integrates and synthesizes knowledge and experiences gained throughout the major, and 2) and reinforce key legal concepts and cases which are pertinent to professionals in sport management or sport management-related careers. Course content enables the student to develop a portfolio of work to take with them beyond graduation. Students use critical thinking skills to arrive at decisions and conclusions that are professionally sound and prudent. **Prerequisites**: SMGT 200s, 300s and 75 hours completed course work. SMGT Majors ONLY.

SMGT 505 Internship in Sport Management 3-6 SH

This course allows students opportunities to experience real-life Sport Management situations "in the field." Students gain hands-on opportunities to participate in the practical application of the Sport Management concepts and principles studied in the classroom. Experience in a sport management setting. The student enrolled is required to complete a minimum of 120 worked hours to earn 3 course credits, or 240-hour worked hours for six course credits. **Prerequisites**: All SMGT 200, 300 & must have at least a 2.3 GPA in the Sport Management Major. Sport Management majors ONLY. SMGT Faculty Internship Supervisor approval required to register.

Strategic Communication and Social Media

(STCO)

A Strategic Communication and Social Media major equips students with the skills and knowledge necessary to develop and implement communication strategies that effectively engage audiences, build relationships, create effective content, and achieve professional and entrepreneurial objectives in our dynamic and interconnected world.

Major in Strategic Communication and Social Media Curriculum

Core Courses (21 SH)

COMM 220	Introduction to Social Media	3SH
COMM 224	Digital Design and Production	3SH
COMM 322	Social Media Analytics	3SH
COMM 360	Organizational Communication	3SH
COMM 411	Theories of Communication	3SH
COMM 421	Communication Ethics & Advocacy	3SH
COMM 500	Internship	3SH

Electives (18 SH)

Can be chosen from the following:

COMM 200S	Public Speaking	3SH
COMM 204H	Communication Dynamics	3SH
COMM 310	Advanced Public Speaking	3SH
COMM 311S	Intercultural Communication	3SH
COMM 330	Principles of Public Relations	3SH
COMM 345	Professional Communication	3SH
COMM 350	Relational Communication	3SH
COMM 355S	Diversity in Global Context	3SH
COMM 414	Conflict Mediation	3SH
COMM 480	Advanced Topics in Communication Studies	3SH
COMM 525	Senior Capstone	1SH
COMM 495	Practicum	3SH
BMAL 241	Principles of Marketing	3SH
BMAL 371	Organizational Behavior	3SH
BMAL 261	Principles of Management	3SH

BMAL 461	Management of Human Resources	3SH
SMGT 308	Social Media in Sports	3SH
PSYC 425	Counseling	3SH

Or other courses as approved by the department chair.

Students may take 6 credit hours of elective courses outside of the major in either a foreign language or a department approved course that compliments the students' desired interest in a communication field.

Minor in Strategic Communication and Social Media (21 Semester Hours)

Core (12 SH):

COMM 220	Introduction to Social Media	3SH
COMM 224	Digital Design and Production	3SH
COMM 421	Communication Ethics and Advocacy	3SH
COMM 322	Social Media Analytics	3SH

Electives (9 SH):
9 semester hours of approved electives.

Minor in Project Management 21 Semester Hours Minimum

PJMR 120	Project Management Fundamentals	3SH
PJMR 210	Career Navigation and Exploration in Business and Project Management	3SH
PJMR 220	Managing Risk and Uncertainty	3SH
PJMR 230	Predictive Project Planning	3SH
PMJR 310	Project Execution, Monitoring and Control	3SH
PJMR 320	Agile Frameworks and Methodologies	3SH
PJMR 410	Full Cycle Project Management	3SH

Courses Offered

COMM 150 Media & Information Literacy and Misinformation 3 SH
This course covers the basic concepts and skills of information literacy and critical thinking about information, particularly media and online information. Students will study the creation and spread of misinformation and disinformation, learn how to evaluate information and information sources in all formats, and apply the concepts with practical experience. Students will also learn the effects of algorithms and AI on information spread, explore ethical issues pertaining to generative AI, and understand how emotion and cognitive biases affect how we process and share information.

COMM 200S Public Speaking 3 SH
Speech-making: students prepare and deliver short, informative, entertaining and persuasive presentations.

COMM 204H Communication Dynamics 3 SH
This course offers a comprehensive overview of the field of communication studies, emphasizing the historical evolution and impact of communication technologies; students will study how these dynamic advancements have shaped human communication. Emphasis will be placed on recognizing and developing effective communication skills to navigate a rapidly changing world. Satisfies the "Historical Perspective" component of General Education.

COMM 220 Introduction to Social Media 3SH
This course introduces the concepts and applications of social media. Students will gain hand-on experience working with various social media tools and explore how to create and manage a social media presence on the internet.

COMM 224 Digital Design and Production 3 SH
This course provides students with a foundation in both the technical and creative aspects of digital design and production, tailored to meet the demands of contemporary media. Students will explore the principles of effective design, content layout, and media production, while also gaining hands-on experience with production tools. Upon course completion students will have the skills to produce professional-level digital content suitable for web, social

media, and other digital platforms.

COMM 310 Advanced Public Speaking 3 SH
Advanced public speaking covers the techniques and theory of public address. Students will improve their oral presentation skills through practice and the analysis of audience, research, debate, and rhetorical strategy. Learn how to defend your opinions and present new information in a clear and meaningful manner both in person and through mediated channels.

COMM 311S Intercultural Communication 3 SH
In this course, students will gain up-to-date knowledge of major world cultures, socioeconomic trends, demographic shifts, inter/intra cultural relations, and the implications of technical progress. This course satisfies the oral communications requirement. Besides public speaking practice, students will receive training in cross cultural effectiveness for the workplace, and for social situations. First semester international students may enroll only with the instructor's permission. Cross-listed with BMAL 382

COMM 322 Social Media Analytics 3 SH
Understanding social media trends, web traffic, and data collection are essential to establish a meaningful social media presence. Students in this class learn how collect, measure, and apply data analytics to optimize search results, improve web performance, and focus user interaction.

COMM 330 Principles of Public Relations 3 SH
Study of the practice of public relations and promotion in various communication contexts. **Prerequisites**: ENGL 102W.

COMM 334 Editing & Publishing 3 SH
This course delivers practical experience in publishing through work on The Phoenix, the campus literary journal. Students will solicit and evaluate work for publication, and then will gain practical experience in editing, layout, and production of the journal, as well as publicizing and promoting the finished product. Approval of instructor is required to register. May be taken more than once for credit.

COMM 345 Professional Communication 3 SH
Students in this course will explore trends and practices regarding professional communication within organizations. Students will study communication expectations and norms in the professional arena, and they will practice speaking and writing for a variety of media and workplace situations. **Prerequisite**: ENGL 102W

COMM 350 Relational Communication 3 SH
A survey of concepts, theories, and research related to human interaction. Issues related to how communication affects personal relationships will be explored. Special emphasis on small group processes including decision-making, problem-solving, power, and leadership.

COMM 351 Literary Editing and Publishing 3 SH
Practical experience in literary publishing through work on The Phoenix, the campus literary journal. Students will solicit and evaluate work for publication, and then will gain practical experience in editing, layout and productions of the journal, as well as in publicizing and promoting the finished product. Includes introduction to the larger literary market, and instruction in preparing creative work for submission and publication. Approval of department head and instruction required to register for credit. Processes including decision-making, problem-solving, power, and leadership. May be taken more than once for credit. Cross listed as ENGL 351

COMM 355S Diversity Issues in a Global Context 3 SH
This course involves the study of cultural diversity and multiculturalism by focusing on differences in communicative behavior among various global communities. Emphasis will be placed on increasing students' awareness of significant differences in world view and the potential for negative outcomes of those views, specifically when operating from an ethnocentric standpoint. The impact of variations in communication strategies on significant life issues will be explored.

COMM 360 Organizational Communication 3 SH
This course explores how communication functions in different types of organizations, including businesses, schools,

nonprofits, and industries. Students will learn how to choose the most efficient and effective communication methods for different situations and how such choices affect people's behavior. Topics examine organizational information flow, leadership styles, teamwork, and building strong connections with both internal and external stakeholders.

COMM 411 Theories of Communication 3 SH
Serves to connect theories, systems and models commonly covered in communication and media studies to research methodology. Critical study of published reports in the contemporary literature of the field. **Prerequisite**: COMM 204H or Junior standing.

COMM 414 Conflict Mediation 3 SH
Study of conflict management theory and skill processes, including active listening, assertion, negotiation, and mediation. Students will develop knowledge about the nature of conflict, the growing opportunities to utilize conflict management skills, and will develop awareness of personal styles of dealing with communicative discord. This is a writing intensive course. **Prerequisite**: ENGL 102W

COMM 421 Communication Ethics and Advocacy 3 SH
Communication Ethics introduces students to the ethical issues within the field of communication studies. Students will apply philosophical theories to practical case studies in order to reveal how our interactions reflect moral decision making. Students will examine ethical perspectives in interpersonal relationships, small groups, organizations, intercultural contexts, and media environments. The course helps students shape and practice their moral compass through communication. **Prerequisite**: ENGL 102W

COMM 480 Advanced Topics in Communication Studies 3 SH
Examination of specific topics in journalism, film, and/or television. May be taken up to four (4) times if different topics are offered each time. **Prerequisite**: Junior standing.

COMM 495 Practicum 3 SH
This practicum provides hands-on experience in strategic communication and social media management with in a real-world setting. Student will develop and execute communication projects that address the needs of the campus community. Using the university as a dynamic learning laboratory, students will work directly with various campus departments, organizations, and stakeholders to design strategies, create content, manage social media output, and/or offer other relevant communication-related services.

COMM 500 Communication Internship 3-6 SH
All internships are arranged in conjunction with and supervised by Department of Communication faculty. They require 98 hours of supervised activity in the field and are available in a range of professions, from non-profit agencies to newspapers, businesses, and media. **(Note: All students must complete a departmental application before enrolling in an internship)**

COMM 525 Senior Capstone 1 SH
The Senior Capstone is an evaluation course designed to both prepare the student for their post- graduate career and to evaluate the fruit of the student's academic labor and learning. A new 1-hour credit course taken in the senior year, in which the student will flesh out their portfolio and/or senior project as well as receive guidance on job-searching and/or applications to masters programs. The student's project and/or portfolio will be judged by the faculty. Passing this evaluation will be necessary for graduation.

Additional Course Offerings

ART 111V Art Appreciation 3 SH
Introductory course in art history and art making. Students will explore the various art movements and techniques that have shaped art as we know it. Traditional as well as contemporary methods of creation will be emphasized. Satisfies Art General Education degree requirements for all majors.

ART 114V Art History Survey I 3 SH
Timeline exploration of art historical events, persons, and movements from Pre-history to the early Renaissance. Satisfies Art General Education degree requirements for all majors.

ART 121V 2D Design 3 SH
Introduction to the basics of artistic creation in terms of techniques and how they are applied to the flat picture plane. Focus is placed on the use of line, shape, color, value, and texture. Abstract and representational models of structure will be utilized by students to create expressions on flat space and the illusion of form. Satisfies Art General Education degree requirements for all majors.

ART 122V 3D Design 3 SH
Introduction to the basics of creating art in terms of the techniques and motives applied to the three-dimensional form in-the-round. Abstract, representational, and critical thinking will be combined to create modular and sculptural forms. Satisfies Art General Education degree requirements for all majors.

ART 131V Drawing Studio 3 SH
Course focused on rendering, perspective, and seeing as it relates to the flat picture plane and drawing. Traditional and contemporary methods and subjects will be investigated. Satisfies Art General Education degree requirements for all majors.

ART 215V Art History Survey II 3SH
Timeline exploration of art historical events, persons, and movements from the Renaissance to modern day. Satisfies Art General Education degree requirements for all majors.

ART 231 Experimental Drawing Studio 3SH
Expansion of ART 131V with methods of rendering to include thematic work, figure studies, mixed media, and experimental techniques. Students will be required to keep a portfolio of their work over the duration of the course. **Prerequisites**: ART 131V or permission of the instructor.

ART 302 Elementary Art Education 3 SH
Media and methods used in the elementary school. Designed to fulfill teacher certification requirements. Enrollment limited to elementary education majors.

ART 307 Painting Studio 3 SH
Course focused on the various techniques, attitudes, and mediums of Oil and Acrylic painting. Traditional and contemporary techniques and subjects will be utilized and expanded upon for further exploration by the student. **Prerequisites:** ART 111V or ART 121V or ART 131V or permission of the instructor.

ART 308 Sculpture Studio 3 SH
Course in exploring the techniques, methods, and materials of manipulating the three-dimensional form in wood, stone, and found objects. Abstract and representational forms of structure will be investigated. **Prerequisites:** ART 111V or 122V or 131V or permission of the instructor.

ART 315 Mixed Media Studio 3 SH
A synthesis of two-dimensional and three-dimensional art forms. Contemporary in scope and method, the student will experiment in a variety of 2D and 3D media and processes and combine them together to form their own expressions**. Prerequisites:** ART 111V or 121V or 122V or 131V or permission of the instructor.

ART 318 Community Studio 1 SH
This course is taken twice to complete the required 2SH for the art major. Student immersion in the local art community through interactive workshops, job-shadowing, internships, apprenticeships, and/or community art projects. Students will use these opportunities to sharpen skills, expand horizons, and establish profession connections in the art community. May be taken twice in the same semester. *Must be at least a sophomore or transfer student.*

ART 365 Digital Photography Studio 3 SH
Course that explores digital imaging, post-production of images, workflow, and manipulation of the digital picture plane utilizing Photoshop and related software as well as hands-on techniques. A digital camera with manual settings is required. **Prerequisites:** ART 111V or 121V or 131V or permission of the instructor.

ART 385 Art and the Human Experience 3 SH

Study of the relationships between art, its history, and everyday culture. A variety of visual cues and motivations will be analyzed such as photography, film, symbols, comics, pop culture, and graphic design all within an art historical context. **Prerequisites:** ART 114V or 215V or permission of the instructor.

ART 455 Special Topics in Art 3 SH
Content varies.

ART 456 Topics in Art History 3 SH
Content varies.

ART 465 Issues in Contemporary Art 3 SH
Focused on the topics, philosophy, and influences of art history spanning the last fifty years. **Prerequisites:** ART 114V, 215V or permission of the instructor.

ART 497 Senior Exhibition 3 SH
Capstone course for studio art and VCOM majors as well as studio art minors. Portfolio enrichment and exhibition is required. A course geared toward preparing students with the knowledge needed for professional, graduate, and personal gains as an artist. Requires Senior standing. Must be taken final semester or spring before graduating in Summer/Fall.

CHSV 202G Social Justice Theory & Practice 3 SH
This course provides an introduction to social justice studies. Students are offered a comprehensive overview of the ways injustice manifests in contemporary society and how narratives are built to maintain structures of privilege and/or marginalization. Questions of power, discrimination, institutionalized deprivation and oppression are explored through surveying philosophical, theological, sociological, cultural, feminist, environmental and political theories of justice. **Cross-listed**: SJUS 202G and SOCY 204.

CHSV 205 Counseling and Human Services Practicum 2 SH
This course provides students the opportunity learns professional skills and shadow professionals at their worksites. With the help of their professor, students will select one or more counseling and/or human services organizations and observe day-to-day- tasks completed by various professionals. Students spend approximately 5 workdays in the field, totaling 40 hours. Experiential observation is complemented by individualized mentor meetings with faculty. **Prerequisite**: By instructor approval only.

CHSV 301 Program Evaluation in Human Services 4 SH
Planning, executing and analyzing the outcomes of program evaluation in human service fields. Basic statistics, evaluation methods and the use of evaluation outcomes to improve services will be stressed. **Prerequisite**: CHSV 201S

CHSV 305 Counseling I: Foundational Skills and Intervention 3 SH
This course focuses on learning essential elements of the counseling relationship and specific skills necessary for effective counseling. Students will be expected to develop a personal understanding of the presence, empathy, boundaries, and the stages of psychotherapy. Students will also be expected to develop a variety of communication skills, including empathic listening, support, confrontation, and non-verbal communication. **Cross-listed:** PSYC 425

CHSV 307 Group and Community Work 3 SH
This course introduces students to advocacy and change strategies when working with groups, organizations, and communities. The overall process of change, including identifying problems, assessment, choice of intervention strategies, evaluation, and termination, is analyzed within a community-based, person-in-environment, and strengths perspective. **Prerequisites**: CHSV 201S

CHSV 309 Working with the Aging Population 3 SH
This course introduces students to older adults, which will comprise the majority of health care recipients in students' future careers. Physiological/psychological functioning, common health problems, and the nurse's role in caring for older adults are addressed. The course incorporates service-learning activities in a local continual care community setting. **Cross- listed**: NURS 309.

CHSV 401 Field Placement 3-6 SH
Students are given an opportunity to develop beginning skills in providing direct services to clients in a variety of

settings. It is intended to orient the student to the helping professions early in the college career. **Prerequisites**: CHSV 201S.

CHSV 405 Counseling II: Advanced Skills and Interventions 3 SH

This course builds on the foundational skills learned in CHSV 305, Counseling I, and expands development of skills and interventions used in clinical mental health counseling, marriage and family therapy, counseling/clinical psychology, and clinical social work. Advanced skills and interventions include learning theory and practice in the areas of crisis intervention and addictions. **Prerequisites**: PSYC 201S, CHSV 201S, CHSV 305

CHSV 410 Behavior Modification 3 SH

This course involves the application of learning principles to solve practical problems of behavior. Students complete a self- modification project of their choosing. The project includes planning, measurement, record keeping, change implementation, and an oral report integrating behavior principles with their own behavior modification experience.

CHSV 500 Special Topics in Human Services 3 SH

Provides opportunity for exploration in depth of selected topics and areas of interest to the human services field. Topics include families and children in crisis, homelessness, job skills training, meeting the needs of diverse populations and crisis assistance. **Prerequisite**: CHSV 201S

CHSV 501 Senior Seminar in Human Services 3 SH

This is the capstone course in human services, an overview of past and present approaches to providing human services. Psychological and sociological research bases for current human services practices will be emphasized. A major paper is required. **Prerequisite**: junior or senior standing, and CHSV 201S.

ECON 200 Survey of Economics 3SH

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

ECON 221 Principles of Macroeconomics 3SH

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

ECON 222 Principles of Microeconomics 3SH

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

ECON 301 Financial Economics 3SH

This course is designed to give students a good understanding of the theory and logic of financial economics. Students will review standard models of how households and firms behave in the financial environment, and the implications of these models for financial resource allocation and market efficiency. Students will also evaluate the basic tools of economics, including optimization, comparative statics and equilibrium, and pay attention to how these tools can be applied to problems in finance and business.

ECON 310S Economic Development 3SH

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

ECON 326 Comparative Economic Systems 3SH

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

ECON 331 Public Finance 3SH

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

ECON 421 Money and Banking 3SH
Analysis of the financial system, financial instruments, interest rates, and the relationship between money, credit, and economic activity. Prerequisites: ECON 221, ECON 222.

GEOG 202 World Regions 3SH
Survey of eight world regions, including their world importance, geographical characteristics, and major problems.

GPS 200 Seminar for Global Pfeiffer Studies 2SH
Study in preparation for participation in the GPS Program. Topics will be selected by faculty to coordinate with the international travel that is planned for the end of the semester after which the seminar is offered. This course may be taken a maximum of four (4) times for credit if different topics are offered.

HNRS 201 Sophomore Honors Research 1 SH
Initial foray into independent research conducted during sophomore year. Honor students will select a mentor for this semester-long research project that will focus on a topic outside the student's intended major. This topic may be associated with a course or personal interest. The suggested final deliverable for the course is a poster that can be presented at the George Pfeiffer Symposium during the spring semester. Other types of final projects are accepted, such as a paper (e.g. literature review), a slideshow presentation, digital product, or another approved format (requires Director of the Honors Scholar Program approval). This course is only for students in the Honors Scholar Program. Students must pass this course with a C- or better to graduate from the Program.

HNRS 301 Junior Honors Research 1 SH
Research conducted during the Honors student's junior year. Students will select a mentor for this semester-long research project that will focus on a topic within the student's intended major. This offers the opportunity to explore a topic of specific interest within the major in greater depth. This topic may be associated with a course, a larger research project or a personal interest. The project may provide a building block toward capstone thesis research or can be a stand-alone project. The final deliverable for the course may be a poster, research paper, digital project, slideshow presentation or another approved format (requires Director of the Honors Scholar Program approval). Honors students are encouraged to present their findings though a poster at the George Pfeiffer Symposium during the spring semester. This course is only for students in the Honors Scholar Program. Students must pass this course with a C- or better to graduate from the Program.

HNRS 302 Honors Thesis Preparation 1 SH
The course is dedicated to preparation for the completion of the capstone thesis project required by all Honors students when enrolled in HNRS 401 & 402. Students will share, revise, and refine possible thesis ideas with their classmates and the Honors Program Director. To prepare for their thesis project, students will select a primary faculty research mentor, narrow in on a thesis research topic, and form a thesis committee (consisting of the primary mentor plus one to two additional faculty or staff members). Students should work with their research mentor(s) to complete the main deliverable for this course which is a written thesis proposal/prospectus outlining the thesis project. The thesis project developed during this course may build upon a previous project, an expansion upon an assignment associated with a course, or a new project entirely. This course is only for students in the Honors Scholar Program. Students must pass this course with a C- or better to graduate from the Program.

HNRS 401 Honors Thesis I 2 SH
The first of a two-course sequence allowing the student to work on their Honors capstone thesis project. In this course, students will work on their Honors thesis research project as outlined in the thesis proposal/prospectus completed in HNRS 302. At the end of the semester, significant progress toward the completion of the thesis project should be evident. This course is only for students in the Honors Scholar Program. Students must pass this course with a C- or better to graduate from the Program.

HNRS 402 Honors Thesis II 2 SH
The second of a two-course sequence with the goal for the student to complete their Honors capstone thesis project. To meet all requirements for an honors thesis project, students must complete the following: 1) an Honors thesis project (most often a written research paper), 2) an oral defense meeting with the student's thesis committee, 3) make any thesis paper revisions suggested by the thesis committee, 4) gain the approval and signatures from all thesis committee members and submit the final thesis project to the Honors Program Director.

Students are encouraged to create a poster to present their findings at the George Pfeiffer Symposium during the spring semester. This course is only for students in the Honors Scholar Program. Students must pass this course with a C- or better to graduate from the Program.

MATH 110M* Mathematical Reasoning and Logic 3SH
Significance of mathematics in human culture; conceptual aspects of mathematical thought. Topics selected from: logic, real numbers, elementary algebra and geometry, probability and statistics, matrices, and computers. Designed for the mathematics requirement in general education for the non-science, non- business major. Does not count toward the Mathematics major.

MATH 111M Introduction to Applied Mathematics 3SH
Geometric patterns; measurement; planar and solid figures and their properties; geometric construction; informal topology; geometric transformations; congruence and grid motion; symmetry and similarity.

MATH 161M* College Algebra 3SH
Basic concepts of algebra; sets; algebraic operations; linear equations and systems of equations; radicals and quadratic equations; equations of degree higher than two; matrix algebra. This is the basic course for all subsequent courses in Mathematics.

MATH 162 College Trigonometry 3SH
Trigonometric functions, identities, and inverse functions; triangles, vectors and applications, exponential and logarithmic functions. **Prerequisite**: MATH 161M.

MATH 215 Calculus for Business 3SH
Differential calculus, including first and second derivatives, partial derivatives, maximizing and minimizing functions, logarithms, exponential functions and integration. MATH 215 may not be taken if MATH 300 level or above has been passed. **Prerequisite**: MATH 161M.

MATH 251M* Calculus with Analytical Geometry I 4SH
An integrated study of analytic geometry and the calculus; fundamental concepts of variables and functions; limits and continuity; differentiation and applications of differentiation; integration.

MATH 252 Calculus with Analytical Geometry II 4SH
An integrated study of analytic geometry and the calculus; integration and applications of integration; logarithmic and exponential functions; trigonometric functions; further techniques of integration. **Prerequisite**: MATH 251M.

MATH 253 Calculus III 3SH
Conic sections; polar coordinates; infinite series; parametric equations; solid analytic geometry. **Prerequisite**: MATH 252.

MATH 254 Calculus IV 3SH
Functions of several variables; multiple and line integrals; vectors. **Prerequisite**: MATH 253.

MATH 280 Differential Equations 3SH
Basic concepts, theorems, methods, and applications of ordinary differential equations. **Prerequisite**: MATH 252.

MATH 285 Linear Algebra 3SH
Matrices; systems of linear equations; determinants; vectors and vector spaces; linear transformations; Eigen values, associated Eigen vectors; solving differential equations by using Eigen values. **Prerequisite or corequisite**: MATH 251M.

MATH 310 Discrete Methods 3SH
An introduction to the basic techniques and modes of reasoning or combinatorial problem solving. Topics selected from graph theory and combinatorics, including basic properties of graphs and digraphs; graph coloring; trees; Eulerian and Hamiltonian circuits; elementary counting principles; permutations and combinations; inclusion/ exclusion principle; and recurrence relations. **Prerequisite**: MATH 252.

MATH 320 Probability and Statistics I 3SH

Probability; discrete variables and their probability distributions; continuous random variables and their probability distributions. Calculus-based. **Prerequisite**: MATH 252.

MATH 321 Probability and Statistics II 3SH
Functions of random variables; multivariate probability distributions; sampling distributions and the central limit theorem; estimation and hypothesis testing. **Prerequisite**: MATH 320.

MATH 353 Modern Geometry 3SH
Geometry of two and three dimensions from an advanced viewpoint. Topics selected from: the incidence geometry of planes and space; similarities and congruencies; geometric inequalities; absolute geometry; the parallel postulate and parallel projection; polygonal regions; circles and spheres. **Prerequisite**: MATH 252.

MATH 351 Advanced Calculus of One Variable 3SH
A re-examination and in-depth extension of the concepts of limits, continuity, derivative, and integral to one and several variables. **Prerequisite**: MATH 254.

MATH 352 Advanced Calculus of Two Variables 3SH
Functions of several variables; partial differentiation; implicit and inverse function theorems; point-set theory; continuous functions; integration theory. **Prerequisite**: MATH 351.

MATH 425 Abstract Algebra 3SH
Structure of the number system; basic algebraic properties groups, rings, integral domains, and fields.
Prerequisite: MATH 285.

MATH 461 Complex Variables 3SH
A study of complex numbers, analytic functions, elementary functions, integrals, residues, series and poles.
Prerequisite: MATH 254.

MATH 464 Numerical Analysis 3SH
Computer arithmetic, systems of equations; interpolating polynomials; numerical methods applied to integration and differential equations; root solving. **Prerequisites**: MATH 285, MATH 280 and COMP 271 or above.

MATH 470 Theory of Numbers 3SH
Properties of numbers, divisibility, primes, congruence of numbers, Diophantine equations, arithmetic functions and Fermat's Theorem. **Prerequisite**: MATH 254.

MATH 498 Math Seminar 1SH
Faculty and students will give talks on topics of interest. Each student will also prepare a research paper.
Prerequisite: Junior status in mathematics and completion of MATH 254.

PHYS 201N General Physics I 4SH
Basic principles of physics; concepts of force and energy as they relate to mechanics, heat, and electricity. Only the more elementary topics of physics are treated in this first course. **Prerequisites**: MATH 235 or enrollment in MATH 302N. Course Laboratory Fee Required.

PHYS 202 General Physics II 4 SH
A continuation of General Physics I. Principles of classical and modern physics; mechanics; sound; heat; electricity; light; modern physics. **Prerequisite**: PHYS 201N.

PHYS 213 Calculus-Based General Physics I 4SH
Basic principles of physics treated with the analytical rigor of calculus; particle kinematics and dynamics; conservation of energy and momentum; fluid mechanics; heat and thermo-dynamics; oscillations and waves. **Prerequisites**: MATH 303. Course laboratory fee required.

PHYS 214 Calculus-Based General Physics II 4SH
A continuation of Calculus-Based General Physics I. Electric and magnetic fields; direct-current and alternating-current circuits; electromagnetic waves; geometrical and physical optics; introduction to quantum mechanics. Prerequisites: A passing grade in PHYS 213, MATH 303.

PLSC 201S American Government 3SH

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

PLSC 203G World Politics 3SH

Introduction to emerging post-Cold War era in global politics. Examines forces tending toward global order and integration as well as those moving in direction of disorder and disintegration. Specific topics such as diplomacy, arms proliferation, collective security, and strategies of international development will also be considered.

PLSC 205 Introduction to National Security Law 3SH

An introductory overview of National Security Law issues growing out of enhanced executive power during war on terror and the balance between the need for government surveillance versus the individual's right to privacy.

PLSC 207 International Terrorism 3SH

This course provides an in-depth examination of the threat of terrorism and its impact on the Homeland Security enterprise by exploring the overall phenomena of terrorism as well as the complex motivations, ideologies, goals and tactics of various international terrorists groups.

PLSC 225 Introduction to Law 3SH

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

PLSC 230 Global Crises 3SH

This course will provide students with the opportunity to focus on contemporary change and crisis within the international system. Example: Revolutions in the Middle East. The course emphasis could shift with ongoing contemporary developments in global politics. **Prerequisite:** PLSC 203G, or consent of instructor.

PLSC 289 Special Topics in Political Science 3SH

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

PLSC 306 Intelligence and Espionage 3SH

Analysis of how intelligence organizations can inform or mislead statecraft in the contemporary global environment. Through examination of spy vs. spy encounters we will learn about the four elements of intelligence: collection of data, analysis of data, counterintelligence and covert action.

PLSC 307 Law and Society 3SH

Analysis of the intersection of law and politics focusing on the uses of law as either a catalyst of societal change or as an obstacle to change. Complexities of litigation strategies are examined in specific case studies such as prison reform and environmental litigation.

PLSC 310 The American Presidency & Foreign Policy 3SH

In the post-cold war era, American Presidents have sought to navigate the dangers of an international system and the challenges posed by a rising China, a resurgent Russia, and virulent international terrorism.

PLSC 411 Constitutional Law I – Powers 3SH

Examination of the establishment of the Supreme Court's power of judicial review, the scope and limits of the powers of the Legislative, Executive and Judicial branches of the national government, and relation - ship of the national government to the states. Special attention is also given to national security cases.

PLSC 412 Constitutional Law II – Rights 3SH

Analysis of the judicial interpretation of the Bill of Rights including the First Amendment, the Fourth, Fifth, Sixth Amendments and the Due Process and Equal Protection Clauses of the Fourteenth Amendment.

SPAN 101G Spanish I 3SH

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

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

STEM 101N Science of the Heavens & Earth 4 SH
This course serves as an introduction to and exploration of scientific principles observed by the naked eye. Topics include planetary motion, meteorology, climatology, geology, and force/motion and the impacts of these topics on human existence. Laboratory allows for hands-on investigation of these topics. Non-science majors only. Course Laboratory Fee Required.

STEM 102N Science of the Unseen World 4 SH
This course is designed to introduce students to the microscopic world of science. Topics include atoms, atomic theory, uni-and multicellular organisms and their life cycles. Laboratory designed for hands-on exploration of these topics. Non-science majors only. Course Laboratory Fee Required.

STEM 202 Scientific Communication 3 SH
In an area of rapid discovery, the ability to communicate complex scientific ideas clearly is as critical as the research itself. This course introduces students to the theory and practice of scientific communication within the sciences. Students will refine scientific written and oral communication skills. Students will develop the ability to analyze primary scientific literature, evaluate research methods and data, and communicate scientific findings effectively to both professional and public audiences. Emphasis is placed on ethical scientific communication, data presentation, revision, and communication to the public within the sciences. This course satisfies the communication requirement within the Pfeiffer Pathways Program.

STEM 381 Research I 1-4 SH
An original research project carried out under direction of a natural science faculty member.

STEM 471 Senior Seminar 1 SH
Prerequisite: Permission of the Department Chair. EMGL 102, This is a writing intensive course.

STEM 481 Research II 1-4 SH
A continuation of original research carried out under direction of a natural science faculty member.

STEM 485 Internship in Natural Sciences and Mathematics 2-6 SH

THTR 110 Topics in Stagecraft Activity – 1 SH
A practicum in one of the production areas supporting a show and working in the theatre space under the direction of the Director of Theatre. May be repeated for a maximum of eight times. Each time the student should sign up for a different emphasis.

THTR 200 Theatre Appreciation 3SH
Students will develop a personal definition of what “theatre” is through exposure to the different genres of dramatic literature and the components of a theatrical production. Part of the class involves attending live theatrical performances and critiquing them.

THTR 310 Introduction to Acting 3SH
Students will begin to understand how to utilize their voice and body as an acting tool though exposure to several different acting methods. Students will also be introduced to the fundamentals of script analysis. In addition, a monologue and selected scenes will be performed on the stage.

THTR 325 Theatre in a Global Perspective 3 SH
Students will study the historical development of theater in a global perspective, focusing on practices of production and performance in cultural context. Students will choose a non-western performance tradition to produce and perform.

THTR 330 Topics in Performance 3 SH

Selected topics in the practices of performing for and/or with an audience. Topics may include storytelling, improvisation, stand-up comedy, reader's theater, interplay, and playback theatre. This course will focus on theatre for community building and self-discovery. Students will practice a variety of performance modalities. This course may be taken more than once providing that a different topic is offered each time.

UNIV 100 Peer Educators Activity 1SH

Students may apply for volunteer peer education service in areas such as Health, Careers, Counseling, Student Activities, and Freshman Year Experience. The various programs will require a minimum of four- teen hours of training and fourteen (14) hours of service to fellow students (permission of the appropriate advisor is required). Peer Educators will make class presentations to classes and in the residence halls, as well as help in their assigned areas. May be taken twice for credit.

UNIV 101 Peer Mentors Activity 2SH

Students may participate in Orientation and the Pfeiffer journey as mentors to new students. Attendance in a section of the Pfeiffer Journey and meetings with the Program Director will comprise fourteen (14) hours of the total twenty-eight (28) hours. The other fourteen (14) hours will include participation in correspondence with new students over the summer, involvement in student activities, volunteer work with the freshmen, and participation in planned activities for the semester. **Prerequisite**: Must apply.

UNIV 112 Emerging Peer Leadership Activity 1SH

This course is designed for freshmen and sophomores who want to assume peer leadership roles during the undergraduate years. Students will develop awareness of basic leadership principles, and will experience group development and leadership processes. The course will help students prepare and plan for effective engagement in campus activities and future leadership roles. **Prerequisite**: Permission of instructor.

UNIV 113 Advanced Peer Leadership Activity 1SH

The focus of this course is to prepare students for leadership roles at Pfeiffer and after graduation. The course content will focus on leadership and organizational concepts as well as sustainable leadership skills. Content will include leadership theories and authentic practices along with a group based campus/ community development project. **Prerequisite:** Permission of the instructor.

UNIV 114 Experiential Group Leadership Activity 2SH

This course provides an introduction to leading groups through low initiative and teambuilding experiences, such as group and community building tasks, and games to be implemented in a variety of settings. These will portable and low prop experiences that can be applied to a variety of settings such as the class- room, gymnasium, office, community center, and church. In addition, leadership theory, the experiential cycle, policies and procedures, safety aspects of experiential group work, and processing skills will be addressed. The class will be experiential with both participation in and leading of a variety of low initiative experiences. **Prerequisite**: Permission of the instructor.

UNIV 125 First Year Seminar 2SH

Orientation and adjustments to college life; understanding the goals and core values of a Pfeiffer education, including development as a servant leader and life-long learner, developing skills in personal goal setting, time management and academic decision-making; dealing with human relations, exploring possible majors. Emphasis on fundamentals of oral communication will be incorporated. The course is offered in two parts: 1 SH are taken in the fall and 1SH in the spring semester.

UNIV 126 First Year Seminar II 1SH

A continuation of UNIV 125.

UNIV 128 First Year Seminar (Honors) 2SH

Orientation and adjustments to college life; understanding the goals and core values of a Pfeiffer education, including development as a servant leader and life-long learner, developing skills in personal goal set- ting, time management and academic decision-making; dealing with human relations, exploring possible majors; and beginning to engage in methodologies of independent research. Emphasis on fundamentals of oral communication will be incorporated. Prerequisite: permission of instructor. The course is offered in two parts: 1 SH are taken in the fall (UNIV 128) and 1SH (UNIV 129) in the spring semester.

UNIV 129 First Year Seminar II (Honors) 1SH

A continuation of UNIV 128.

UNIV 209 Seminar in Service and Leadership 1SH
Students who are participating in the Bonner Leader/AmeriCorps program and Francis Scholars are required to register for this course. The course will focus on developing leadership skills and understanding of needs of community partners. May be repeated for credit.

UNIV 211 Community Tutoring 1SH
Pfeiffer students will provide tutoring in reading and other subjects for students in local schools. Students will receive instruction in tutoring and feedback techniques. May be taken twice for credit.

UNIV 212 Community Mentoring 2SH
Pfeiffer students will receive training as facilitators in human relations issues. They will serve as mentors to designated students and will also be called upon to make presentations in classrooms in public schools. They will be given instruction in the North Carolina Students Teach and Reach curriculum. May be taken twice for credit.

UNIV 220 Academic Literacy 2SH
A reading strategies course designed to promote greater vocabulary development, reading comprehension, and reading efficiency. Explores the application of critical reading skills to academic work in mathematics, the natural sciences, the humanities, and the social sciences. Course includes two (2) lab sessions per week. Enrollment is based on placement testing. Students who do not complete this course successfully must re-enroll in the course for the next semester.

UNIV 275 Second Year Seminar 3SH
Introduces students to interdisciplinary explorations directed toward using the insights of multiple disciplines to explore a problem or study a topic. Teaching faculty collaborate in course development to explore and design innovative approaches in the use of disciplinary knowledge and methods to dig deeply into a specific area of inquiry. These courses will connect students to Critical Thinking and Information Fluency. Prerequisites: Completion of UNIV 125/126 or UNIV 128/129 with a D grade or better, or the accepted transfer equivalent, and sophomore standing. Students will register for this course when they have completed within the range of 27-60 SH. Minimum grade requirement D.

UNIV 300 Encounter Pfeiffer 1SH
Orientation to the Pfeiffer resources and culture for transfer students. The course will provide an opportunity for the student to solidify their plans both academically and with co-curricular opportunities while completing their degree.

UNIV 303 Principles and Methods of Outdoor Experiential Education 3SH
This course provides an introduction to outdoor education through theoretical and experiential examination of land, air, and water outdoor activities. In addition, this course teaches students how to teach outdoor activities and facilitate the post-activity learning process for a variety of clientele. Planning, implementing, and evaluating outdoor experiential activities will be included in this course. Students will be exposed to theories, principles, and practice of risk management. **Prerequisite**: Permission of the instructor required. A course fee is required.

UNIV 320 Advanced Academic Literacy 2SH
This course is designed to promote reading strategies that identify and analyze the author's purpose, recognize bias, evaluate arguments, identify reasoning errors and evaluate source and authority. Problem solving techniques and decision-making skills will be developed through analysis and evaluation of various materials.

UNIV 375 Third Year Seminar 3SH
Students will explore topics and problems on a more advanced level that requires increasing independent student research and a deeper understanding of interdisciplinary study and problem solving. The course involves problem-based learning and could have actionable results either in the form of a project or a presentation of research results. The course will provide assessment of student communication, collaboration, critical thinking, and information literacy and should be considered the "capstone experience" of the General Education program. **Prerequisites**: Completion of UNIV 275 - Second Year Seminar with a D grade or better, or the accepted transfer equivalent, and junior standing. Students will register for this course when they have completed within the range of 61 -90 SH. Minimum grade requirement D.

UNIV 400 Study Abroad 12-15SH
Students who study abroad for a semester, year, or summer school are temporarily assigned to the study abroad

coordinator until their course work is completed and the credits are transferred back to Pfeiffer. Study abroad programs must be approved by the Study Abroad Coordinator, student's advisor, the registrar's office, the Dean of the Undergraduate College, financial aid, and the financial office. Credit will be assigned according to the program. Consortium agreements must be signed with cooperating colleges and universities.

UNIV 460 Seminar in American Fine Arts 3SH
Students will explore the significant contributions of American artists to the fields of music, dance, and art. Prerequisites: Junior standing and at least six (6) semester hours from the American Culture required courses.

Online Only Program Options

Pfeiffer University offers the following programs in an Online Only option to students who have completed 24 transferrable credit/semester hours (programs may set higher standards):

- Registered Nurse to Bachelor of Science in Nursing
- Education

Online Only Tuition and Fees: 2026-2027

Full Time status is defined as carrying a course load of 12 semester hours during the Fall or Spring semester or 6 semester hours during the summer semester. Changes in course loads during the semester that result in changes in a student's full-time or part-time status will be reflected in tuition adjustments on the student account. * Price applies for any courses in the major. If a course is required outside of the major through a course share option (i.e. Acadeum), additional costs would be incurred.

General Education Requirements for Online Only (30-31 SH):

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

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

General Education Requirements for Online Only (30-31 SH):

1. Writing (3SH) – Must meet the equivalent of ENGL 102W College Writing with a grade of C- or better.
2. Arts and Humanities (9SH) – Includes academic courses in Visual and Performing Arts, History, Religion and Philosophy, and general courses in the Humanities.
3. Literary Studies (3SH) – Includes the study and analysis of literature beyond the ENGL 102W level. College Writing or its equivalent must be successfully completed prior to enrolling in these courses.
4. Social/Behavioral Sciences (9SH) – Includes introductory academic courses in Psychology, Sociology, Communications and Political Science.
5. Mathematics (3SH) – Introductory study of Mathematics at or beyond the Basic Math Concepts level is required. PSYC 222M Statistics and Data Analysis (or its transfer equivalent) is accepted in this area. BMAL 311 Business Statistics is not a General Education course.
6. Introduction to Natural Science (3-4SH) – Includes introductory academic courses in Biology, Chemistry, Physics and Environmental Science. Coursework with a lab experience is recommended.

Registered Nurse to Bachelor of Science in Nursing RN-BSN (NURS)

The online RN to BSN program includes instructive and clinical experiences designed to expand the existing professional knowledge of North Carolina residents holding an associate in applied science degree in Nursing, associate degree in Nursing or diploma in Nursing from a hospital program and hold an RN license to practice nursing in North Carolina, a compact state. Compact states allow a nurse, licensed in one compact state, to legally practice in

another compact state.

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

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

RN-BSN Admissions requirements

- Completion of an associate degree in science with a major in nursing or as associate in applied science with a major in nursing, or a hospital diploma nursing program.
- Current unrestricted RN licensure.
- Cumulative GPA of 2.0.
- Immunizations as required by the University, the Department of Nursing, and relevant clinical agencies
- Current CPR (Basic Life Support) certification.

RN to BSN Prerequisites (11 SH)

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

RN to BSN Core Courses (26 SH)

NURS 328	Professional Nursing Practice & Communications	3SH
NURS 420	Health Assessment	3SH
NURS 426	Health & Aging	3SH
NURS 423	Nursing Informatics	3SH
NURS 422	Nursing Leadership	3SH
NURS 503	Perspectives in Community Nursing	4SH
NURS 505	Research Concepts	3SH
NURS 507	Professional Nursing Synthesis	4SH

Education (EDUC, SPED)

Pfeiffer University's Teacher Education Programs have received accreditation through year 2028 under the National Council for Accreditation of Teacher Education (CAEP) standards. CAEP's performance-based accreditation System for teacher preparation ensures that teacher candidates are prepared to make a difference in P-12 student learning. Providers accredited under CAEP standards as well as under the Teacher Education Accreditation Council (TEAC) Quality Principles are now served by a single specialized accreditation System for Educator preparation in the United States, the Council for the Accreditation of Educator Preparation (CAEP). More than 900 Educator preparation providers (EPPs) participate in the CAEP accreditation System.

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

See also the section entitled "Education" for accreditation and additional program specific information.

Teacher Licensure

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

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

Special Education: General Curriculum (K-12)

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

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

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

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

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

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

Admissions Criteria (Licensure Track): Each teacher candidate must provide evidence of successfully accomplishing the following criteria:

Breadth of Knowledge & Written Expression

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

Educator Dispositions

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

Education Online Admissions requirements:

- Must have at least 45 transferable credits/semester hours.
- Any exceptions to the admission requirements must be approved by Curriculum Coordinator/Department Chair & Dean of the Undergraduate College.

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

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

Formal admission into the licensure program MUST occur prior to the last day to add a class in the semester prior to student teaching. After formal admission into the Teacher Education Program (Licensure Track), teacher candidates may continue pursuing the coursework outlined in their major, as long as they maintain a minimum 2.75 GPA, enroll in upper level Education courses as noted in the course description section, and present appropriate dispositions for Educators.

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

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

Reflectivity: Reflectivity is a web-based software System used to facilitate field-based practice by allowing the candidate to record, store, review, share, evaluate, and receive feedback on teaching practice as s/he is working to meet state and University requirements for becoming a professional Educator. There is a $100 enrollment fee (for a multi-year subscription) charged during EDUC 306 or when enrolled in Reflectivity. Candidates continue to collect evidence during key courses and complete requirements within the System. This System will be utilized by candidates in all methods courses related to both the licensure and non-licensure programs of study and will be employed during student teaching by all candidates engaged in the final clinical practice.
NOTE: For all Education majors and minors, all professional core and specialty studies courses must be taken prior to student teaching.

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

Fees: Each of the student teaching courses requires a special $250 fee to pay the extra costs associated with student teaching. Internship courses for students completing the non-licensure programs require a special $120 fee to pay the extra costs associated with the internship. The alternative clinical experience offered in the Residency Licensure Program requires a $150 fee to pay the extra costs associated with the clinical experience. A laboratory fee of $20 is charged with each of the educational technology courses in the Division of Education. Education majors and minors must purchase a subscription for a web-based software System, Reflectivity, at a one-time cost of $100 (for a multi-year subscription) when they enroll in EDUC 305 or when enrolled in Reflectivity.

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

The purpose of the Elementary Education Program (K-6) is to provide appropriate learning experiences to meet the needs, capabilities, and interests of children in kindergarten through grade six. The program is designed to assist teacher candidates in acquiring knowledge, developing skills, and forming attitudes within a learning environment focused on active involvement and relevant learning activities.
Teacher candidates working toward teacher licensure at the elementary level must meet all requirements for admission into the Teacher Education Program and must:

- Complete at least 120 SH as required by the University,
- Successfully complete prescribed courses in Elementary Education (K-6),

- Earn a grade of C or better in each Education (EDUC) and Special Education (SPED) course,
- Earn a grade of C or better in HPED 210,
- Earn a grade of C or better in required support content courses (ENGL, MATH, etc.) courses,
- Complete a portfolio demonstrating mastery of State of North Carolina standards for teacher candidate,
- Pass all licensing examinations required for North Carolina teacher licensure, and
- Earn a qualifying score on the required performance assessment (EdTPA) administered during the student teaching experience.

Elementary Education Major Curriculum - B.A. Elementary Education (licensure)
48 SH Minimum

Professional Core Studies: (19 SH)

EDUC 205G	Introduction to Education	3SH
EDUC 201	The Educator as a Professional	2SH
EDUC 206	Digital Learning Competencies I	1SH
EDUC 305	Lesson and Curriculum Development	3SH
EDUC 306	Learner and Learning I	3SH
EDUC 316	Digital Learning Competencies II	1SH
EDUC 322G	Diversity & Cultural Competency	3SH
SPED 200	Intro to Special Education	3SH
SPED 301	Educational Assessment	3SH

Specialty Studies: (29 SH)

EDUC 215V	Arts and Children*	3SH
EDUC 299L	Children's Literature	3SH
EDUC 323	Primary ELA Methods	4SH
EDUC 325	Intermediate ELA Methods	3SH
EDUC 327	Elementary SS Methods	2SH
EDUC 329	Elementary Science Mthds	2SH
EDUC 331	Elementary Math Mthds	3SH
EDUC 340	Clinical Practicum (Math, Science, Primary ELA)	1-3SH
EDUC 342	Clinical Practicum II (Social Studies, Intermediate ELA)	1-3SH
EDUC 455	Senior Seminar – Elementary	2SH
HPED 210	HPED in Elementary School	3SH
SPED 250	Classroom & Behavior Management	2SH
EDUC 510	Student Teaching – K-6	12SH

Content Studies-Elementary K-6 Licensure: (34 SH)
The following courses meet NCDPI criteria for Elementary K-6 Licensure endorsement. These are additional requirements teacher candidates enrolled in Elementary Education will have to successfully complete in order to ensure competencies are met for licensure. When planning to meet the requirements for Pfeiffer University's General Education program, it is important to meet with your advisor to ensure you are meeting both requirements.

Content Studies-Elementary K-6 Licensure: (34 SH)
The following courses meet NCDPI criteria for Elementary K-6 Licensure endorsement. These are additional requirements teacher candidates enrolled in Elementary Education will have to successfully complete in order to ensure competencies are met for licensure. When planning to meet the requirements for Pfeiffer University's General Education program, it is important to meet with your advisor to ensure you are meeting both requirements.

Specific General Education Courses for Education Majors
Writing (3SH)
ENGL 102W College Writing

Literary Study (3SH general education)
ENGL/EDUC 299L Children's Literature

Arts and Humanities (6H general education; 3SH licensure requirement)
US History
HSTY 203 North Carolina History

EDUC 215V Arts and Children

Social and Behavioral Sciences (9SH)
Three courses

Introduction to Natural Science (3-4SH general education)
One course

Mathematics (3SH general education; 3SH licensure requirement)
2 courses in consultation with advisor

Bachelor of Arts in Special Education

General Curriculum (K-12) (licensure)

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

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

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

Special Education: General Curriculum Major Curriculum
53 SH Minimum

Professional Core Studies: (19 SH)

EDUC 205	Introduction to Education	3SH
EDUC 201	The Educational Professional	2SH
EDUC 206	Digital Learning Competencies I	1SH
EDUC 316	Digital Learning Competencies II	1SH
EDUC 306	Learner and Learning I	3SH
EDUC 305	Lesson and Curriculum Development	3SH
EDUC 306	Diversity & Cultural Competency	3SH
SPED 200	Intro to Special Education	3SH
SPED 301	Educational Assessment	3SH

Specialty Studies: (34 SH)

EDUC 320	Reading Methods w and w/o Exceptionalities	4SH
EDUC 425	STEM Methods w and w/o Exceptionalities	4SH
EDUC 433	Secondary Methods	3SH
EDUC 455	Senior Seminar and Field Experience	2SH
SPED 250	Classroom & Behavior Management	2SH
SPED 408	Educational Strategies	3SH
SPED 425	Collaboration & Program Development	3SH
SPED 475	Practicum in Special Education	1SH
EDUC 517	Student Teaching – K-12	12SH

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

The following courses meet NCDPI criteria for Special Education: General Curriculum (K-12) Licensure. These are additional requirements teacher candidates enrolled in Special Education will have to successfully complete in order to

ensure competencies are met for licensure. When planning to meet the requirements for Pfeiffer University's General Education program, it is important to meet with your advisor to ensure you are meeting both requirements.

Specific General Education Courses for Special Education Majors
Writing (3 SH)
ENGL 102W College Writing

Literary Study (3SH general education)
ENGL/EDUC 299L Children's Literature

Arts and Humanities (6H general education; 3SH licensure requirement)
US History
HSTY 203 North Carolina History
EDUC 215V Arts and Children

Social and Behavioral Sciences (9SH)
Three courses

Introduction to Natural Science (3-4SH general education)
One course

Mathematics (3SH general education; 3SH licensure requirement)
2 courses in consultation with advisor

Minor in Special Education

Curriculum (18 SH)
Professional Core Studies: (9 SH)

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

Electives: (9 SH)

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

**Other Courses Approved by Advisor

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

Bachelor of Arts in Educational Studies (non-licensure)

45 semester hours
Professional Core Studies: (30 SH)

EDUC 205	Introduction to Education	3SH
EDUC 201	The Educational Professional	2SH
EDUC 206	Digital Learning Competencies I	1SH
EDUC 316	Digital Learning Competencies II	1SH
EDUC 306	Learner and Learning I	3SH
EDUC 305	Lesson and Curriculum Development	3SH
EDUC 322G	Diversity & Cultural Competency	3SH
EDUC 521	Internship in Education (non-licensure)	6SH
SPED 200	Intro to Special Education	3SH
SPED 250	Classroom & Behavior Management	2SH

SPED 301 Educational Assessment 3SH

Elective Coursework in the Major: (15 SH)
Select fifteen (15) semester hours of coursework in EDUC, SPED, HPED, or other appropriate fields with advisor approval.

Course Descriptions

ECHE 100 Early Childhood Education 4 SH
This course introduces the foundations of early childhood Education, the diverse Educational settings for young This course introduces the foundations of early childhood Education, the diverse Educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.

ECHE 110 Children, Family, and Community 3 SH
This course covers the development of partnerships among culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.

ECHE 210 Child Development II 3 SH
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.

ECHE 300 Language and Literacy Experiences 3 SH
This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.

ECHE 400 Curriculum Methods for Early Childhood 4 SH
This course will focus on general and content-specific curriculum development that promote development across specific areas of learning using learning expectations from across different standards. Curriculum design methods, developmentally appropriate practices, and application methods will be explored. Selected activities will be investigated to promote literacy and numeracy, social and emotional growth, logical reasoning, and physical development.

Undergraduate Academic Honors

Pfeiffer University Honors Program:

Students who demonstrate strong academic performance and the potential to excel in Pfeiffer's undergraduate program may be invited (or may submit an application under certain circumstances) to join the University Honors Program. Outline of the Four-Year Honors Program:

Freshman Year: Students are enrolled in UNIV 128 – First Year Seminar (Honors) during the Fall of the first year.

Sophomore Year: Students are assigned to an Honors-Advisor, housed within their intended major. In consultation with the advisor, students will select a course outside their major in which to conduct a research project-with the outcome intended to be comparatively small [a research poster or paper offering deeper detail drawn from the course topic]. Students will register for HNRS 201 - Sophomore Honors Research (1 SH).

Junior Year: Students will complete one research project, housed in the students' major- either directed by their advisor or with the support of another faculty member in the major. Faculty partners help direct the appropriate course of the students' inquiry. In addition, students will take a Thesis Preparation workshop during the spring semester. Students will register for HNRS 301 - Junior Honors Research (1 SH) Fall or Spring semester and HNRS 302 - Honors Thesis Preparation (1 SH) in Spring Semester.

Senior Year: Students complete a thesis project in addition to capstone requirements embedded in their major fields. Students work with a faculty advisor and thesis committee toward an end project that may build off or be an expansion of previous work or may be an entirely new project. The intention of the Thesis is to challenge the university's top academic undergraduates and to provide an opportunity to explore independent research projects under the tutelage of Pfeiffer's leading professors over the course of nearly 1.5 years (including work completed in Thesis Preparation). Each thesis will be defended in front of a faculty committee and be presented at a spring University Symposium. Students will register for HNRS 401 - Honors Thesis I (2 SH) in the fall semester and HNRS 402 Honors Thesis II (2 SH) in the Spring semester.

- Honors Roundtable: Offered three times per semester at hours accessible to both student and faculty participants. The intention of the roundtable is to offer opportunities out of class to discuss current research projects, future research, and current events. The organization of the Roundtable remains the responsibility of the Honors Program director.
- University Symposium: Held annually during the Spring semester. Includes poster and paper sessions of underclassmen work and highlights the completion of Senior projects and theses. Format will look much like an academic conference. Ultimately, the symposium will make the work of Honors students and their faculty mentors more accessible to the campus at large.
- Student Recognition upon Graduation: Students successfully completing the requirements of the Honors Program will be recognized at graduation with a designated cord to accompany their regalia, they will have a special designation on their transcript, and they will have bound copies of their theses housed in the library.
- Requirements: Members of the Honors Program are considered the exemplary academic students at Pfeiffer. To remain in the program, students must maintain a 3.3 GPA at all times. A one-time probationary period may be granted by the director of the Honors Program (in consultation with the student's Honors advisor), however, no research projects may be attempted or completed during this probationary period.
- Non-freshman Student Admission: Qualified students not invited in their Freshman year may apply for admission into the Honors Program at the start of their Sophomore year. They will enter the program and complete requirements based on the academic year in which they enter the university. Admission to the Honors Program assumes that the graduating class in which the student hopes to gain admission has not reached the threshold of 20 students currently in the Honors Program. A panel led by the Honors Program Director will make admission decisions of upperclassmen.

Graduation with Honors

- *Summa Cum Laude* recognizes those graduating seniors who have earned a cumulative GPA of at least 3.900 at the time of graduation.
- *Magna Cum Laude* recognizes those graduating seniors who have earned a cumulative GPA of at least 3.700 at the time of graduation.
- *Cum Laude* recognizes those graduating seniors who have earned a cumulative GPA of at least 3.500 at the time of graduation.

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

Other Scholastic and Leadership Honors

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

Junior Scholastic Award: An award presented yearly to the student in his or her junior year with the highest

academic average. A minimum of 56 hours must have been earned at Pfeiffer University.

Senior Scholastic Award: This award is presented annually to the graduating student with the highest scholastic average. A minimum of 45 SH (excluding activities) must have been earned at Pfeiffer University for a student to be eligible for the award.

Order of the Sundial Award: The Order of the Sundial Award began as a student organization during the 1938-39 academic year and remained a student organization well into the late 1980s. At its inception, the organization recruited those students who were identified as excelling in the physical, social, aesthetic, and spiritual aspects of the Pfeiffer community as designated on the university seal. It is now an award presented each spring to graduating seniors who have exhibited the highest levels of leadership, scholarship, and student engagement during their time at Pfeiffer. The call for nominations is announced at the beginning of spring semester. Faculty, staff, and members of the student body may nominate potential candidates for the award. Candidate applications are reviewed by a committee of past recipients, the Dean of Students, and other key faculty and staff. Inductees into the Order of the Sundial are announced at the annual Awards Day program.

Who's Who

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

Academic Marshals

Ten to Twelve students are chosen each March to serve as marshals at the graduation ceremony and the fall Academic Convocation. These students have exceptional GPA's and must be planning to graduate in the Fall or Spring Semester of the next academic year. Students are nominated by faculty based upon the following criteria:

- Earned a minimum of 61 hours of coursework towards graduation.
- Earned at least 45 credit hours at Pfeiffer University.
- Earned a minimum GPA of 3.5.
- Display a high level of scholarship, student involvement, campus, and community service.

The selection committee will review nominations and inform recipients no later than April 15.

Academic Support & Student Services

Gustavus Adolphus Pfeiffer Library

The Gustavus A. Pfeiffer Library resources include approximately 100 online databases which provide close to 63,000 full-text journals, 69,000 streaming audio and video files, and over 250,000 e-books that are searchable in an online catalog, along with four book stack levels containing over 110,000 print volumes and over 100 print journal titles. All online resources are available off-campus as well. The library has a staff of four full-time librarians and one paraprofessional to assist students with research and other library needs, along with a 24-hour Ask-A-Librarian service. A computer lab is located on the 1st floor, tablets and laptops are available to check out, and a photocopier/printer is in the computer lab. The University Archives are also in the library building. Requests for books and journal articles not available in the library may be made to other libraries through use of Interlibrary Loan. For information, ask at the Circulation Desk.

Library Hours:

Monday – Wednesday	8:00am-12:00am
Thursday	8:00am-8:00pm
Friday	8:00am-5:00pm
Saturday	Closed
Sunday	2:00pm-1:00am

Borrowing Policies: Most books circulate for three weeks. Books may be renewed two times unless a hold has been placed on the materials. Reserve materials are located at the Circulation Desk. Most Reserve items must be used inside

the building. Library books should be returned at the Circulation Desk or in the Book Return located in front of the library.

Lost Books: (books that are more than one month overdue): Replacement cost ($100) plus a processing fee of $15.00. Books considered "lost" are searched for on the shelf a minimum of three times before a student is charged for the cost of the book. If a book becomes 90 days overdue, the processing fee will not be refunded.

In addition, many library services and research tools are available on the library's website: Pfeiffer University Library Website (http://library.pfeiffer.edu.)

Wick Sharp Student Success Center

The Wick Sharp Student Success Center, located in Stokes Student Center, ½ floor above the cafeteria, offers a variety of academic and support services to help students achieve success in college. Programs are available to develop reinforce basic skills, to supplement classroom instruction, and to allow students to pursue areas of personal interest.

Basic Skills Instruction: A number of courses have been specifically designed to prepare students for their other college courses. Individualized programs are also available in these skills areas. The goal of the programs is to teach students "how to learn" what they need to know in order to manage the increased academic demands of the University curriculum. Assistance is available in the following areas of basic skills instructions: reading and study skills.

Resources and Services

- Learning specialists to provide instruction in reading, writing, math, and study skills.
- FREE tutoring services by nationally certified tutors. Tutor Request forms can be found online at: my.Pfeiffer.edu
- Graduate exam preparation: Praxis, GRE, LSAT, MCAT, GMAT, etc.
- Workshops on time and stress management, test taking, study skills, study abroad, etc.
- Special needs assistance: A Kurzweil reading machine is available for visually impaired, international, and learning-disabled students. All students requesting reasonable accommodations for special academic needs should contact the Director of Student Support and Academic Success at ext. 3367.

Counseling Services

As a Pfeiffer University student, they have free unlimited access to therapists and on-demand crisis counseling. Students should register at www.thevirtualcaregroup.com/Pfeiffer to speak to a therapist. The you need available on web and mobile app, 24/7, 365 days a year. Students can also email care@thevirtualcaregroup.com with any questions.

Francis Center for Servant Leadership and Faith Formation

The Francis Center for Servant Leadership & Faith Formation provides students the opportunity to explore and practice their beliefs and values while engaging in servant leadership opportunities on campus and in the broader community.

Servant Leadership: The Francis Center seeks to educate, engage, and equip the campus community to accomplish tangible, public work that improves the lives of people in our communities. It is a starting point for any student, student group, academic class, or faculty/staff that wants to serve others. Service activities are facilitated to expose the campus to social issue exploration and promote meaningful connections between Pfeiffer and the greater community.

Faith Formation: The Francis Center welcomes students of all religious, spiritual, and secular backgrounds to build community based on the principles of mutual respect, understanding, and dialogue. Further, the program offers new experiences and meaningful opportunities for students to explore and practice their emerging beliefs and values and provides student leadership initiatives related to faith and philosophical formation within the campus and wider community. Faith Formation programming includes, but is not limited to: weekly chapels, interfaith service initiatives, bible studies, call and vocation activities, and programs for those who want to explore different philosophical ideologies.

Opportunities to Serve: Through partnership with local public service agencies, Pfeiffer students, staff, and faculty participate in numerous service events throughout the year such as tutoring children, working with Habitat for

Humanity, participating in charitable fundraising events, and assisting in disaster relief across the country. Students are welcome to initiate projects and are encouraged to link service activities with academic interests and career exploration. Finally, the Francis Center houses the Francis Scholar program, which is a scholarship program that provides funds to students who commit to serving their communities.

Campus Recreation

Campus Recreation offers great ways to escape from the daily routine and stress of class, work, and personal struggles. The Office of Campus Recreation looks to create opportunities to develop one's person health, build camaraderie, and allow friendly competition to occur amongst the Pfeiffer community. Campus Recreation does this in the following ways: Tournaments, Fitness Center & Gym, and Fitness Classes. Most tournaments are run as co-rec play, meaning men and women may compete on the same team. Campus Recreation offers traditional campus recreation tournaments such as: 3 on 3 Basketball, Sand Volleyball, Ping Pong, and Pickle ball. The Fitness Center provides a diverse selection of fitness equipment from your standard weights, machines, and treadmill to your advanced cable Crossover and Stair Mill platforms. Campus Recreation also offers fitness classes each semester. These are free of charge to students, faculty, and staff and are operated on a first come first served drop-in basis. Examples of fitness classes include Hip Hop/Latin Dance, Zumba, Power Pump, Pure Core, Boot Camp, and Kickboxing/Self-defense. Campus Recreation also offers opportunities for student employment each semester. Please note that participation in any Campus Recreation activity involved an ASSUMPTION OF RISK due to the physical nature of the activity.

The Knapp Health and Fitness Center

The Knapp Health and Fitness Center contains a general use gym, a fitness center, and lounge space. The Knapp features the following opportunities for all students: community gathering place, personal fitness, intramural tournaments, campus recreation events, and outdoor programming.

Career Services

The Office of Career Services and Internships is located in Stokes Student Center and strives to prepare Pfeiffer University students for meaningful and productive professional lives after college. Career development is a lifelong journey and it is never too early to take that all-important first step. Therefore, students are strongly encouraged to visit our office during their first semester at Pfeiffer. Our staff meets students -and alumni-wherever they are in the career development cycle and utilizes a growing array of programs and services to provide assistance, including the following:

- career counseling;
- resume and cover letter preparation;
- graduate school essay/personal statement preparation;
- interview skills;
- career interest assessment;
- career fairs;
- internships;
- job shadowing, and other assistance

For more information contact:

Sharon Robinson, Director of Career Services and Internships
Phone: 704-463-3410
Email: Sharon.Robinson@pfeiffer.edu

The Center for Outdoor Leadership

The Center for Outdoor Leadership (COL) is committed to providing experiential education programs using outdoor adventure recreation, conservation, and challenge course facilitation, which furthers the liberal arts learning experience for students, faculty, and staff of Pfeiffer University. COL provides opportunities for individuals to expand their horizons through personal growth, social interactions, and environmental service work. Our outdoor adventure experiences range from a day of rock climbing to week-long expeditions over extended breaks. Past experiences include backpacking and canyoneering the wilderness areas of Utah, canoeing on the Suwanee River in Georgia, and hiking and rock climbing in North Carolina. COL trips and events are coordinated and led by COL Students Leaders and Professional Staff, all of whom go through extensive training on planning and safety for each event. Additionally, COL Student Leaders are trained to facilitate group and leadership development programs for Pfeiffer University groups. These programs are

tailored, and custom designed for each group's specific goals and needs. Programming can occur at Pfeiffer University's low challenge course at Gibson Lakehouse, or at an indoor location on campus.

Students have the opportunity in the spring of each academic year to become COL Students Leaders. This provides the opportunity for students to learn new skills and gain experience by working as challenge course facilitators or trip leaders.

New and Transfer Students Orientation

It is the mission of the Office of Orientation to provide activities, programs and workshops that will aid new students in their transition to college life at Pfeiffer University, integrate new students into campus life, expose students to educational opportunities afforded them, both curricular and co-curricular, and provide family members with University resources and areas of support for their student(s). In addition to faculty and staff members, we have Orientation Leaders whose job it is to facilitate orientation activities and help new students find their way.

Pfeiffer Journey

The Pfeiffer Journey is a 4-year program that guides the overall student experience at Pfeiffer University. The Journey program is designed to help undergraduate students connect their past, present and future through annual seminars and mentoring relationships. The Journey begins with self-knowledge, promotes connection and collaboration, encourages critical thinking, and offers guidance for future career planning. Each year of The Pfeiffer Journey includes coursework and mentoring sessions, creating a unique student experience and an environment that fosters success both inside and outside of the classroom.

Health Services

Medical services are provided under the guidance of the Director of Counseling Services and the Nurse Practitioner. All students, whether commuting or residential, full or part-time, may utilize the services available. These services include laboratory tests, over-the-counter medications, immunizations, first aid, illness and injury management, contraceptive management, athletic physicals, annual wellness exams, chronic condition management, and personal counseling regarding health and wellness issues. When a student visits Health Services insurance will be billed, and the student will be responsible for any additional charges not covered by insurance. Prescriptions ordered by the Nurse Practitioner may be filled at a local pharmacy. All medical records and services received in Health Service are confidential. Information is not released without the student's written permission. Students are encouraged to notify their parents or family of illness or injury. Parents may be notified by the University only in the event of serious illness or injury, or with the student's permission.

When Health Service is closed, emergency medical needs are met through the Emergency Department of nearby hospitals (CHS-Stanly, CHS-Northeast, and Novant Health Rowan Medical Center). For non-emergency needs, students should visit an urgent care facility. Residential students are encouraged to notify their Resident Assistant or Resident Director and the Police Department in the event of illness or injury requiring emergency treatment.

Class attendance is a matter between the student and the professor. Each student has the responsibility to be knowledgeable about the University's class attendance policy, as well as that of each professor in whose class he or she is enrolled. Although Health Service does not generally provide "excuses" for classes missed, a written verification of a Health Service visit can be sent upon request.

Campus Police

The Misenheimer Police Department is charged with the responsibility for safety and law enforcement on campus. The campus employs one Chief and several officers. Police officers are on duty 24-hours a day, all year long whether school is or is not in session. Police services are contracted from the Misenheimer Police Department.

Student Leadership, Organizations, and Clubs

At Pfeiffer, students are encouraged to connect with each other, pursue activities that interest them, and put classroom training into practice. Student leaders work with our clubs and organizations to create and implement campus programs while building rich relationships with peers and mentors. Participating in these opportunities helps students develop

valuable skills needed for future academic and career goals.

Student Leadership Opportunities

Student leadership positions generally require an application and interview process. Contact the supervisor for each area for additional information about the selection process.

Admissions Ambassadors: Ambassadors are trained to provide tours to prospective students and their families. They also assist with recruitment events sponsored by the Office of Admissions.

Campus Activities Board (CAB): CAB sponsors programs and activities where students can connect and belong. CAB members work with fellow committee members to develop, execute, and evaluate programs both on and off campus.

Francis Scholars: The Francis Center for Servant Leadership and Faith Formation has scholarships available for students who are interested in community service, diversity, faith formation, and building community. Scholarship recipients work in collaboration with the campus chaplain and other campus and community partners to engage in programs that educate, entertain, and provide opportunities for personal growth.

Orientation Leader: Orientation Leaders (OLs) work with the Student Development staff during our Summer Orientation and Registration (SOAR) sessions and fall orientation where new students begin their journey as part of the Pfeiffer family.

Peer Mentors: Peer Mentors work in collaboration with faculty/staff Mentors in the First Year Seminar courses. Peer Mentors encourage first-year students toward self-advocacy as they start to navigate college life. Peer mentors help new students identify and utilize campus resources while building connections with their peers and the university that ultimately lead to student persistence.

Resident Directors and Resident Assistants: Resident assistants (RAs) are usually sophomores, juniors, or seniors who live in the residence halls to serve as a resource for their residents, developing programs that build community all while communicating and enforcing university policies. Resident directors (RDs) will have previously served as an RA and now serve in a para-professional role supervising 5-6 RAs, providing accountability and mentorship for their peers as well as planning campus programs sponsored by the Office of Residence Life.

Clubs and Organizations

Beliefs & Values Council: To promote interfaith dialogue and provide opportunities for students of various faiths to build bridges and promote understanding while celebrating diversity.
Connections: A student-led worship service that strives to create an intentional communal space for God to be present in our campus community.
Delight Ministries Women's Bible Study: To invite college women into Christ-centered community that fosters vulnerability and transforms stories.
Fellowship of Christian Athletes (FCA): To support the spiritual growth, maturity, and leadership of Christian students through opportunities for worship, prayer, scripture study, fellowship, and social activities, and to present a good witness for Christian faith to the wider Pfeiffer community.
Habitat for Humanity: To provide volunteer support for local efforts to build strength, self-reliance, and stability alongside local families as they build affordable housing.
It's On Us: To create a culture at Pfeiffer University where faculty, students, and staff recognize that non-consensual sex is sexual assault and are trained to identify situations in which sexual assault may occur and to intervene in situations where consent has not or cannot be given; thus, we will create an environment in which sexual assault is unacceptable and survivors are supported.
People of Color and Alliances: To raise awareness of the diverse needs, interests, and desires of students of color at Pfeiffer University while identifying and combating system racism.
Pfeiffer Green: To promote efficient and environmentally friendly operations on our campus and in the wider world that emphasizes sustainability.
Spectrum: Spectrum is a safe place for LGBT students and their allies, promoting education and awareness of lesbian, gay, bisexual, and transgender issues to the Pfeiffer community.
Student-Athlete Advisory Committee (SAAC): To encourage student athletes to take on leadership roles and

maintain a good reputation on campus.

Student Government Association (SGA): To improve the quality of the student experience by advocating for students interests while guiding and supporting student clubs and organizations.

Students Who Occasionally Roll Dice (SWORD): To provide Pfeiffer University students the opportunity to create and engage in tabletop role-playing games for the purposes of entertainment, social engagement and camaraderie, and the education of role-playing games history and impact.

Previously active student clubs included College Democrats, College Republicans, Commuter Community, Disc Sports Club, Glee Club, History Club, Pfeiffer Pfury spirit club, Pfeiffer Playmakers theatre troupe, Relay for Life, and others.

For additional information about active clubs, information about re-instating a previously active group, or details on how to start a new organization, visit the Office of Student Involvement.

Academic and Honors Organizations

Pfeiffer University offers students the opportunities to associate in clubs or organizations related to a variety of major programs and career interests. There are also academic and leadership honorary societies. Following are brief descriptions of the organizations at Pfeiffer that have been active in the last few years.

Computer Information and Video Gaming Society: To assist members in acquisition of field knowledge, providing opportunities for interaction with the business world and communication with the local community through networking and service projects. Club activities will also include opportunities to learn more about video game development and play.

Nursing Club: To provide social interaction between pre-nursing and upper division nursing students enrolled at Pfeiffer.

Pfeiffer Pfilm Society: To advance the education of the student body in the knowledge, understanding, and appreciation of the arts; particularly the art of film and allied visual techniques. The Pfilm Society shall have the power to promote the appreciation of films by means of lectures, discussions, and exhibitions.

Pfeiffer Prograds: To serve Pfeiffer students interested in professional schools and graduate schools in the sciences through learning workshops, invited speakers, and application assistance with community partners.

XOK: A Christian ecumenical community designed to allow students to build community as you explore your faith with trained theologians through hands-on activities and programs.

Previously active academic clubs include Christians Engaged in Faith Formation (CEF), Ray Harrington Criminal Justice Club, Counseling and Human Services Club, Health and Exercise Science Club, History Club, Math Club, Phi Beta Lambda (PBL), Sports Management Club, Student Accounting Society (SAS). Students interested in re-instating one of these groups or creating a new one should contact the Office of Student Involvement (Stokes 219) or a faculty member within their respective academic discipline.

Honor Societies

Delta Mu Delta: Delta Mu Delta is an international honor society that recognizes academic excellence in business administration programs.

Kappa Delta Pi: Kappa Delta Pi (KDP), International Honor Society in Education, was founded in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching.

Lambda Pi Eta: Lambda Pi Eta, Eta Xi Chapter is the official honor society of the National Communication Association instituted to promote outstanding academic achievement in the Communication discipline.

Order of the Sundial: The highest recognition for Pfeiffer University, Order of the Sundial recognizes graduating seniors who have excelled in academics, leadership, and service during their time at Pfeiffer. Nominations are solicited early in the spring semester and selection includes an application and review process including faculty, staff, and alumni members of the order.

Phi Alpha Theta: Phi Alpha Theta recognizes excellence in the field of history. It is a professional society whose mission is to promote the study of history through the encouragement of research, good teaching, publication and the exchange of learning and ideas among historians.

Psi Chi: Psi Chi, founded in 1929, is the international honor society in psychology.

Theta Alpha Kappa: Theta Alpha Kappa is the national honor society for religious studies and theology. It was founded in 1976 at Manhattan College in Riverdale, New York City to recognize the academic achievements of religion and theology students.

Media Organizations

The Phoenix: Pfeiffer's literary journal is published annually and includes artwork, photography, essays, poems, and short stories by Pfeiffer students, staff, faculty, and alumni. Selections for The Phoenix is made by a student editorial board, though students are not required to write nor submit their own work. All majors are encouraged to join as an activity credit. Additionally, The Phoenix organizes various campus events, the largest of which is a spring launch party celebrating the publication of the latest issue. Various student leadership positions are available on The Phoenix staff, including an editorial internship that requires an application process.

Athletics

Intercollegiate

Pfeiffer University is a member of the USA South Athletic Conference and the National Collegiate Athletic Association (NCAA) Division III. The University fields teams in:

Women Sports:	**Men Sports:**
Softball	Baseball
Cross Country	Cross Country
Lacrosse	Lacrosse
Track and Field	Track and Field
Tennis	Basketball
Basketball	Golf
Golf	Soccer
Soccer	Tennis
Cheerleading and Dance	Cheerleading and Dance
Volleyball	

Schedules include teams throughout the Eastern United States. Contact the Head Coach for additional information.

Misenheimer (Main) Campus

Location:

Pfeiffer University is located in the rolling Piedmont area of North Carolina in the community of Misenheimer. It is on U.S. Highway 52, one mile north of its intersection with N.C. Highway 49.

Description

The 340-acre campus offers a pleasant place to live and learn. Landscaping, planned parking, a small campus lake, and other facilities add to the attractiveness of the campus. In the list of facilities which follows, the date in parentheses represents the year in which the building was completed.

Academic, Administrative, Student Activity and Recreational Facilities

Jerry and Evon Jordan Hall (Administration Building) (1923) The Administration Building houses most of the University's administrative offices including the President, Provost, Financial Services, Digital Transformation & Technology, Admissions, and Financial Aid. Built in 1923, it was remodeled in 1936 to match the buildings constructed in 1935. The Administration Building was renamed Jerry and Evon Jordan Hall and dedicated during an outdoor ceremony on November 4, 2022.

Gowell Cottage This is a home that was built in the early 1920's by the late Annie B. Gowell, a Superintendent of Mitchell Home and School. It was moved and renovated by the Mitchell School Alumni Association.

Goode Hall (1935) Goode Hall was built as the dining hall but now is no longer in use. The wings were added in 1953. The original vaulted dining hall was remodeled in 1978 into an area for exhibitions and social functions; in 1995 it was dedicated as the Grace and Cameron West Art Gallery.

Jane Freeman Hall (1937) Jane Freeman was built as a science building and faculty dormitory. In 1954, it became a boy's residence hall; in 1958, it was converted into classrooms and faculty offices. It now serves as the largest classroom/

faculty office building. It houses the programs of Business, Accounting, and Economics and the programs of Languages and Literature; Writing and Speech; Religion, Philosophy, Computer Information Systems; and History and Political Science. It was remodeled in 1977 and again in 2002.

President's Home (University House) (1935) The President's Home is near the center of the campus. It is a home for the President's family and a center for special social events at Pfeiffer.

Henry Pfeiffer Chapel (1942) The Henry Pfeiffer Chapel seats approximately 500 and is the center of many religious services, intellectual programs, and cultural events. Behind the sanctuary is a large wing that houses the faculty offices and classrooms for the Music program.

Welcome Center (1942) The Merner Center was originally built as an Industrial Arts building, was converted into the library, and in 2017 was remolded and renamed the Welcome Center. It houses Enrollment Management and Financial Aid.

Knapp Health and Fitness Center (2000) Formerly Mitchell Gymnasium (1950), the building is now renovated to include a fitness equipment area, a gym for intramurals and recreational use, a coffeehouse/lounge, shower facilities, and offices. The renovation is a gift of the Knapp family.

Harris Science Building (1957) The Harris Science Building houses Science, Math and Nursing offices and math and science classroom spaces. Harris Science Annex, housing all the laboratory sciences, opened in Fall 2002.

Maintenance Center (1958) The Maintenance Center houses the University's maintenance department.

Stokes Student Center (1964) The Stokes Student Center is a building housing the Offices of Student Development; the Dean's Office; Residence Life; Student Involvement; Francis Center for Servant Leadership; and Student Government. The Student Center also houses the dining hall, snack bar, campus spirit store, and TV lounge. Pfeiffer Health Service, the Learning Center, the Counseling Center and the Career Services Center are in a wing of the Student Center.

Gustavus A. Pfeiffer Library (1967) The Gustavus A. Pfeiffer Library contains 5 book stack levels, study carrels, a music listening room, a microform viewing area, on-line computer databases, an on-line library catalog, access to the Internet, and the University archives. Education Department offices and classrooms are located on the third floor.

Merner Center for Health, Physical Education, and Recreation (1972) The Merner Center for Health, Physical Education, and Recreation houses the Sports Medicine and Management program and Athletics, which is responsible for Pfeiffer's intercollegiate athletics program. The main gymnasium has a bleacher seating capacity of 1,800 and is designed for two regulation size basketball courts. There are classrooms, training facilities, dressing rooms, and weight rooms. There is also an AAU regulation indoor pool with dressing rooms and a 100-seat bleacher area natatorium.

Knapp Tennis Center (1997) Pfeiffer's tennis complex has an indoor, air-conditioned lounge and restrooms for players. It overlooks 6 courts. A gift of the Knapp family, friends of the Knapp family, and other former Pfeiffer tennis players, this endowed facility is dedicated to the late Mr. Warren "Bud" Knapp, Sr. (Honorary Alumnus, 1995) and to his wife Mrs. Jane Knapp.

Outdoor Athletic Complex The outdoor athletic complex surrounding the Merner Gymnasium includes 6 tennis courts with an air-conditioned lounge and restrooms; fields for baseball, softball, lacrosse, and soccer; and areas for golf practice and intramurals.

Gibson Lake Area This area includes a seven-acre lake circled by wooded paths on the north campus named in honor of Walter I. Gibson, Sr., Vice President of Pfeiffer College, 1956-1969. Adjacent to the lake is a pavilion of native fieldstone which has been used for picnics, coffeehouses, and other student functions.

Post Office (1959) Pfeiffer is served by the United States Post Office at Misenheimer, located adjacent to the campus.

Rose Garden Apartments (1960) The Rose Garden Apartment Building is a two-story building with 12 one- and two-bedroom apartment units.

Residence Halls

Pfeiffer has 9 co-ed, residence halls. Together they provide housing for over 500 men and women. All residence halls include lounges for student use, laundry facilities, and apartments for the Resident Directors. All residence halls are air conditioned.

Cline Hall (1935) A two-story residence hall with 28 living units housing up to 39 students. Home to the Honors Residential College.

Ervin Hall (1964) A three-story residence hall, for upper-classmen, providing 47 units and housing up to 94 students.

Kluftinger Hall (1956) A two-story residence hall, for upper-classmen, providing 25 units and housing up to 50 students. Kluftinger is home to several living-learning communities, including our Education and Nursing majors.

Merner Hall (1935) A two-story residence hall, for first year students, with 56 living units housing up to 100 students.

New Hall (2002) A three-story residence hall with 24 living units, housing 72 students in apartment-style suites featuring private bedrooms and bathrooms. Available to upper classmen meeting specific GPA requirements.

Plyler Hall (1956) A three-story residence hall, for upper classmen, with 42 living units housing students in private units. Plyler is designated at the "pet friendly" residence hall, where students can bring pets after gaining approval from an

application process.

Rowe Hall (1935) A three-story residence hall, for first year students, with 71 living units housing up to 128 students.

Vaughn Hall (1962) A three-story residence hall, for upper-classmen, with 47 living units housing up to 94 students.

Washington Hall (1942) A two-story residence hall, for first year students, with 30 living units housing up to 61 students.

Professorships, Lectureships, Funds, and Scholarships

Endowed Professorships

MARY FLOYD CHAIR OF RELIGION (1957) A gift of the Women's Society of Christian Service of the Western North Carolina Conference of the United Methodist Church. The chair is designated The Mary Floyd Chair of Religion in honor of Dr. Mary Fisher Floyd, a member of the Pfeiffer faculty from 1946- 1972. Dr. Floyd was the first person to occupy the Chair.

RAYMOND ALLEN JONES CHAIR OF ENGLISH (1974) A gift from Raymond A. Jones, Jr. and other members of the Jones family in memory of the late Raymond Allen Jones (1894-1950), an original incorporator of the internationally known J.A. Jones Construction Company of Charlotte. Mr. Jones was a devoted Methodist layman whose life was centered around the Church and his family. During World War II, Mr. Jones was recognized for his leadership in building 212 Victory ships in the nation's shipbuilding effort.

SALLY ELIZABETH & LESTER RAYMOND ARIE CHAIR OF REAL ESTATE & BUSINESS (1975) A gift of Mr. and Mrs. Lester Arie of Phoenix, Arizona. Mr. Arie, a member of the Class of 1921, was a nationally recognized realtor and farm and land broker. He gave distinguished national leadership in his profession.

MAME BOREN SPENCE CHAIR OF MUSIC (1976) A gift of Dr. Mame Boren Spence of Asheboro, North Carolina, beloved and long-time Trustee, generous benefactor of Pfeiffer, and devoted church woman.

JEFFERSON-PILOT PROFESSORSHIP (1980) A gift of the Jefferson-Pilot Corporation of Greensboro, North Carolina, establishing an endowment to support senior business faculty who will attract and challenge talented students from both within and outside the state.

MARIAM COLTRANE SCHRAMM DISTINGUISHED PROFESSORSHIP OF RELIGION (1991) A gift from Dr. Mariam C. Schramm, a generous benefactor of Pfeiffer University and many other organizations in her community, to ensure that students who are interested in Christian service will receive the best education available, as well as the benefits of encouragement from faculty members who are concerned for their total well-being.

M. BAILEY GULLEDGE CHAIR OF BUSINESS ADMINISTRATION (2001) A gift from James L. (Bob) Gulledge, a long-time friend of Pfeiffer, former president of the Friends of the Library, and Stanly County resident. The chair is named in honor of Mr. Gulledge's brother, M. Bailey Gulledge.

ANNE LOUISE HEROLD KEENEY CHAIR OF PHYSICIAN ASSISTANT STUDIES (2016) Honoring the generous support of the Gustavus and Louise Pfeiffer Research Foundation, the chair is held by the Director of the Physician Assistant Studies program and named in memory of Anne Louise Herold Keeney, a board member of the Foundation. Mrs. Keeney also served as a Pfeiffer University Trustee from 1974 to 1991.

Endowed Lectureships

EMILY PRUDDEN ENDOWED LECTURESHIP (1966) A gift of the Association of Women Students which established an endowment fund to bring to the campus outstanding women who have achieved distinction in some area of professional life or public service. The lectureship is named in memory of the founder of the school which became Pfeiffer University.

SCHREYER-RUSSELL ENDOWED LECTURESHIP (1995) This lectureship brings to campus leading scholars and speakers in the fields of Christian education, United Methodist history, and world religions. It was established by alumni and friends of Religion, Philosophy and Christian Education, to honor two former professors — Dr. George Schreyer and Dr. Bernard Russell.

EUGENE I. EARNHARDT SPEAKER SERIES ENDOWMENT (2021) A gift from the Earnhardt family in memory of the late Eugene I. Earnhardt (1934-2020), former chair of the History Department at Pfeiffer University. During his tenure

as Pfeiffer's American Historian, Professor Earnhardt was known for challenging his students to think beyond the confines of their texts, and he often hosted "news makers" to speak to his students. The Eugene I. Earnhardt Speaker Series is intended to honor and continue that tradition.

Endowed Funds

ALLEN A. SURRATT LIBRARY ENDOWMENT (1973) This endowed fund was established by Mrs. Allen A. Surratt in memory of her husband. Income is used to provide financial encouragement and educational advancement to the librarians at Pfeiffer University.

WACHOVIA FUND FOR EXCELLENCE (1980) This endowed fund was established by Wachovia. Income use is determined by the trustees to provide for scholarships, faculty aid, and/or general operations.

GENERAL JOHN KNIGHT WATERS, U.S. ARMY, RET., ENDOWED FUND FOR EXCELLENCE (1982) This endowed fund was established by George Patton Waters '65 to honor his father. Income is used each year to fund a program of excellence at the University.

MARGARET SUSAN CARMICHAEL CHRISTIAN EDUCATION ENDOWMENT (1985) This endowed fund was established by alumni and friends of the Christian Education Program, to provide extra-curricular opportunities and expansion of the Christian Education Program. The endowment was named in honor of Miss Carmichael, a member of the Pfeiffer faculty from 1961-1993.

WICK SHARP STUDENT SUCCESS CENTER ENDOWMENT (1991) This endowment was established by alumni and friends, to support the Wick Sharp Learning Resource Center, named in memory of Pfeiffer's first president (1933-1943). Later renamed the Wick Sharp Student Success Center, the center provides supplemental instruction and resources for Pfeiffer students.

CLASS OF 1967 LIBRARY ENDOWMENT FUND (1992) This endowed fund was established by members of the Class of 1967 on the 25th anniversary of their graduation, to improve the Pfeiffer Library.

STARNES AWARD FOR OUTSTANDING ACHIEVEMENT (1995) This endowed fund, established by Ruth Peeler Starnes '30, provides recognition to faculty and staff members of Pfeiffer University who make significant contributions in an academic, service, humanitarian or athletic endeavor.

NICHOLS MAINTENANCE ENDOWMENT (1996) This endowed fund was established by Frank Nichols, Sr., the father of Frank Nichols, Jr. '64, to provide for maintenance and renovation on the Misenheimer campus.

MARY FISHER FLOYD ARCHIVES ENDOWMENT (1998) This endowed fund was established by Dr. Floyd, a member of the Pfeiffer Faculty from 1946-1972, to support and expand the Mary Fisher Floyd Archives.

EARGLE FUND FOR EDUCATION (1999) This fund was established by friends and family in honor of Dr. Zane Eargle, Pfeiffer's seventh president. Income is used to provide salary support for faculty in education.

FRANCIS CENTER FOR SERVANT LEADERSHIP ENDOWMENT (1999) The Francis Center for Servant Leadership encourages and develops future leaders, as well as coordinates service opportunities available for the campus community. The Center is named for G. Scott and Mary Liz Francis of Charlotte, who were committed Methodists with a heart for Christian ministry and service to their community.

21st CENTURY TRANSFORMATION FUND (2001) Established through lead gifts from alumni and friends, this fund is transforming the Misenheimer campus with new and renovated facilities. Earnings are also used to maintain buildings and grounds.

MARIAM COLTRANE SCHRAMM FINE ARTS ENDOWMENT (2002) This endowed fund established by Dr. Mariam C. Schramm, supports current programs in the cultural arts such as music, dance, the visual arts, lectures, and concerts.

TITLE III FACULTY DEVELOPMENT ENDOWED FUND (2006) This endowed fund established through a U.S. Title III Grant, supports the professional development activities of Pfeiffer faculty members.

CLASS OF 1968 PRESIDENTIAL PORTRAIT SERIES ENDOWMENT (2008) As a 40th reunion gift, the Class of 1968

created this fund to maintain the Presidential Portrait Gallery in the Administration Building.

AMBROSE FAMILY ENDOWMENT FOR SERVANT LEADERSHIP (2010) Established to honor the Ambrose family's commitment to service, this endowment provides support to the Francis Center for Servant Leadership. Dr. and Mrs. Charles M. Ambrose served as president and first lady at Pfeiffer University from 1998 to 2010.

GRIGG SCHOLARS PROGRAM (2010) Established in memory of Margie and Claud Grigg, this endowment provides scholarships and program support for the Education Department.

REIMANN ROBERTSON MANLY RESEARCH ENDOWMENT (2015) Established in honor of former Pfeiffer professors, Dr. Mike Reimann and Dr. Clyde Robertson, and in memory of former Pfeiffer professor Dr. Jethro Manly, earnings will fund an annual award for the most outstanding undergraduate research project and stipends for undergraduate research opportunities in chemistry and biology.

GEORGE E. SKOMSKY GOLF PROGRAM ENDOWMENT (2018) Established by George E. Skomsky '62 through his estate, to provide unrestricted support for the men's and women's golf programs at Pfeiffer.

MARY E. FOSTER WEBB AND HENRY THOMAS "TOBY" WEBB, JR. AWARD FOR EXCELLENCE IN TEACHING (2018) This endowed fund is dedicated to recognizing, publicly acknowledging, and rewarding Pfeiffer faculty for outstanding teaching. Mary Webb taught in the Albemarle City Schools for 30 years, and Dr. Toby Webb served as superintendent of Albemarle City Schools from 1966-1976, after holding the positions of principal and football coach at Albemarle High School for many years.

PFEIFFER UNIVERSITY GENERAL ATHLETIC PROGRAM ENDOWMENT (2020) This endowed fund was established by the Athletic Advisory Council Founding Board of Directors. Income is used to provide support for Pfeiffer University's athletic programming, according to the priorities established by the university president and athletic director.

Margaret L. Cline and Polly C. Whitley Internship Endowment (2024)
This endowed fund was established by Polly Cline Whitley '65 to help educate Pfeiffer students on providing care and hope for individuals with special needs and their families. The program provides internships for undergraduate students who work as interns for Victory Junction in Randleman, NC.

Dr. Robert H. Gaither and Donna K. Gaither Endowment (2026)
This endowment was established by Dr. Robert H. Gaither, longtime Albemarle, NC, OB/GYN, and his wife, Donna K. Gaither, in support of Pfeiffer University needs. Unrestricted disbursements will provide for annual operating requirements, including academic, scholarship, and maintenance expenditures.

Regional Literacy Training Center Endowment (2026)
This endowment was established by the Warren and Augusta Hume Foundation, named for Rollins College alumni Warren Hume ('39, '70H) and Augusta Yust Hume ('39) who held a lifelong commitment to education, particularly early childhood development. Endowment income will support the center's program, which includes partnerships with rural school districts in the region, further integration of literacy training within Pfeiffer University's undergraduate and graduate education programs, and scholarships for students who honor 3-year teaching commitments in local school districts upon graduation.

Endowed Scholarships

The following endowed scholarships are made possible through the generosity of alumni and friends of Pfeiffer and help underwrite the Presidential, Honors, Legacy, and University Scholarships offered through the Office of Financial Aid:

Alfred C. Starling Accounting Endowed Scholarship
All Star Mills Endowed Scholarship
Jean and JF Allen Endowed Scholarship
Clyde Almond and Benton Farmer Endowed Scholarship
Mary C. Anderson Endowed Scholarship
Bank of America Fund of Excellence Endowed Scholarship
Bank of Stanly Endowed Scholarship

Luther E. and Burvelle M. Barnhardt Endowed Scholarship
Dr. Martin D. and Jo Ann W. Barringer Endowed Scholarship
Blanche Smathers Beaver Endowed Scholarship
Martha Beaver Endowed Scholarship
Rufus R. Beaver Endowed Scholarship
Lucille Beck Endowed Scholarship
*Clarence E. Beeson Memorial Annual Endowed Scholarship
Estelle Mask Blackmon Memorial Endowed Scholarship
Blackmore and Key Endowed Scholarship
Gertrude Norfleet and R. Kent Blair Elementary Education Endowed Scholarship
Martin Vaughn and Annie Best Bramlett Endowed Scholarship
Patricia S. and Christopher L. Bramlett Endowed Scholarship
Myrtle Barker and Lyman Coy Brannan Endowed Scholarship
William R. and Mary D. Brantley Endowed Scholarship
Dr. Richard H. Brewer Honorary Endowed Scholarship
Howard and Pat Burkhart Endowed Scholarship
Barton David Burpeau, Jr. Endowed Scholarship
Jacquelyn B. and Robert L. Burrage, Jr. Endowed Scholarship
Laton Oden and Mary Stokes Burris Endowed Scholarship
Elnora G. Campbell Music Endowed Scholarship
Fred Franklin Campbell Business Administration Endowed Scholarship
Julius F. Campbell Endowed Scholarship
Caraustar Industries Business Endowed Scholarship
Carolinas Endowed Scholarship
Clay Tom and Julia H. Carpenter Endowed Scholarship
Joe and Rebecca Carter Endowed Scholarship
Cashion Family Endowed Scholarship
Valda H. and T.H. Caudle Memorial Endowed Scholarship
Peggy Friel Chilton Endowed Scholarship in Elementary Education
Dr. J. Lem and Alda Stokes Endowed Scholarship Presented by the Class of 1957
Class of 1958 Endowed Scholarship
Class of 1959 Endowed Scholarship
Class of 1966 Endowed Scholarship
Class of 1967 Endowed Scholarship
Rosa Coll Endowed Scholarship
Blanche Brown Coltrane Endowed Scholarship
Julia Gay and Lester D. Coltrane Endowed Scholarship
A. Wayne Cook Memorial Endowed Scholarship
Ann Garver Cook Communication Endowed Scholarship
Reverend A.J. Cox Endowed Scholarship
Brenda Poplin Cripliver ’68 Memorial Endowed Scholarship
Thomas E. and Ester Blalock Crump Memorial Endowed Scholarship
Cruse Holmes Christian Music Endowed Scholarship
Joy Cronland Dennis Memorial Endowed Scholarship
Mary Frances Mitchell Denny Endowed Scholarship
Steve H. Dial Memorial Endowed Scholarship
Roger L. Dick Endowed Scholarship
Doby Memorial Endowed Scholarship
Dorothy Cranford Dorton Endowed Scholarship
Dowd Foundation Endowed Scholarship
Linda Hinshaw Dowling Endowed Scholarship
Brendan Duffey Memorial Endowed Scholarship
Harold (Mackie) and Mary Earnhardt Eagle Endowed Scholarship
Mackie and Mary Earnhardt Eagle Endowed Scholarship
James Harvey Eagle and Eunice Newsom Eagle Endowed Scholarship
Buford C. and Brown M. Earnhardt Endowed Scholarship
Mabel Edgerton Endowed Scholarship

Joshua Eyer ’17 Endowed Scholarship for Servant Leadership
Henry E. and Joyce H. Farmer Endowed Scholarship
Joseph S. Ferebee Endowed Scholarship
Melba Willis Ferebee Endowed Scholarship
Howard and Mescal Ferguson Endowed Scholarship
First Citizens Endowed Scholarship
First Street United Methodist Church Endowed Scholarship
Fisher Family Endowed Scholarship
*Henry E. Fisher Memorial Annual Endowed Scholarship
Jonathan D. Fraley Endowed Scholarship
W. Harry Fullenwider Endowed Scholarship
Glen Roy Gale Endowed Scholarship
J.C. and Dora Gentry Endowed Scholarship
Walter I. and Lucile B. Gibson Endowed Scholarship
John R. Gore Memorial Endowed Scholarship
Gore-Houghton Endowed Scholarship
E.B. Grady Business Endowed Scholarship
*Roger M. Gramling Annual Endowed Scholarship
Marjorie E. Hall Endowed Scholarship
Charlotte Smathers Hammill Endowed Scholarship
Dean Aaron Hammill Memorial Endowed Scholarship
Hillard R. and Dwight H. Harrelson Endowed Scholarship
Ray Harrington Endowed Scholarship
Arthur P. Harris Endowed Scholarship
Dewey and Cathy Tuttle Harris Endowed Scholarship
Henry A. and Mamie B. Harris Endowed Scholarship
Judy C. Hash Endowed Scholarship
Mary Jane Hefner Memorial Endowed Scholarship
W.G. “Bill” Hefner Endowed Scholarship
Boyd A. and Beulah Biggers Helms Endowed Scholarship
Hendrick Endowed Scholarship
Dorothy Hackney Hicks Endowed Scholarship
William Livingston Hodges Memorial Endowed Scholarship
Theodore S. Hoffmann Endowed Scholarship
Dr. Samuel Otho and Eula Eddleman Holland Endowed Scholarship
Ken and Martha Holshouser Endowed Scholarship
Phillip Asbury Howard Endowed Scholarship
Philip P. Howie Endowed Scholarship
John C. Huneycutt Endowed Scholarship
Elizabeth Holmes Hurley and James Hurley, Jr. Memorial Endowed Scholarship
Ben, Betsy and Robinette M. Husketh Endowed Scholarship
Mr. and Mrs. E. Jack Ingram, Sr. Memorial Endowed Scholarship
*James V. Johnson Annual Endowed Scholarship
Edward H. and Ruth O. Kearns Endowed Scholarship
Fran Morris Knapp Endowed Scholarship
Bear and Eleanor Knotts Endowed Scholarship
Jacquelyn Burrage Lafferty Endowed Scholarship
Jewell H. and Robert D. Lee Endowed Scholarship
Nick and Reba Lefko Endowed Scholarship
Paul and Judy Leonard Endowed Scholarship
William L. and Susan P. Levis Music Endowed Scholarship
Lewis and Rainey Endowed Scholarship
Charles L. Little Endowed Scholarship
Elsie and Ken Lowder Endowed Scholarship
Mrs. S. Ray (Mae) Lowder Memorial Endowed Scholarship
Bill and June MacDade Memorial Endowed Scholarship
Dr. J. Horace Maness Memorial Endowed Scholarship

Mauney Endowed Scholarship
James and Doris Mauney Endowed Scholarship
Mayhew Endowed Scholarship
Ralph and Caldwell McAlister Endowed Scholarship
*Bishop Lawrence and Mrs. Margaret F. McCleskey Endowed Scholarship
McIlquham Family Endowed Award in Nursing
Anne McLean Memorial Endowed Scholarship.
Maria Melucci Endowed Scholarship
Harriet Miller Endowed Scholarship
Ebenezer Mitchell School and Home Alumni Endowed Scholarship
Jean and Wade Mobley Mathematics Endowed Scholarship
Mr. and Mrs. W. Bryan Moore Endowed Scholarship
Morgan Family Endowed Scholarship
Ethel Chapin Morgan and Annie B. Gowell Memorial Endowed Scholarship
T. Finch and Grace E. Morgan Endowed Scholarship
Addie Rhem Morris Endowed Scholarship
Colonel and Mrs. J. Edgar Morris Endowed Scholarship
Roberta Clark ('63) and Dr. James E. Morris ('63) Endowed Scholarship
Richard I. and Marie A. Morris Memorial Endowed Scholarship
M.W. and Nancy Mullinix Endowed Scholarship
Florence A. Murray Memorial Endowed Scholarship
Esther Godwin Narron Endowed Scholarship
Theresa Newman Leadership Endowed Scholarship
Florence Nightingale Endowed Scholarship
David and Kathryn Olive Endowed Scholarship
Everett W. Palmer Memorial Endowed Scholarship
B.B. Parker/Duke Energy Endowed Scholarship
Passanante/Licausi/Stammetti Family Endowed Scholarship
People Helping People Endowed Scholarship, in Memory of Melanie Vaughn
Adam Petty Memorial Endowed Scholarship
Philip Morris Endowed Scholarship
Gene and Janet Pickler International Endowed Scholarship
C.D. Plyler, Mary Brown Peck Plyler and Spencer Plyler Endowed Scholarship
T.A. and Sarah H. Plyler Endowed Scholarship
Nell S. Poplin Endowed Scholarship
Porter Brothers Endowed Scholarship
Clarence H. and Lois M. Potts and Raeford A. and Katherine P. Thomas Endowed Scholarship
William Kellon Quick Endowed Scholarship
Eddie B. and Mae L. Ratliff Endowed Scholarship
Cookie Rayle Endowed Scholarship
R.C. Reinhardt Endowed Scholarship
John R. and Helen Dietrich Renger Endowed Scholarship
Ride for the Ribbon Endowed Scholarship
Anita Horton Rilling Memorial Endowed Scholarship
Joetta and Bill Rinehart Endowed Scholarship
Blanche L. and Hubert A. Ritchie Endowed Scholarship
Jim and Anice Ritchie Endowed Scholarship
Charles Henderson Roberts Endowed Golf Scholarship
Edna Stitt Robinson Endowed History Award
Ruthella Rodeheaver Endowed Scholarship
M.G. Roseman, Jr. Endowed Scholarship
Fred and Ruby Ross Endowed Scholarship
Rotarian Endowed Scholarship
Ben C. and Rodell Russell Memorial Endowed Scholarship
Russell Family "Pivotal Moment" Endowed Scholarship
Mary S. Russell Endowed Accounting Scholarship
Latrelle Joyner Sasser Memorial Endowed Scholarship

Roger Earle Saunders Endowed Scholarship
Theodore Miller and Mariam Coltrane Schramm Endowed Scholarship
Ivey L. and Connie T. Sharpe Endowed Scholarship
Jerry L. Shelby Business Endowed Scholarship
Ethelyn Shelley Endowed Scholarship
Lois C. Sims Endowed Scholarship
James and Carrie Sloan Endowed Scholarship
Ellis N. Smith Endowed Scholarship
Eunice M. Smith and Mary A. Hess Endowed Scholarship
Reverend and Mrs. Joe C. Smith Endowed Scholarship
Margaret Edith Smith Endowed Scholarship
Robert M. Smith, Sr. Memorial Endowed Scholarship
Ellen M. Snyder Endowed Scholarship
Mame Boren Spence Endowed Scholarship
Roger D. Spoon ’57 Memorial Endowed Scholarship
Peggie Garrison Stamper Endowed Scholarship
Stanly County Endowed Scholarship
Stanly Knitting Mills/Rogers Endowed Scholarship
Ruth Peeler Starnes and Francis Eugene Starnes Endowed Scholarship
Marion Moring Stedman Music Endowed Scholarship
Sulon B. Stedman Business Endowed Scholarship
J. Lem Stokes Endowed Scholarship
Sundman Barham Endowed Scholarship
Mary Hilma Dean Swaim Endowed Scholarship
Tom and Gretchen Sweat Endowed Scholarship
James M. and Mildred W. Swicegood Memorial Endowed Scholarship
Lily Jane Taylor Endowed Scholarship
Adelia Poindexter Tennant Endowed Scholarship
Myron W. Tolbert Memorial Endowed Scholarship
Willie Ellen Trexler Endowed Scholarship
Lillian and Worth Trogdon Endowed Scholarship
Vaughn Memorial Endowed Scholarship
Wade Manufacturing Company Endowed Scholarship
Robert Earl Wagoner, Jr. Memorial Endowed Scholarship
Roberta Flanagan Walker Endowed Scholarship
Donald Walser Family Nursing Endowed Scholarship
Alice Armstrong Ward Memorial Endowed Scholarship
C.C. Weaver Endowed Scholarship
Al and Ruby West Memorial Endowed Scholarship
Fred West Endowed Scholarship
Grace and Cameron West Endowed Scholarship
Williard Endowed Scholarship
Becky Snider Wilson Memorial Endowed Scholarship
Wirth Endowed Scholarship
Buna Strider Yelton and Anna Strider Endowed Scholarship
*Endowment for this scholarship held outside Pfeiffer University.

The History of Pfeiffer University

Pfeiffer University originated from one of at least 15 home-schools founded by Miss Emily C. Prudden between 1885 and 1909. The seventh-generation descendant of Peter Prudden- a pioneer Congregational minister in Connecticut — Miss Prudden spent 30 years opening educational opportunities to young people in remote regions of the Carolinas. Having once placed a home-school in operation, it was her practice to deed its care to a church mission society, before moving to a new area to initiate another project. Pfeiffer developed from the Oberlin Home and School, reportedly named in memory of John Oberlin, whose service as a minister and social pioneer in the rural valleys of Alsace, France, inspired Miss Prudden’s own interests. The Oberlin Home and School began at Lick Mountain, near Hudson in Caldwell County, North Carolina. In 1903, the Women’s Home Missionary Society of the Methodist Episcopal Church agreed to assume responsibility for the Oberlin property. Following the transfer of 37 acres and 2 buildings on June 8, 1903, the

Oberlin school was renamed the Ebenezer Mitchell Home and School, in memory of the step- son of Mrs. Mary A. Mitchell of Dayton, Ohio, whose generosity facilitated completion of improvements to the property. A fire on January 14, 1908, led to the relocating of the Mitchell Home and School. The structure housing faculty and students was destroyed, and the school moved to temporary quarters in nearby Lenoir. These quarters soon proved inadequate.

The Mitchell Home and School then moved to Misenheimer in February 1910, with the acquisition of the present property. A new and spacious building was erected. In 1913, high school diplomas were issued.
Another fire in 1914 severely damaged the main school building in Misenheimer, again requiring reconstruction and adjustments to the academic program. A men's dormitory withstood destruction.
A junior college curriculum was added in 1928. In 1934, the N.C. State Department of Public Instruction granted accreditation to Mitchell Junior College. The introduction of elementary studies by county schools permitted the school to eliminate lower grades and to direct its efforts towards collegiate level work.
Pfeiffer Junior College commenced its 1935-1936 academic year named in honor of Henry and Annie Merner Pfeiffer of New York City, whose philanthropy prompted the construction of 4 brick buildings and the President's Home in 1935. The renaming of the college eliminated a problem of identification with Mitchell College, a junior college for women in Statesville.

In 1942, both the Southern Association of Colleges and Secondary Schools and the University Senate of the Methodist Church accredited Pfeiffer as a junior college. In 1954, encouraged by a bequest from Mr. G. A. Pfeiffer, brother of Mr. Henry Pfeiffer, the College broadened its program to include senior college work. Matching a grant of $750,000 from the Gustavus and Louise Pfeiffer Research Foundation, the College in 1956 added more than $1,500,000 in assets.
Since that time, it expanded dramatically in enrollment and in facilities. The Southern Association of Colleges and Schools accredited the four-year program in 1960. Following a two-year study, the Western North Carolina Conference of The United Methodist Church voted in 1961 to sponsor Pfeiffer College and to extend financial support in a cooperative arrangement with the Women's Division of Christian Service.

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

The Charlotte Campus opened in 1977 with undergraduate classes for Criminal Justice. The first graduate program began in 1985 with an MBA curriculum, followed by a Master in Christian Education in 1989 and a dual MBA/MHA degree in 1993. The Charlotte operation occupied several locations as its enrollments mounted. An Adult Studies Program was implemented at Charlotte in Fall 1995. To address the institution's expansion and graduate-level involvements as well include a growing population of international and non-traditional students, the Board of Trustees at its Spring 1996 meeting voted to reorganize Pfeiffer's academic structure towards university status - effective May 15, 1996.

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

The leadership of Pfeiffer University began with its founder, Emily C. Prudden. A succession of administrative heads, called superintendents, followed. Those to fill the Office of the President since Pfeiffer first became a junior college have been the following:

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

David McIlquham (Interim President)	2010
Michael C. Miller	2010-2014
Jerry M. Boone (Interim President)	2014-2015
Colleen Perry Keith	2015-2019
Scott W. Bullard	2019 - Present

Pfeiffer University Faculty and Administration

Faculty

Sarah Blake (2024) Director of Clinical Education & Principal Faculty/*Assistant Professor of PA Studies*
B.S., High Point University, 2003; M.S., Rosalind Franklin University of Medicine and Science, 2006.

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.

Ellen Blue (2019) *Assistant Professor Elementary Education, Director of Teaching, Learning, and Innovation*
B.S., Pfeiffer College, 1989, M.S.; Pfeiffer University, 2004; Certificate Executive Leadership, Gardner Webb University, 2013.

Jamie Brandon (2026) *Visiting Assistant Professor of Nursing*
B.S., Winston-Salem State University, 2009; M.S., Western Carolina University, 2013; D.N.P. Gardner-Webb University, 2018

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/Director of Didactic Education*
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) *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.

Amy L. Caudle (2022) *Assistant Professor of Chemistry.*
B.S., Worcester State College, 2004; M.S., UNC Wilmington, 2019.

Violet Cook (2026) *PT Nursing Accreditation Support Assistant*
B.S. Pfeiffer University, 2008; M.S. UNC Charlotte, 2016.

Laura Daugherty (2021) *Assistant Professor of Nursing-Maternal Child/Pediatrics*
B.S.N., University of NC at Chapel Hill, 1999; M.S.N., University of NC at Chapel Hill, 2004.

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 and Director of Nursing.*
B.S.N., UNC Charlotte, 2007; M.S.N., UNC Greensboro, 2015; Ph.D UNC Greensboro 2026.

Scott Fisher (2022) *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.

S. Greer Fisher (2023) *Associate Professor of PA Studies & Principal Faculty*
B.S., University of Nebraska, 2001; M.P.A.S., University of Nebraska, 2003; D.Sc. P.A.S., Baylor University, 2010

Crystal Gaddy (2020) *Associate Professor & Program Director of OT*
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)
Assistant Professor of Occupational Therapy Studies.
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.

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.
Angela Kern (2011) *Professor of Elementary Education* 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 Directorand Assistant Professor of Library Science.* B.A., Duke University, 1994; M.L.S., University of NC at Greensboro, 1998.
Elaine Lofton (2026) *Program Support Administrator*
B.S., Bowling Green State University, 1981; M.A., Luther Rice College, 2021; M.Ed., Jones International University, 2011.
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 & Dean of the Undergraduate College 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.
Kellyn Luna (2025) *Visiting Professor of English*

Deborah Lung (2009) *Associate Professor of Marriage and Family Therapy/ Interim Director & Clinical Coordinator of the Charlotte PIMFT Clinic .*
B.S., James Madison University, 1984; M.A., James Madison University, 1995; Psy D., James Madison University, 2007
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.
Kevin Misenheimer (2025) *Associate Professor of Business Administration*

Sequoya Mungo Brown (2019) Associate Professor of Education and History
B.A., University of North Carolina Chapel Hill, 2003; M.A. North Carolina Central University, 2008; Ph.D. University of North Carolina Charlotte, 2011.
Jennifer Newsome (2026) *Clinical Support Coordinator*
A.A.S., Stanly County Community College, 2016; B.S., Pfeiffer University, 2021
Samantha Pennington (2022) *Assistant Professor of Health and Natural Science.*
Tina Preslar (2001) *Assistant Professor of Accounting.*
B.S., Pfeiffer University, 1996; M. of Accounting, University of North Carolina at Charlotte, 2000.
Laura Reichenberg (2014) *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 Justice and Professional Studies*
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 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.

Norman Rose (2023) *Professor of PA Studies.* Des Moines University. 1963, Doctor of Osteopathic Medicine
Edward Royston (2018) *Associate 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
Ali Sever (2002) *Professor of Computer Information Systems.*
M.S., Ataturk University, 1989; Ph.D., Wichita State University, 1995.
Matthew Shaver (2023) *Medical Director & Assistant Professor of PA Studies*.
B.S. East Carolina University, 2005; Wake Forest University School of Medicine, 2009
Caroline Sawyer Sowards (2017) *Assistant Professor of Psychology*
B.A., Pfeiffer University, 2007; M.A., University of North Carolina at Charlotte, 2009, Ph.D Liberty University, 2026.
Jennifer Waid (2024), *Assistant Professor of Occupational Therapy-Pediatrics,*
A.A. University of Florida, 1992; B.H.S University of Florida, 1994; Ph.D Boston University, 2024
Chassity Speight-Washburn (2024) *Assistant Professor of Psychiatric Mental Health Nursing*
B.S.N., UNC Charlotte, 1996; M.S.N., UNC Charlotte, 2008.
Jacinda Whitley (2022) *Assistant Professor of Marriage and Family Therapy & Clinical Director.* 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

Jeff Childress (2022) Special Assistant to the President
B.S., Pfeiffer University, 1989; M.A. Ed, East Carolina University, 1993.

Academic Affairs

Gregory D. Pillar, Ph.D (2026) Vice President for Academic Affair and Provost
B.S., University of Minnesota; M.S., Kansas State University; Ph.D., University of Georgia.

Mark McCallum (1994) Director of Academic Initiatives and Professor of Biology
B.A., Wake Forest University, 1985; Ph.D., Georgia Institute of Technology, 1995.

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.

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) Collection Development Librarian & Assistant Professor of Library Science
B.A., Pfeiffer University, 2009; M.L.I.S., University of North Carolina at Greensboro, 2011.

Mark Miller (2022) *Simulation Coordinator-Center for Health Sciences*B.S., NC State University, 1992; M.S., East Carolina University, 2009.

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

Ashley Eyer (2020) University Retention Coordinator B.S., Pfeiffer University, 2016.

Wendy Owings (2024) Associate Director of Academic Success
B.A., University of North Carolina Charlotte, 1999.

Mona Long (2008) Director of Institutional Research
B.A., Wake Forest University, 1987.

Jasmine Scott (2023) Clinical & Administrative Support Coordinator for PA Program.
B.S. North Carolina A & T State University, 2013; M.S. Capella University, 2020

Alexis Currie (2022) Administrative Support Coordinator- PA Studies

Heidi Abbott (2024) Assistant Registrar & Coordinator of Academic Affairs

Claire Evensen (2024) Associate Registrar/ Degree Auditor
B.S, Pfeiffer University, 2024; M.B.A, Pfeiffer University, 2024.

Lashonda Peterson (2024) MFT Clinic Receptionist & Education Data Coordinator

Advancement

JoEllen Newsome (2018) Executive Director of Advancement
B.S., Pfeiffer University 2013; B.A., Pfeiffer University, 1993.

Teena Mauldin (2005) Assistant to the VP for Institutional Advancement

B.A., Pfeiffer University, 2009.

Ashley Burleson (2024)
B.S., University of North Carolina 1998.

Karin Dancy (2020) Grant Writer
B.A., Hampton University, 1992; M.A. Syracuse University, 1993.

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

Lindsay Gauldin (2025) Advancement Officer
B.A., Guilford College, 2023.

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

Athletics

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.

John Anthony "Tony" Faticoni (2015) Head Soccer Coach
B.S., Rutgers University, 1994.

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

Zachary Marchinko (2025) Assistant Coach Cross Country & Track and Field
B.S., University of North Carolina Charlotte, 2020.

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

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

Micah Felts (2026) Assistant Softball Coach
B.A., Pfeiffer University, 2026.

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

Donald Spencer (2021) Associate Head Men's Basketball Coach

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

Daniella Balducci (2025) Assistant Volleyball Coach
B.S., Pfeiffer University, 2023

Vontreece Hayes (2023) Head Coach Women's Basketball
Master of Education, University of Maryland Eastern Shore, 2018

Kenadie Hudler (2026) Assistant Women's Basketball Coach
B.A, Pfeiffer University, 2026

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

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

Thomas Welton (2025) Assistant Baseball Coach

B.A., Pfeiffer University, 2025.

Rena Goolsby (2022) Assistant Tennis Coach

Kaylee Breckenridge (2024) Assistant Athletic Trainer
M.S, University of South Carolina, 2024.

Christine Treanor (2025) Assistant Men's and Women's Golf Coach
B.A., The University of Texas Rio Grande Vally, 2005; M.A., Texas Tech University, 2024.

Chloe Johnson (2025) Assistant Women's Lacrosse Coach
B.A., Ohio State University, 2023.

Jacob Nelson (2024) Athletic Communications Assistant
B,A, Syracuse University, 2020.

Caleb Livengood (2024) Manager of Internal Operations and Social Media Content for Athletics
B.A., Pfeiffer University, 2024

Office of Information Technology

Ryan Conte (2019) Director of Information Technology and Chief Information Officer
A.S., Rowan-Cabarrus Community College, 2005. B.S., Pfeiffer University 2026

Alex Holshouser (2026) IT Help Desk Technician
A.S, Rowan Cabarrus Community College, 2024.

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

Brooke Lowry (2023) Database Administrator
A.S., Stanly Community College. 2021; B.S., Catawba College, 2023.

Cameron Griffin (2023) Network Administrator & IT Manager
A.S., Stanly Community College. 2021

Dakota Graham (2023) IT Help Desk Technician
A.S., Rowan-Cabarrus Community College, 2014.

Enrollment Management

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

Alex Baldy (2024) Director of Undergraduate Admissions
B.A., Appalachian State University, 2013; M.A.T., Relay Graduate School of Education, 2016

Alicia Blalock (2019) Campus Guest Coordinator Undergraduate Admissions
B.S., Pfeiffer University, 2002.

William Deitrick (2025) VP for Enrollment Management
B.S., North Carolina State University, 2007; M.S., High Point University, 2011; M.B.A., Frostburg State University, 2020; Ed.D., High Point University, 2025.

Abbi Wiles (2022) Assistant Director of Admissions
B.A., Wingate University, 2022.

Laura Dawsey (2023) Admissions Support Coordinator for Occupational Therapy Program.
B. A., Wingate University, 2022.

Asuncion Gonzalez (2026) Admissions Counselor
B.S, Pfeiffer University, 2026

Matalie Meure (2025) Undergraduate Admissions Counselor
B.A., Mercyhurst University, 2024; M.S., Mercyhurst University, 2025.

Rick Kivior (2006) Enrollment Data Reporting Manager
B.A., University of North Carolina at Chapel Hill, 1996; M.S., Clemson University, 1999.

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

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 B.S., University of North Carolina at Charlotte, 2001.

Cindy I. Loflin (1983) Accounts Payable Manager

Reba Poplin (2008) Accounts Receivable Manager
A.A.S., Stanly Community College, 2006.

Deborah M. Wood (2004) Financial Analyst
B.S., Pfeiffer University, 2004; M.B.A., Pfeiffer University; 2009; F.F.I., Pfeiffer University, 2016.

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

Human Resources

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

Nicole Steele (2023) HR Generalist/Payroll Manager
BA in Sociology/CIS, Lehman College, 2005; MS in Human Resource Management, Mercy College, 2018.

Marketing and Communications

Gary Veazey (2014) Interim Director of Marketing & Communications B.A., University of North Carolina at Charlotte, 1997.

Taylor Brigman (2023) Multi-Channel Content Creator
B.S., Pfeiffer University, 2023; M.B.A., Pfeiffer University, 2026.

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

Briana Hanson (2026) Interim Coordinator Student Activities
A.A. Forsyth Technical Community College, 2019; B.A. Pfeiffer University, 2025

Sharon Robinson (2024) Director of Career Services and Internships

Kristina Mares (2024) University Chaplain and Director of Church Relations

Max Cirillo (2024) Coordinator of Residence Life

Other: Contract Services

Bryan Markus Lambert (2022) Chief of Police, Village of Misenheimer Police

Phillip Burdge (2018) Captain, Village of Misenheimer Police

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

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

Al Tolley (2024) Police Officer, Village of Misenheimer Police

Billy Cagle (2024) Police Officer, Village of Misenheimer Police

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

Joe Bahr (2003) Plant Operations

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 Kean (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.
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.
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 & Dean for the Division of Applied Health Sciences. B.A., Chatham College, 1973; J.D., Washington College of Law, 1976; M.H.A., St. Joseph's University, 1983.*
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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Academic Calendars

2026-2027 Undergraduate Academic Calendar

Fall 2026 Semester Terms

15 Weeks (August 24-December 7)
1st 8 Weeks (August 24-October 16)
2nd 8 Weeks (October 19-December 11)

August

Monday	**24**	**Classes Begin (15 Weeks & 1st 8 Weeks)**
Friday	28	Opening Academic Convocation
Monday	31	Last day to ADD a class or DROP a class without record (15 Weeks & 1st 8 Weeks)

September		
Friday	6	Roster Verification due by 12pm (15 Weeks & 1st 8 Weeks)
Monday	7	Labor Day Holiday (no classes)
Friday	6	Deadline to submit final grade for Summer 2026 Incompletes

October		
Thursday	1	1st 8 Weeks -Last Day to Withdraw from a Course (W Grade)
Tuesday	13	Midterm Grades due by 12pm (15 Weeks)
Wednesday-Friday	14-16	Fall Break (no classes) (15 Weeks)
Friday	16	1st 8 Weeks -Last Day of Classes
Monday	19	1st 8 Weeks- Final Grades Due by 4pm 2nd 8 Weeks -Classes Begin
Monday	26	Semester Mid-Point
Monday	26	2nd 8 Weeks -Last day to ADD a class or DROP a class without record
Friday	30	2nd 8 Weeks -Roster Verification due by 12pm

November		
Monday	9	Pre-Registration for Spring (Online Only)
Monday	9	Senior Early Registration begins at 12AM
Wednesday	11	Junior Early Registration begins at 12AM
Wednesday	11	Last Day to Withdraw from a Course (W Grade) (15 Weeks)
Friday	13	Sophomore Early Registration begins at 12AM
Monday	16	Freshman Early Registration begins at 12AM
Wednesday - Sunday	25-27	Thanksgiving Holidays (no classes)
Monday	30	2nd 8 Weeks - Last Day to Withdraw from a Course (W Grade)

December		
Monday	7	Last Day of Classes (Seated)
Tuesday-Friday	**8-11**	**Final Exams (Seated)**
Friday	11	2nd 8 Weeks-Last Day of Classes
Tuesday	15	All Grades Due by 12pm

Spring Academic Calendar 2027

15 Weeks (January 13-April 28)

1st 8 Weeks (January 13-March 5)
2nd 8 Weeks (March 15-May 5)

January		
Wednesday	**13**	**Classes Begin (15 Weeks & 1st 8 Weeks)**
Friday	15	Sheltered Advising Day
Monday	18	Martin Luther King Jr. Holiday (No Classes)
Wednesday	20	Last day to ADD a class or DROP a class without record (15 Weeks & 1st 8 Weeks)
Monday	25	Roster Verification due by 12pm (15 Weeks & 1st 8 Weeks)

February		
Wednesday	3	Deadline to submit final grade for Fall 2026 Incompletes
Wednesday	24	1st 8 Weeks -Last Day to Withdraw from a Course (W Grade)

March		
Friday	5	1st 8 Weeks -Last Day of Classes
Monday	8	1st 8 Weeks- Final Grades Due by 4pm
Monday	8	Semester Mid-Point
Monday	8	Midterm Grades Due by 12 pm (15 weeks)
Monday – Friday	8-12	Spring Break (No Classes)
Monday	15	2nd 8 Week Classes Begin
Monday	29	Pre-Registration for Fall & Summer (Online Only)
Monday	29	Senior Early Registration begins at 12AM
Wednesday	31	2nd 8 Weeks -Last day to ADD a class or DROP a class without record
Wednesday	31	Junior Early Registration begins at 12AM

April		
Friday	2	2nd 8 Weeks Roster Verification Due by 12 PM
Friday	2	Sophomore Early Registration begins at 12AM
Monday	5	Last Day to Withdraw from a Course (W Grade) (15 Weeks)
Monday	5	Freshman Early Registration begins at 12AM
Thursday	15	2nd 8 Weeks - Last Day to Withdraw from a Course (W Grade)
Wednesday	28	Last Day of Classes (15 Weeks)
Thursday – Wednesday	**29-5**	**Final Exams (15 Weeks)**

May		
Wednesday	5	2nd 8 Weeks-Last Day of Classes
Thursday	6	All Graduating Senior Grades Due by 9 am
Thursday	6	Baccalaureate Service
Friday	7	All Grades Due by 12pm
Saturday	8	Spring Commencement