

Graduate Course Catalog 24-25



FAULKNER
UNIVERSITY

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Campus Locations

Montgomery Campus

5345 Atlanta Highway
Montgomery, AL 36109-3398
(334) 272-5820 or
(800) 879-9816

Birmingham Campus

4524 Southlake Parkway
Hoover, AL 35244
(205) 879-5588

Huntsville Campus

420 Wynn Drive
Huntsville, AL 35805
(256) 830-2626

Mobile Campus

3943 Airport Boulevard
Mobile, AL 36608
(251) 380-9090

LETTER FROM PRESIDENT MITCH HENRY

Faulkner University has an unwavering commitment to faith, learning, and vocational ministry. We teach, train, launch, and support people who make their chosen careers a ministry to others. We engage our students in an academically rigorous experience to prepare them for productive lives. They are led by a distinguished faculty of Christian scholars who approach their discipline through a Christian ministry worldview. We challenge students to discover their careers, give their best, and commit their lives to integrity and service.

The University provides a supportive environment where every individual matters every day. We help students identify their calling, sharpen their skills, deepen their knowledge, and fulfill their personal and professional aspirations. Faulkner graduates become engaged in their community, using their gifts to improve the lives of others.

We are honored you have chosen us. I am confident Faulkner will provide you transformative experiences, meaningful relationships, and an outstanding education. You will be inspired and equipped to think deeply in every course and to reach higher goals as a person created in God's image. Prepare for a life of faith, service, and achievement, and enjoy your journey with us.



LEGAL STATEMENTS

General Legal Statements

The Faulkner University Undergraduate Catalog sets forth general academic policy and specific undergraduate academic policy. The University also publishes separate Graduate Catalogs, which describe master's and doctoral programs, and a Student Handbook, along with supplementary publications for various programs.

While the provisions of this catalog will ordinarily be applied as stated, the University reserves the right to change any provision listed in this catalog including, but not limited to, academic requirements for graduation without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar and/ or the Office of the Vice President for Academic Affairs. It is important that each student be aware of his or her individual responsibility to keep apprised of current graduation requirements for the student's respective degree program.

All students must read and follow the rules and regulations as presented in the Student Handbook and such program specific supplementary handbooks as may be applicable. The handbook contains conduct regulations, penalties for failure to comply, grievance procedures, and a statement on student rights. Failure to follow the conduct regulations contained in the handbook can result in disciplinary action, including suspension and expulsion from the University. The Student Handbook and such program specific supplementary handbooks as may be applicable, as they may be amended from time to time, are incorporated in this catalog by reference for all purposes.

Students agree that any and all claims (in tort, contract, or otherwise) asserted by them against Faulkner University or its employees that arise in any way whatsoever out of their relationship with Faulkner as students or former students will be governed either by applicable Federal law or by the laws (both decisional and statutory) of the State of Alabama, except that Alabama's choice of law or conflict of laws provisions will not be applicable.

Students agree that any civil action they commence against Faulkner University or its employees that arises in any way whatsoever out of their relationship with Faulkner University as students or former students can be heard only by a state or federal court sited in Alabama.

Students agree to submit to the personal jurisdiction of the State of Alabama in the case of any civil action instituted against them by Faulkner University or its employees that arises in any way whatsoever out of their relationship with Faulkner as students or former students.

The Faulkner University Undergraduate Catalog, Graduate Catalog, Student Handbook, and other handbooks or guides are available on the University's website at www.faulkner.edu.

University-Student Agreement

Universities and colleges exist for the transmission of knowledge, skills, and dispositions for the general wellbeing of society. A key commitment of the University is the preservation and perpetuation of the principles of a democratic society, individual freedom, a government of law, the American spirit of community service, and personal responsibility. As a Christian liberal arts university, Faulkner accomplishes this through open inquiry, investigation, and engagement to promote knowledge, professionalism, critical thinking, leadership, lifelong learning, and service to others. In this light, Faulkner University has established the following mission- and vision-driven student rights and responsibilities to create a caring Christian environment for the development of the whole person.

Student Rights

Students have a right to:

1. Learn in a caring Christian environment.
2. Participate in all areas and activities of the University, free from any form of discrimination on the basis of race, color, national or ethnic origin, religion, sex, disability, age, or veteran status in accordance with applicable federal and state laws, except as otherwise permitted under federal or state law as a consequence of the University's religious mission and values.
3. Participate in a free exchange of ideas within the mission, vision, and core values of the University.
4. Enjoy personal privacy within the mission, vision, and core values of the University except as otherwise provided by the University's policies, regulations, or procedures and those provided by law.
5. Receive or access the University Catalog, Student Handbook, University Calendar, or other relevant program handbooks via the University website (www.faulkner.edu).

6. Access modifications, enhancements, additions, or alterations to the materials listed in #5 above in a reasonable time frame via the University website (www.faulkner.edu).

Student Responsibilities:

Students have a responsibility to:

1. Uphold the principles of personal and moral integrity contained within the Bible and exemplified by Christ.
2. Foster the creation of a caring Christian environment.
3. Foster the character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship within others and themselves.
4. Respect and observe the personal privacy of others within the mission, vision, and core values of the University, except as otherwise provided by the University's policies, regulations, or procedures and those provided by law.
5. Respect the rights and property of others, including other students, the faculty, the administration, the University, and its vendors.
6. Recognize that student actions reflect upon the individuals involved and upon the entire University community.
7. Know, adhere to, and abide by the regulations, policies and procedures in the current University Catalog, Student Handbook, and relevant program handbooks.
8. Know the modifications, enhancements, additions, or alterations to the regulations, policies, and procedures to the current University Catalog, Student Handbook, and relevant program handbooks posted on the University website (www.faulkner.edu).
9. Know the University calendar, including critical events and deadlines.
10. Read and review all mail—electronic and otherwise—from the University.

Postsecondary Student Rights under Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all educational institutions that receive funds under an applicable program of the U.S. Department of Education.

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA authorizes the disclosure of certain information about students in the absence of their consent. This information is known as "directory information," and includes the following: student's name, address (including email address), telephone number, place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and weight and height of athletes on an intercollegiate team sponsored by the University. By this provision, students and parents are hereby given notice of the categories of information the University has designated "directory information" and that such information will be provided without consent of either students or parents **unless** the parent, student, or guardian informs the Registrar in writing that some or all of such information should not be released without their prior consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.
5. The right to obtain a copy of Faulkner University's student records policy. This policy is available in the Office of the Registrar.

Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973

Faulkner University complies with Section 504 of the Rehabilitation Act of 1973 and the applicable provisions of the Americans with Disabilities Act of 1990. (The University considers itself a religious institution that falls within the exemption regarding public accommodation provisions that Title III of the ADA provides for such institutions.) Most campus buildings are equipped for and accessible to handicapped persons. The University provides reasonable accommodations to students with disabilities. New construction is in full compliance with the Act.

Nondiscrimination Statement

Faulkner University does not illegally discriminate on the basis of race, color, national or ethnic origin, age, gender, marital status, veteran status, or disability in connection with

its educational policies, admissions, financial aid, educational programs, or activities to those who meet its admission criteria and are willing to uphold its values as stated in the Conduct Regulations contained in the Student Handbook and relevant program handbooks.

Faulkner University is a church-affiliated liberal arts institution committed to employing a highly qualified and diverse administration, faculty, and staff, who reflect the University's religious traditions, values, affiliation, and purpose. Thus, the institution invites individuals affiliated with the Churches of Christ to submit applications regardless of race, color, national or ethnic origin, age, sex, marital status, veteran status, or disability. Faulkner University does not discriminate on the basis of race, color, national or ethnic origin, age, sex, marital status, or disability in connection with its employment practices. However, Faulkner University exercises a preference in employment for those qualified applicants who are members of the Churches of Christ, and whose lifestyles are consistent with the mission of the University and with the beliefs and values of the Churches of Christ. The religious tenets followed by the University may also, in certain situations, limit or impact the employment of persons on the basis of sex.

Based upon this commitment, Faulkner University follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Faulkner is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of sex in its admissions policies, treatment of students, employment practices, or educational programs except in accordance with its religious tenets. Inquiries concerning the application of federal and state laws or regulations may be referred to the Office of Human Resources.

Athletic Participation Rates and Financial Support Data

Information regarding Faulkner's athletic participation rates and financial support data is available to students, prospective students, and the public upon request via the Athletic Director's Office.

Harassment on the Basis of a Protected Characteristic

Harassment on the basis of any federal or state protected characteristic (e.g. race, color, sex, national origin, religion, age, disability) will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.

Students who wish to make a complaint about discriminatory conduct on the basis of a protected characteristic, including harassment or sexual harassment, should file a complaint pursuant to the Student Complaints and Conflict Resolution policy set forth in the Student Handbook.

Smoking and Weapons

Smoking or other use of tobacco including vaping on University properties or in University facilities and vehicles is prohibited. Faulkner University prohibits possession, use, and transportation on University properties of any dangerous or potentially dangerous weapons, including fixed-blade knives, shotguns, rifles, handguns, bows and arrows, crossbows, brass knuckles, air guns, swords, and fireworks or explosive devices.

Campus Security Policy and Campus Crime Statistics Act

Faulkner University complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, which requires the compilation and dissemination of certain crime data and security. Campus Crime Statistics are posted on the University website.

MISSION, VISION, AND CORE VALUES

Mission

The mission of Faulkner University is to glorify God through education of the whole person, emphasizing integrity of character in a caring, Christian environment where every individual matters every day.

Overview of Institution and Characteristics

Faulkner University is a private, church-affiliated, liberal arts based institution in the tradition of American higher education. In this tradition, Faulkner seeks to educate the whole person in preparation for success in a pluralistic democratic society. Faulkner follows the Christian liberal arts tradition of open inquiry, investigation, and engagement to promote knowledge, professionalism, critical thinking, leadership, lifelong learning, and service to others.

Faulkner University's campuses primarily serve four metropolitan communities—Montgomery, Birmingham, Huntsville, and Mobile—within Alabama. The four communities are all urban environments with contiguous suburban and rural areas. The four communities are classified as metropolitan statistical areas (MSA) by the U.S. Census Bureau.

History of the University

Faulkner University is a multi-campus, co-educational, private, Christian institution of higher education offering associate, baccalaureate, master, and doctoral degrees to prepare students for professions or advanced studies in Bible, liberal arts and sciences, business, health sciences, and education. Through the Jones School of Law, Faulkner offers the juris doctor in jurisprudence.

Founded as a two-year Bible college in 1942, Faulkner has evolved into an independent, co-educational institution in the Christian liberal arts tradition. Faulkner has grown from a small, seminary-based institution to a university with six academic divisions on the Montgomery campus—Alabama Christian College of Arts and Sciences, Harris College of Business and Executive Education, Thomas Goode Jones School of Law, V.P. Black College of Biblical Studies, the College of Education, and the College of Health Sciences—and three extended campuses in Birmingham, Huntsville,

and Mobile. Faulkner has two academic research and outreach centers: the Cloverdale Center for Youth and Family and the Institute for Faith and the Academy. The cornerstone and distinctive characteristic of Faulkner is the infusion of Christian ethics, morals, values, and concern for others throughout the entire institution. As an institution and faculty, we focus on conveying the knowledge to empower the pursuit of personal goals and life-roles and to enable daily life as productive Christians and citizens of a pluralistic democratic society. Our commitment to Christian ethical ideals extends to the individual, family, church, community, nation, vocation, and profession. Our interest is not only in what an education helps students to be in their lives, but also what an education helps them to do with their lives.

Vision

Anchored in biblical truth, Faulkner University will be recognized globally as a vibrant Christ-centered community where academic excellence, spiritual growth, and a personal dedication to service combine to equip graduates with the tools to make a profound and lasting difference in their chosen fields, families, churches, and communities.

Core Commitments

1. Steadfast commitment to biblical truth and Christian principles;
2. Demonstrated care for every student, every day;
3. Excellence in teaching and learning;
4. Intentional, spiritual mentoring of the total life of the student; and
5. Fostering respect and preservation of fundamental principles that acknowledge the religious, intellectual, social, economic, and individual freedoms we enjoy as blessings from our Creator.

ACCREDITATION AND AFFILIATION

Institutional Accreditation

Faulkner University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees. Faulkner University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Faulkner 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).

Biblical Studies

Kearley Graduate School of Theology: The Kearley Graduate School of Theology is accredited by the Commission on Accrediting of the Association of Theological Schools. The following degree programs are approved by the Commission on Accrediting: Doctor of Philosophy in Biblical Studies, Master of Arts in Biblical Studies, Master of Theology, and Master of Arts in Family Life Ministry. In February 2022, the ATS Board of Commissioners approved an on-going exemption for the Doctor of Philosophy in Biblical Studies to be completed in a synchronous distance education format.

The Commission on Accrediting of the Association of Theological Schools
10 Summit Park Drive
Pittsburgh, PA 15275-1110
Phone: 412-788-6505

Education

Teacher Education: Faulkner University's teacher education programs in the College of Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP). For information regarding the institution's CAEP accreditation contact: Council for the Accreditation of Educator Preparation, 1140 19th St. NW Suite 400 Washington, DC 20036 Faulkner University's teacher education certification programs in the College of Education are approved by the Alabama State Department of Education (ALSDE). For information regarding the institution's ALSDE approval contact: Alabama State

Department of Education 50 North Ripley Street P.O. Box 302101 Montgomery, AL 36104

***Note:** The Master of Education in Curriculum and Instruction program is a non-certification program and is not subject to approval by the Alabama State Department of Education.

Harris College of Business and Executive Education

The Harris College of Business and Executive Education at Faulkner University has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE).

International Accreditation Council for Business Education
11374 Strang Line Road
Lenexa, Kansas, USA



Legal Studies

The Legal Studies Program offered by the main campus in Montgomery, Alabama, is approved by the American Bar Association. Students graduating with a Legal Studies degree from the Montgomery campus, as well as the students at the centers through synchronous classrooms, will receive an ABA- approved paralegal certificate along with their Legal Studies degree. For information regarding the institution's accreditation contact:

American Bar Association
Standing Committee on Paralegals
321 North Clark Street
Mail Stop 19.1
Chicago, Illinois 60610-4714

Occupational Therapy

The entry-level occupational therapy doctoral degree program at Faulkner University has applied for accreditation and has been granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA

and its web address is www.acoteonline.org. The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork and an individual 14-week capstone experience within 12 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework, Level II fieldwork and preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

The program is scheduled for the on-site evaluation in November of 2024 and anticipates graduating the first cohort in May of 2025.

Accreditation Council for Occupational Therapy Education
(ACOTE) 7501 Wisconsin Avenue, Suite 510 E, Bethesda, MD, 20814 301-652-6611
accred@aota.org

National Board for Certification in Occupational Therapy (NBCOT) One Bank Street,
Suite 300, Gaithersburg, MD, 20878 301-990-7979 <https://www.nbcot.org>
American Occupational Therapy Association (AOTA) <https://www.aota.org>

Alabama Occupational Therapy Association (ALOTA) <https://www.alota.org>

Alabama State Board of Occupational Therapy <https://www.ot.alabama.gov>

Complaints about the OTD program or University related to curriculum or compliance with accreditation standards must be submitted in writing to the Accreditation Council for Occupational Therapy Education (ACOTE).

Physical Therapy

The Doctor of Physical Therapy Program at Faulkner University is accredited by the Commission on Accreditation in Physical Therapy Education, 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email:

accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/ institution directly, please call (334)386-7378 or email hmount@faulkner.edu.

Physician Assistant Studies

At its March 2023 meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the Faulkner University Physician Assistant Studies Program sponsored by Faulkner University on Accreditation-Probation status until its next review in March 2025.

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

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn. Specific questions regarding the Program and its plans should be directed to the Program Director, Brittany Syner, at bsyner@faulkner.edu and/or the appropriate institutional official(s).

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

Speech-Language Pathology

The Master of Arts/Master of Science (MA/MS) education program in speech-language pathology, residential education, at Faulkner University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

The Master of Arts (MA) education program in speech-language pathology, distance education, at Faulkner University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

Thomas Goode Jones School of Law

Faulkner University's Thomas Goode Jones School of Law is approved by:

The Council of the Section of Legal Education and Admissions to the Bar of the
American Bar Association
321 North Clark Street, Chicago, IL 60654
312-988-6738

Graduates are eligible to sit for the bar examination in any state.

Affiliation Statement and Scope

Faulkner University is a private, Christian university affiliated with the nondenominational Churches of Christ through its Board of Trustees, administration, and faculty. Students of all religious backgrounds or no religious background are welcomed, with the understanding that the rules governing their conduct will be based on Christian principles.

Faulkner University offers Associate's, Baccalaureate's, Master's, and Doctoral degree programs. Enrollment consists of traditional dormitory and commuting students, as well as nontraditional and evening students.

CAMPUSES

Montgomery Campus

Faulkner University's main campus is located in Montgomery, the capital city of Alabama. Its location is 164 miles southwest of Atlanta, 92 miles south of Birmingham, and 155 miles north of Mobile and the Gulf of Mexico. Approximately one-third of the population of the United States lives within a 600-mile radius of Montgomery. The U.S. Census Bureau estimates the population of Montgomery's Combined Statistical Area to be over 417,000. The climate in Montgomery allows an average of eight hours of sunshine daily and temperature averages of 49 in winter and 82 in summer.

Montgomery employers include state and local governments, Maxwell-Gunter Air Force Base, and large companies like Baptist Health, Alfa Insurance, and Hyundai. Local businesses near the campus seek students for part-time employment.

Sports enthusiasts enjoy Lagoon Park's seventeen tennis courts, eighteen-hole golf course, and a five-field softball complex, minutes away from Faulkner's campus. Riverwalk Stadium hosts the AA Montgomery Biscuits baseball team. The state Coliseum accommodates the State Fair and other events.

Local performance venues include Montgomery Performing Arts Centre, Davis Theatre for the Performing Arts, the Riverwalk Amphitheater, and the highly acclaimed Alabama Shakespeare Festival. Cultural and historical centers include state capitol complex, civil rights museums, and the Montgomery Museum of Fine Arts. Performance groups include the Montgomery Symphony Orchestra, the Montgomery Ballet, the Capitol Sounds Band, the Recreators Band, and the Montgomery Chorale.

Academic Divisions

The Alabama Christian College of Arts and Sciences (ACCAS) provides a core curriculum of liberal arts for all undergraduate degree programs as a foundation upon which subsequent learning is based.

- The ACCAS also offers associate, baccalaureate, master, and doctoral degrees in certain liberal arts disciplines. The undergraduate programs are described in the University's Undergraduate Catalog and graduate programs are described in the University's Graduate Catalog.

The Harris College of Business and Executive Education (HCBEE) offers programs designed to prepare leaders for roles in the business community and the free enterprise system. It offers associate, baccalaureate, and master's degrees in various areas of business and executive education. The undergraduate programs are described in the University's Undergraduate Catalog.

The V. P. Black College of Biblical Studies (VPBCBS) provides all Faulkner students instruction in the Bible. Bible majors are prepared for leadership roles in Churches of Christ. It offers Bachelor of Arts, Master of Arts, Master of Theology, and Doctor of Philosophy degrees in Biblical Studies. The undergraduate programs are described in the University's Undergraduate Catalog.

The College of Education (COE) is a CAEP-accredited school of education offering degrees in both Class B and Alternative A teacher certification degree areas approved by the Alabama State Department of Education, as well as offering master's degrees in clinical mental health counseling and school counseling. It offers baccalaureate and master's degrees. The undergraduate programs are described in the University's Undergraduate Catalog.

The College of Health Sciences (CHS) offers programs designed to prepare professionals for roles in healthcare fields. It offers baccalaureate, master's, and doctoral degrees that require specialized accreditation in their respective areas. The undergraduate programs are described in the University's Undergraduate Catalog.

The Thomas Goode Jones School of Law (TGJSL) offers two degree programs: the Juris Doctor (J.D.) and the Joint J.D./LL.M. in Advocacy and Dispute Resolution. The TGJSL program is described in a separate catalog.

Physical Facilities

Faulkner University's Montgomery campus is located on Atlanta Highway near the intersection of Interstate 85 and Eastern Boulevard. It is conveniently located near shopping malls, theatres, restaurants, and churches. The campus is composed of the following main buildings:

- **E. L. Cullom Rotunda** houses administrative offices, a large auditorium, and classrooms.
- **Gus Nichols Library** houses the University's major collection of books, serials, as well as digital, film, and other media. The library offers space for study, access to computers, copiers, and printing.
- **The Health Science Center (HSC)** is an 85,000-square-foot building home to the College of Health Sciences programs and the Faulkner University Center for Therapy and Research. Construction of the College of Health Science has occurred in three phases. Phase I (48,000 square feet) of the HSC included completing classrooms, teaching labs, research labs, a simulation lab, offices, locker rooms, one conference room, and the initial portion of the Center for Therapy and Research. The facility's Phase I construction allowed the college to meet the needs of its established graduate programs including physical therapy, physician assistant studies, speech-language pathology, and occupational therapy. Phase II completed the facility's remaining 37,000 square feet and included therapy gyms, the Autism Center, the Learning Resource Center, a student cafe, additional conference rooms, a faculty lounge, and additional office space. The final phase of construction will focus mainly on the exterior of the building showcasing a beautiful brick exterior, expansive windows, and a welcoming front lawn for students, faculty, and the Faulkner community to enjoy. Construction is set to be completed in the early Fall semester of 2024.
- **Joe B. Greer Hall** provides space for the office of the Dean of Alabama Christian College of Arts and Sciences, the department of Criminal Justice and Legal Studies, and the department of Social and Behavioral Sciences. The building includes classrooms and a computer lab.
- **Leonard Johnson Hall** is the home to the College of Education with classrooms, a computer lab, the education curriculum lab, and office facilities for the dean, faculty, and staff.
- **Linda Y. Brooks Hall** provides spacious classrooms for science and other disciplines, and laboratories for biology, chemistry, and physics. Brooks Hall also houses faculty offices and the Academic Center for Excellence (ACE).
- **Pop Myers Fine Arts Center** provides an auditorium, stage, practice rooms, classrooms, band room, choral room, storage rooms and faculty offices for the

Department of Music, the Department of Humanities, and for the Great Books Honors Program.

- **The Marjorie Y. Snook Building** houses the Jones School of Law, its administrative offices, classrooms, faculty offices, and law library.
- **Harris Hall** is home to the Harris College of Business and Executive Education. It houses classrooms, computer labs, faculty offices, the Admissions office, Human Resources, University Advancement, and administrative suites, including those of the President and the Dean of Business and Executive Education.
- **Harris-Parker Hall** houses the V. P. Black College of Biblical Studies, the Cloverdale Center for Youth and Family, and the University's Counseling Center. It includes classrooms, a computer lab, faculty and other offices, and administrative suites, including the office of the Dean of Biblical Studies. Its large atrium and Lester Chapel are frequently used for special events.
- **The Faulkner Theatre** provides space for classroom and laboratory activities for the Department of Criminal Justice and Legal Studies and meeting space for various curricular and extra-curricular university activities.
- **Tine W. Davis Gymnasium** and the adjacent **Freeman-Harrison Multiplex** houses offices, classrooms, and other facilities for the Kinesiology and Exercise Science Department, Intercollegiate Athletics, and Student Activities and the Office of Student Life, Student Services, which includes the Interim Vice President for Student Services, Dean of Students, and Residence Life. The Multiplex includes three basketball courts, fitness center, cardio area, dressing rooms, a jogging/walking track, a racquetball court, an aerobics room, computer lounge, game room, and The Grille.
- **Lamar Harrison Field** provides the grounds, stands, and related facilities for Faulkner's baseball team.
- **Leopold D. Lee Family Fieldhouse** provides a locker room, training facilities, offices, meeting rooms, and laundry facilities for the football team. The John Mark Stallings Field provides the grounds and related facilities for Faulkner's football team. The Softball Complex is located near the gymnasium and is used for intercollegiate as well as intramural competition. The five-acre Dalraida Athletic Complex provides space for Soccer Teams and other groups.
- **The Student Commons**, west of the Rotunda, houses the J. L. Perry Cafeteria, the Mailroom, the Spirit Store, and Café Sienna.
- **Burton Residence Hall** provides housing for female upperclassmen, while Baldwin Residence Hall furnishes housing for male upperclassmen students. Each room has wireless Internet access. Each residence hall includes a television lounge and a laundry room.
- **Davis Residence Hall** houses freshman males on one wing and male upperclassmen on the other wing. Davis has a wired computer lab in the lounging

area, along with televisions and seating for games and relaxing. Each wing has a shared laundry room.

- The freshman male four-story **Residence Hall** houses 88 students. Each room has wireless Internet access. Each floor has a common lounging area equipped with a television and seating for relaxing, along with a separate room for studying. The main lobby has a half kitchen, tables and chairs, seating for relaxing, and two large televisions for entertainment. There are shared laundry rooms on each floor.
- The three-story **Margaret Harris Residence Hall** furnishes housing for female freshmen students. Each room has wireless Internet access. Each floor has a laundry room. The common area includes a wired computer lab, a large lounge, a full kitchen, and a television room.
- **Harrison Apartments** furnish housing for upperclassmen students in five three-story buildings. Each four-bedroom suite has a kitchen, living room, and two bathrooms. Four of the apartment buildings have washers and dryers in each apartment, while the newest have shared laundry rooms on the first and second floors. Each bedroom has connections for wired Internet/intranet service.

Note on Residence Halls: All laundry services are free and rooms meeting ADA requirements in each residence hall and apartment building are available upon request.

Extended Campuses

The campuses in Birmingham, Huntsville, and Mobile offer associate degrees in addition to that part of the university core curriculum that fulfills the entrance competencies for the HRM, Executive BBA, Executive BSB, LS, BCJ, BCJ – Corrections and FSM adult programs, as well as several baccalaureate degrees (see the “Approved Sites” page for a detailed listing of all programs offered). Enrollment at these campuses is composed of adult students, such as working professionals, who are seeking to enhance employability and job-related skills. Programs at Birmingham and Mobile campuses are offered both day and evening. The Huntsville campus offers only night programs.

Birmingham Campus

Faulkner University’s Birmingham campus is conveniently located at 4524 Southlake Parkway in Hoover, AL, near Valleydale Road and I-65, with access from US31 or I65. The campus has instructional space, laboratory space, technology and learning resource rooms, and administrative offices.

Huntsville Campus

Faulkner University's Huntsville campus is located at 420 Wynn Drive near the intersection of Interstate 575 and Old Madison Pike NW. The campus has instructional space, laboratory space, library resource room, technology and learning resource rooms, and administrative offices.

Mobile Campus

Faulkner University's Mobile campus is located at 3943 Airport Boulevard, one mile west of I65 near the intersection of Airport Blvd and University Ave. The campus has instructional space, laboratory space, library resource room, technology and learning resource rooms, and administrative offices.

ADMISSIONS

An applicant to any master's programs must have completed an undergraduate degree from an accredited college or university, whose accreditor is recognized by the U.S. Department of Education. An official transcript from EACH college or university attended must be submitted to the appropriate office. The official transcripts must either be mailed from the school issuing the transcripts directly to Faulkner University or issued electronically through a third-party source (such as Parchment or the National Student Clearinghouse). Hand-delivered transcripts, photocopies of transcripts, and print outs of grade reports are unacceptable.

Academic Status

Regular Admission

An applicant with a bachelor's degree from a college or university approved by the U.S. Department of Education with a major in a relevant field, a GPA that meets the standard set by the degree program, minimum scores on the GRE or MAT (when required), and who has submitted the above specified documents along with the non-refundable application fee (when required) will be considered for full graduate student status.

Conditional Admission

An applicant with a bachelor's degree from a college or university approved by the U.S. Department of Education with a major in a relevant field and a cumulative GPA that does not meet the standard set by the degree program or with less than minimum scores on the GRE or MAT (when required) may be considered for conditional admission. Students granted conditional status may register for a maximum of nine (9)

semester hours. Bachelor degree graduates of foreign or pre-accredited (candidates for institutional accreditation) institutions may be granted conditional admission. A student admitted under conditional admission will be granted regular admission after completing 12 graduate hours with no grade lower than B.

Special Student Admission

A student who wishes to take a limited number of courses for personal enrichment or for transferring to another institution and does not wish to work toward a degree at Faulkner University may apply to enroll as a special student.

Audit

Students are permitted to audit a course provided there is room in the classroom and the number of auditors is not more than 20% of the class enrollment. A \$150.00 audit fee for undergraduate (per course) and a \$300 audit fee for master's or PhD (per course) is charged, but no credit is granted. With permission of the professor, a student may change his/her registration from credit to audit or audit to credit during the first four weeks of the semester. After this time, his/her options are to continue as registered or to withdraw from the course.

International Student Graduate Admission Requirements

Faulkner University is a globally recognized institution of higher learning distinguished by the diversity of its students, the breadth and quality of its academic programs, and its important political location in the capital city of Alabama. We have an unwavering commitment to providing world-class educational opportunities to students from around the world. We are especially dedicated to bringing talented international students to our campus, because we believe that this great effort makes us a stronger, global university.

An international applicant must provide the following information before admission is considered:

1. A completed graduate application
2. Proof of English ability (official TOEFL, IELTS, Duolingo, or PTE scores)
3. Official college transcripts (both in English and applicant's native language)
4. Financial Certification form and official bank certification letters
5. A photocopy of the passport ID page

The following data are optional:

- An essay (about 800 words) stating purpose and plan of study
- Recommendation letter from college professor or counselor
- Professional resume or biography
- Objective test scores, such as GRE, GMAT, LSAT, etc.

Please pay close attention to the following procedure when preparing application data.

Step 1: Complete Your Application Online

All international applicants must submit the Faulkner **application form** and no application fee is required. You may apply online, which is the easiest and quickest way to apply, or download the application form in PDF format, fill out the form, and mail it with other supporting documents to Faulkner University.

Step 2: Provide School Transcripts or Score Sheets

Graduate applicants must submit complete college transcripts or the related documents of the courses taken and scores received at college. Providing transcripts only of the senior year will not be considered adequate. The official college/university transcripts must be presented in native language and English equivalent translation.

Step 3: Submit Proof of English Language Proficiency

All international graduate applicants must provide proof of adequate English language proficiency.

This requirement can be met by submitting official test scores from TOEFL or IELTS or Duolingo or PTE. Please note the required scores in the following charts. The TOEFL code for Faulkner University is 1034

Minimum TOEFL Requirements for Admission

Program	Paper-Based	Computer-Based	Internet-Based
Undergraduate	500	173	61
Graduate	525	194	70

Minimum IELTS Requirements for Admission

Undergraduate	5.5
Graduate	6

Minimum Duolingo Requirements for Admission

Undergraduate	100
Graduate	100

**Minimum PTE
Requirements for
Admission**

Undergraduate	55
Graduate	60

Step 4: Provide Documentation of Financial Support

All international students must prove that they have adequate funds to pay tuition and living expenses while attending Faulkner University. Every student must submit the **Financial Certification form** and officially-issued bank statements. Please make sure statements and letters bear a recent date. Statements more than six months old are unacceptable. View the current **schedule of tuition and costs**.

Step 5: Be sure all your documents are mailed to the correct address:

International Admissions
Faulkner University
5345 Atlanta Highway
Montgomery, AL 36109, USA

Email: intadmissions@faulkner.edu

STUDENT ACCOUNTS

Tuition and Fees

Masters/PhD Programs

<i>Master's Tuition rates</i>	
Master of Arts in Biblical Studies	\$500 per semester hour
Master of Arts in Family Life Ministry	\$500 per semester hour
Master of Theology	\$500 per semester

	hour
Master of Arts in Humanities	\$475 per semester hour
Master of Business Administration	\$570 per semester hour
Master of Education	\$475 per semester hour
Master of Science in Counseling	\$555 per semester hour
Master of Science in Justice Administration	\$555 per semester hour
Master of Science in Management - One-year program	\$545 per semester hour
Master of Science in Management - Two-year program	\$500 per semester hour
Master of Science in Psychology	\$605 per semester hour
	(all-inclusive rate)
Graduate Certificate in Disability Services	\$695 per semester hour
	(all-inclusive rate)
Master of Science in Physician Assistant Studies	\$900 per semester hour
Master of Speech and Language Pathology	\$750 per semester hour
Master of Speech and Language Pathology - Online	\$675 per semester hour
Doctoral Tuition Rates	
PhD in Biblical Studies	\$575 per semester hour
PhD in Humanities	\$650 per semester hour
Doctor of Physical Therapy	\$750 per semester hour
PhD in Health Science/DHSc	\$780 per semester hour
Doctor of Occupational Therapy	\$750 per semester hour
General Fee	\$350 per semester hour
	(\$250 if 5 hours or less)

Online Course Fee (for fully online course)	\$75 per semester hour
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Applicable Course Fee (see, "Course Fees II," below)

Course Fees II

Accreditation Program Fee for COU 6000 (Orientation)	\$275 one-time fee
Audit Fee - Undergraduate Course	\$150 per course
Audit Fee - Master's & PhD	\$300 per course
Audit Fee - JSL	\$330 per course
<i>Book Fee</i>	
CJ/LS courses	\$185 per year
Bachelor of Criminal Justice	\$185 per year
Bachelor of Science in Business	\$185 per year
Bachelor of Business Administration	\$185 per year
Human Resource Management	\$185 per year
Master of Business Administration	\$185 per year
Master of Education	\$185 per year
Master of Justice Administration	\$185 per year
Master of Science in Management	\$185 per year
<i>Clinical Fee</i>	
Master of Science in Physician Assistant Studies	\$1,610 per semester
Master of Speech and Language Pathology	\$575 per semester
Doctor of Occupational Therapy	\$575 per semester
Doctor of Physical Therapy	\$575 per semester
Comprehensive Exam Retake Fee	\$100 per retake
<i>Comprehensive Exam Fee</i>	
Doctor of Philosophy in Biblical Studies	\$500 per course
Master in Biblical Studies, Master of Arts in Family Life Ministry, and Master of Theology	\$250 per course
CPR Fee	\$100 per course
Independent Study - tuition at rate for regular classroom hours plus:	\$300 per course
Individualized Study - tuition at rate for regular classroom hours plus:	\$325 per course
<i>Laboratory Fees:</i>	
Science	\$100 per course
Computer	\$85 per course
Math - MH 0305	\$250 per course

Math - MH 1335	\$200 per course
Physical Education	(varies by course offering)
Online Course Fee (for fully online course)	\$75 per semester hour
<i>Private Music Lessons:</i>	
30-minute lesson per week	\$200 per course
60 minute lesson per week	\$400 per course
Technology Fee - Master of Science in Management - 2-year program	\$50 per semester
Technology Fee - Master of Science in Information Technology	\$50 per semester

Miscellaneous Fees

Application Fee (DPT, MPA, and MSLP programs)	\$75 each
Athletic Fee	\$325 per semester
Change of Course Fee	\$50 per change
Change of Course Fee - JSL	\$100 per change
DANTES Exam	\$100 per exam
Graduation Fee (excludes JSL)	\$150 each
Graduation Reapplication Fee	\$15 each
Late Graduation Fee (additional)	\$50 each
ID Card Fee (replacement)	\$30 each
Late Payment Fee	\$100 per missed payment
Record Production Fee	\$25 per request (plus \$1 per page)
Returned Check Fee	\$30 per returned item
Second Diploma Fee	\$30 per diploma
Transcripts	\$15 per request (additional processing fee may apply)
Thesis Fee	\$500 per course
Thesis Continuation Fee	\$100 per semester

Fees are Non-refundable

The University reserves the right to adjust rates and fees at any time before charges are incurred by the student. Books and supplies must be purchased separately.

Payment Policies

- Registration is not complete until a student's registration agreement is signed and the Student Accounts Office has given business office approval.
- If payment is delinquent, late fees will be assessed to the student's account.
- No penalty/late fee for VA students if unable to meet financial obligation due to delayed disbursement by VA (PL 115-40 Section 103).
- Checks for tuition and fees must be made payable to Faulkner University and must identify the student for whom the payment is made. Faulkner University accepts MasterCard, American Express, Visa, and Discover.
- A fee is assessed at the maximum allowed by Alabama state law for each returned check. If a student has checks returned, subsequent payments must be in cash or money order.
- Students who are delinquent with payments may not be allowed to continue in classes or register for future classes. Once a student separates from Faulkner University with an unpaid balance, his or her account is considered in default. At this point, the student's account will be placed with our Collection Department.

Third Party Reimbursement

Students whose accounts will be paid directly to the University by a third-party sponsor, such as a company, church, the military, or other organization, must submit acceptable written commitment to the University. The University may defer payment of the reimbursement amount until funds are received from the third party. Any amount not covered by the third party must be paid by the student. If the student's bill remains unpaid contrary to terms of the third-party agreement, continued enrollment may be delayed until suitable arrangements are made. The student is ultimately responsible for the timely payment of the account. If funds are not received on time, the student is responsible for the remaining balance due.

Students whose accounts will be paid directly to the student must follow the payments according to their registration agreement. A late payment fee of \$100 will be assessed if the student fails to pay according to the registration agreement. The student must remain current in order to continue enrollment or/and be registered for future semesters. The student holds responsibility for all charges associated with attending Faulkner.

Past Due Balances

Any outstanding balance from a previous term must be paid before enrolling for the next term. Delinquent accounts may be placed with a collection agency and are subject to legal action. If, after a student leaves Faulkner, an obligation is due that requires an

outside collection agency, the responsible party agrees to pay the collection agency fees, court costs, and attorney fees for collecting the balance.

Course Change Charges

Students must add or drop courses according to University academic policies. A course change fee is charged for each add or drop transaction after classes begin. In the event the student incurs additional charges through adding of classes or through other adjustments, the resulting additional balance due must be paid according to the terms of the registration agreement.

Refund Policies

Tuition refunds are made in accordance with the schedule below only after the student notifies the Registrar’s Office of his/her intention to drop or withdraw. Refunds for housing and meal plans are made in accordance with their respective refund schedule below. All other fees and charges are non-refundable. Any refunds for payments that have been made by check will not be processed until the check has cleared the bank. If financial aid has posted to the student’s account, a refund will not be processed until any necessary adjustments have been made to financial aid. In addition, refunds are not processed until the conclusion of the published refund period as described in the Refund Schedule below.

All nontraditional and graduate programs with less than 14-week terms (modules or sections):

Drop/Withdrawal	Refund Percentage
Through the 7th day* from the start of term	100% less \$200
From the 8th day* through the 14th day* from the start of the term	50%
After the 14th day from the start of the term	0%

Traditional and graduate classes adhering to 14 to 16-week terms (semesters):

Drop/Withdrawal	Refund Percentage
Through the 14th day* from the start date of the term	100% less \$200
From the 15th day* through the 21st day* from the start date of the term	50%
After the 21st day* from the start date of the term	0%

* Calendar days

Registration is considered a contract binding on the student. If the student officially notifies Faulkner University of withdrawal, the withdrawal date is the date, as determined by the University, that the student began the withdrawal process or otherwise provided official notification to the Registrar's Office, in writing or orally, of his intention to withdraw. If withdrawal results from misconduct, Faulkner University is under no obligation to make any refunds. Scholarships will be adjusted at the same rate tuition is refunded. No combination of awards, however, may result in a refund of more than 100% of the student's total charges.

Students receiving financial aid should consult with the Financial Aid Office concerning the possible effect of withdrawal or change in course load. Any remaining balance on account must be paid at the time of withdrawal or dismissal.

Refund Policies in case of certain eventualities

Fees and Tuition

Notwithstanding anything published by the University to the contrary, the University will not provide a refund of fees or a complete or pro-rated refund of tuition (other than as set out above) for dropping a class or withdrawing from all classes after classes have begun if the dropping or withdrawing occurs after an announcement that the class(es) will be moved partially or wholly from an on-ground environment to an online environment. The University will also not refund any fees even if the University closes its campus(es) and completely ceases holding on ground classes. There are many factors that can affect making such moves and the University reserves the right to make such moves as it sees fit.

Refund Policies for Housing and Meal Plans

The University incurs numerous fixed costs necessary to provide housing and meals to our students. While we understand situations arise which require students to withdraw from classes and leave campus, the following refund policy applies to all Housing and Meal Plans.

Housing

Residential students who withdraw from campus housing are eligible for refunds based on the following schedule:

Time of Withdrawal	% of Housing Charges to be Refunded (deposits are nonrefundable)
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Cancellation prior to start of Semester	100% less \$100 processing fee
Day 1* through Day 7* of the semester	90%
Day 8* through Day 22* of the Semester	75%
Day 23* through Day 45* of the Semester	50%
Day 46* through Day 60* of the Semester	25%
Day 61* through End of Semester	No refund

Meal Plans

You may change or cancel your meal plan through the end of business of the 14th day after classes begin for the term. Meal plan charges will be adjusted for approved changes based on the current meal plan, requested meal plan, date meal plan change is received/processed and meal plan usage (if applicable). The University does not provide refunds for meals missed or not utilized during a term. No changes or cancellations will be allowed after the 14th day of the start of the term, except as follows. Students that completely withdraw from classes for the term are eligible for refunds of Meal Plan charges based on the following schedule:

Date of Withdrawal	% of Meal Plan Charges to be Refunded
Cancellation prior to start of Semester	100%
Day 1* through Day 7* of the semester	90%
Day 8* through Day 22* of the Semester	75%
Day 23* through Day 45* of the Semester	50%
Day 46* through Day 60* of the Semester	25%
Day 61* through End of Semester	No refund

Security Interest in Student Records

Diplomas, grades, transcripts or other reports will not be released until all accounts, current or otherwise, have been settled in agreement with university policy as outlined above.

STUDENT RESOURCES

Library Services

Gus Nichols Library (GNL) is the major academic resource for Faulkner University with collections of academic books and journals, special collections, and numerous online

resources. GNL provides students with an integrated catalog with access to online resources. Check the library's website for more information—<https://www.faulkner.edu/nichols-library/>.

GNL is an institutional member of the American Library Association, the Association for College and Research Libraries, Christian College Librarians, the Network for Alabama Academic Libraries, and Lyris. Additionally, Faulkner participates in the Montgomery Higher Education Consortium (MHEC), which allows borrowing privileges to students with current IDs and consortia stickers. Participating institutions include Alabama State University (ASU), Auburn University Montgomery (AUM), Troy University Montgomery, and Amridge University.

Students with Disabilities

In conjunction with Faulkner's community principles and overall mission, the Center for Disability Services acknowledges disability as an integral part of the campus experience. We are committed to providing equal access and opportunity to all campus programs and services for individuals with disabilities. In order to establish equal access, documentation of disability by qualified professionals is necessary. Accommodations must be reviewed each semester and are not retroactive. If you are interested in obtaining accommodations please contact the Director of the Center for Disability Services (334-386-7185) at your earliest convenience or visit the Center for Disability Services page on Faulkner's website for additional information.

Class Changes

Additions to Class Schedules

Class additions are permitted through the fifth business day of each semester. Changes require permission from an academic advisor and/or instructors involved. A fee is charged for each drop/add form processed, except when a class has been changed or removed from the master academic schedule.

Drop or Withdrawal from Classes

A student may drop a course or withdraw from school (drop all courses) without academic penalty through the date identified in the Academic Calendar of each program as the "last day to drop a class with a W." A student withdrawing from school (all courses) must obtain an official Withdrawal Form and secure all signatures indicated on

the form. Withdrawal is not official until the student submits the completed form to the Registrar's Office (last step in the withdrawal procedure) for processing.

All drops/withdrawals after the allotted time period will result in a grade of "F" (withdrawn-failing), which will adversely affect the grade point average

Educational Records and Rights under FERPA

Policy of Education Record

Students may inspect a copy of their educational record (transcript) by going to getmytranscript.org, or by visiting a Faulkner campus. In accordance with FERPA (Family Educational Rights and Privacy Act), Faulkner University will only send official transcripts, via the request process, to destinations authorized by the student.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all educational institutions that receive funds under an applicable program of the U.S. Department of Education.

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. FERPA authorizes the disclosure of certain information about students in the absence of their consent. This information is known as "directory information," and includes the following: student's name, address (including email address), telephone number, place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and weight and height of athletes on an intercollegiate team sponsored by the University.
 - b. By this provision, students and parents are hereby given notice of the categories of information the University has designated "directory information" and that such information will be provided without consent of

either students or parents UNLESS the parent, student, or guardian informs the Registrar in writing that some or all of such information should not be released without their prior consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.
5. The right to obtain a copy of Faulkner University's student records policy. This policy is available in the Office of the Registrar.

Procedure to Inspect Education Records

Students may inspect and review their education records upon request to the appropriate record custodian. Submit to the record custodian, or appropriate University staff personnel, a written request which identifies as precisely as possible the record(s) the student wishes to inspect.

The record custodian or an appropriate University staff person will make the needed arrangements for access as promptly as possible. The student will be notified of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request.

When a record contains information about more than one student, the student may inspect and review only the documents which relate to his or her record.

Rights of the University to Refuse Access

Faulkner University reserves the right to refuse permission for a student to inspect the following records:

1. The financial statement of the student's parents.
2. Letters and statements of recommendation for which the student waived his or her right of access, or that were placed in file before January 1, 1975.
3. Records connected with an application to attend Faulkner University if the application was denied.
4. Those records that are excluded from the FERPA definition of education records.

Refusal to Provide Copies

Faulkner University reserves the right to deny transcripts or copies of records not required to be made available by the FERPA in any of the following situations:

1. The student lives within commuting distance of Faulkner.
2. The student has an unpaid financial obligation to the University.
3. There is an unresolved disciplinary action against the student.

Custodian of Academic Records

The custodian of all academic records for Faulkner University is the University Registrar. The University Registrar's office is located on the Montgomery campus. Any questions about access to your academic record or this policy should be direct to the University Registrar.

FINANCIAL AID

Student Loans

Educational loans provide an excellent source of financial assistance needed to meet the expense of your Faulkner University education. Information concerning loans is available through the Financial Aid Office. The primary source for students is the Federal Direct Loan Program. In order to qualify for the Direct Loan Program, the student must submit the Free Application for Federal Student Aid (FAFSA) to establish eligibility. The FAFSA can be completed by going to www.studentaid.gov.

Federal Direct Unsubsidized Loans

All graduate student loans are unsubsidized, which means the student is charged interest from the time the loan is disbursed until it is paid in full. The student has the option of paying the interest while in school or capitalizing the interest at repayment. The principal loan amount is deferred until six months after the student graduates, drops below half time or completely withdraws from school. A graduate student is able to borrow up to \$20,500 per year in unsubsidized loans. The interest rate on a federal unsubsidized Stafford loan is fixed and may change each July 1st. All of necessary forms and information concerning applying for financial aid can be found at the Financial Aid website (www.faulkner.edu).

GRADPLUS Loans

The GRADPLUS Loan program is available for our GRAD/Professional students to help them cover additional expenses relating to their educational needs. The amount they are eligible to borrow is the Cost of Attendance minus all other financial aid.

Private Educational Loans

In addition to federally supported loans, many private lending institutions offer loans to students and families seeking assistance to meet expenses related to attendance at Faulkner University.

Financial Aid Satisfactory Progress

Students must be making satisfactory progress in order to be eligible for federal financial assistance. Financial Aid standards for satisfactory progress are not necessarily the same as academic standards for good standing.

Repayment

The student does not enter repayment on these loans until he/she has graduated, dropped below half time or withdrawn from school. If any of these do occur, then the student will start repayment six months later. The loans are extended over a 10-year repayment period and may be extended for even a longer period based on the amount borrowed. The individual servicers will contact the student concerning repayment terms.

Veteran's Benefits

Veterans and dependents may be eligible for benefits. For additional information or questions concerning benefits the student may contact the Military and Veteran Services Office at Faulkner.

Complaint Policy for Students receiving VA Educational Benefits: Any complaint against the school should be routed through the VA GI Bill® Feedback System by going to the following link: <http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

UNIVERSITY STANDARDS

Expectations of Students, Faculty, and Staff

The right of sharing in the privileges of a graduate degree at Faulkner University involves the recognition and acceptance of mutual responsibilities. These include the recognition of the authority of the administration and faculty of Faulkner University over all procedures, policies, and guidelines for governing the graduate degree programs.

Certain standards of integrity are expected to be met by students, faculty, and staff, and are stated here for self-discipline and support by all members of the Faulkner University community. Each may expect of the other honesty in all relationships, responsibilities, and tasks; integrity and good stewardship in all financial obligations and dealings;

conscientious concern for each other in matters of personal habits, attitudes, and actions; demonstration of a spirit which recognizes the Lordship of Christ and expresses Biblical love for God and man; and appreciation for the campus of Faulkner University and a stewardship concern for maintaining both its natural and physical facilities.

Evidence of conspicuous or persistent failures in moral responsibility will lead to disciplinary action that may result in suspension or dismissal from Faulkner University.

Academic and Financial Responsibilities

Faulkner University and the respective colleges therein are dedicated to the highest academic standards. Students are expected to attend all scheduled classes in which they are enrolled, except for cases of illness or other valid reasons. Notification to the professor and/or the respective college is expected in such cases.

Students who have not met, or made satisfactory arrangements to meet all financial obligations to Faulkner University, including fees and fines, may not be permitted to take final examinations. No diploma, transcript or letter of recommendation will be released, nor will action be taken in regard to placement, until such time as all financial obligations have been met. Students will graduate only after their debts to the University have been paid, or arrangements satisfactory to the University have been agreed upon.

Evidence of conspicuous or persistent failures in moral responsibility will lead to disciplinary action that may result in suspension or dismissal from Faulkner University.

Conduct Regulations

In matters of personal conduct, students are expected to behave as responsible citizens in a Christian community. A student's application for admission constitutes acceptance of the objectives and regulations of the University. The University reserves the right to dismiss a student when, in its judgment, the general welfare of the University seems to require such action. In all cases, careful attention is given to ensure that "due process" is provided to all students who are charged with violating any University regulation.

Detailed conduct regulations appear in the Student Handbook, published on the University's website.

Representative of these are the following:

1. Students must abide by published conduct codes based on respect and regard within a Christian educational environment.
2. The university prohibits the use of tobacco and vaping in any form on campus.
3. All student vehicles must be registered with the Department of Campus Safety & Police.

Suspension or other serious disciplinary action may result from the following, on or off campus: possession or consumption of alcoholic beverages (specifically where state laws are violated); illegal use or possession of drugs; stealing; cheating; sexual immorality; sexual harassment; sexual assault; assault; profanity; vulgarity; gambling; dishonesty; hazing; possession and use of firearms, fireworks, or explosive chemicals. While broadly representative, this list is not exhaustive

ACADEMIC STANDARDS

Academic Appeals

A student who has a problem with a professor or disagrees with a course grade should begin by going directly to the professor to share the concern or complaint within two weeks of the occurrence or grade report. If the meeting with the professor does not resolve the issue, the student may continue the appeal process in accordance with the policy in the following paragraph.

Student complaints and/or other problems relating to academic matters such as course content, grades, academic/course policies, are handled through the Division of Academic Affairs. All student complaints must be submitted in writing on the Student Complaint Record Form for Academics. Students must complete the Student Complaint Record Form: Academic and provide a written narrative describing the complaints and/or other problems relating to academic matters. The Student Complaint Form can be found on the website at: <https://www.faulkner.edu/undergrad/student-life/living-on-campus/student-services/student-complaint-process/>.

Policy on Academic Honesty

Cheating on an examination or an assignment undermines the ethics of the academy and the specific Christian purposes of Faulkner University. Accordingly, students who cheat on examinations or assignments will face serious consequences. Plagiarism is a form of cheating. Plagiarism is the transmission of another's ideas, words, or materials as one's own and/or the failure to credit accurately the ideas, words, or materials of another. Plagiarism also includes passing off another's work (a friend's, parent's, a website's) as one's own. Plagiarism undermines the ethics of the academy and the specific Christian purpose of Faulkner University.

Accordingly, students who engage in plagiarism in papers submitted will face serious consequences, as outlined in the policy below.

Penalties for Academic Dishonesty

1. On the first offense, the student will receive a 0 for the examination or assignment.
2. Professors shall send documentation of the first offense to the appropriate chair, the dean of the appropriate college, the Vice President for Academic Affairs, and the Dean of Students.
3. On the second offense, the student will receive an F in the course. Professors shall send documentation of the second offense to the appropriate chair, the dean of the appropriate college, the Vice President for Academic Affairs, and the Dean of Students.
4. If the student receives an F in two courses for cheating and/or plagiarism, he or she will be suspended from the university.

Professors should maintain the highest standards of academic honesty both in and out of the classroom. Professors must report and apply the rules regarding cheating and plagiarism through appropriate channels.

(The above penalties govern ONLY those situations in which they do not contradict a program specific handbook or supplemental handbook.)

Course Numbering

Consistent with acceptable practice, Faulkner utilizes the standard numbering system endemic to academic institutions to denote level of graduate credit. The following system (comprised of four digits) is employed:

The first digit shows the level of the course. Courses numbered 5000 and above are indicative of graduate level comprehension, with 5000-6000 used to denote master level programs and 7000 and above used to denote the doctoral programs.

The second digit shows the semester hours of credit (the basic unit of credit is the semester hour). For example, BI 5300 is a three-hour course. Each semester hour of credit represents 750 minutes of instructional contact time.

Grades and Grade Point Averages

Grade Symbols Calculated in GPA and Quality Points Per Hour

Scale	Significance	QP
90+	Excellent or Outstanding	4
80-89	Good or Superior	3
70-79	Satisfactory or Average	3
60-69	Low Passing	2
Below 60	Failure	0

Grade Symbols Not Calculated in GPA

	Significance
I*	Incomplete
W**	Withdrawn
NC	No credit
P	Passing, no reference to achievement
AU	Audit
S	Satisfactory
U	Unsatisfactory

Unless otherwise stated below, grades are recorded for graduate courses in recognition of certain levels of achievement and are interpreted as follows:

1. No grade below C will count toward degree requirements. Students are allowed two grades of C in their courses. A student receiving a third C will repeat one of the courses to improve his or her grade for that course to B or better.
2. A grade of W is posted when a student drops a course before the deadline specified on the University's Academic Calendar. A grade of F will be posted when a student drops a course after the specified date in the Academic Calendar. These standards apply whether the student withdraws from a course voluntarily or non-voluntarily.
3. An I (Incomplete) is awarded only when necessary and not for the convenience of students who wish more time to complete their work. If an I is not replaced by another grade by the last day of classes of the following term, it automatically becomes an F.
4. AU is the grade assigned for a course audited or otherwise taken without credit. If an auditor discontinues, a W is assigned.

5. R is the grade assigned a course which is being repeated or duplicated. Credit will not be given twice for the same course. The last grade earned will be the one used to determine if requirements have been met and in calculating averages unless the student withdraws before the announced deadline. A failing grade may be removed from GPA calculation only by repeating the course failed at Faulkner University.
6. S and U grades are used when it is not feasible to evaluate achievement more precisely or when work is still in progress and not overdue. After a final grade has been awarded, it cannot be changed except when it is quite clear that a major error has been made. Students will not be given additional time to raise a grade.

Repeating Courses

A student should consult with his or her academic advisor before repeating a course in which he or she has a low or failing grade. The purpose of this consultation is to examine the cause(s) of the previous poor work and to discern specific steps necessary to succeed in the repeated course. When a course is repeated, the last grade is used in the computation of the GPA.

Grade Point Average

Scholarship level is expressed in terms of a grade point average (GPA) calculated by dividing total quality points earned by credit hours attempted. Semester and cumulative averages are recorded on the permanent academic record and on semester grade reports. Averages are used to determine academic probation and suspension, renewal of academic scholarships, and eligibility for degrees.

Grade Reports

Students may check their final grades online at the university website. The student should review low grades promptly with his or her advisor. Official notice of academic honors, probation, or suspension is indicated on the grade report.

Class Attendance

On-ground Attendance Policy

This 2024-25 university policy prescribes the maximum number of unexcused absences a student may accumulate in a class. This policy does not apply to Jones School of Law and graduate courses in the College of Health Sciences. Instructors may choose to set forth course-specific attendance policies in the course syllabus.

1. Terms

- a. **Excused:** University-approved events (e.g., athletics, band, chorus, etc.); military service, subpoena for a court appearance, or jury duty; natural disasters; incidents of student illness for which students provide clear documentation in a timely manner; death or serious illness of a close family member; similar unavoidable circumstances due to no fault of the student and at the discretion of the course instructor. Work missed for excused absences may be made up subject to terms and schedule set by the instructor.
- b. **Unexcused:** any absence not covered in the above “Excused” definition. Work missed for unexcused absences cannot be made up.
- c. **Withdrawal date:** the date set by the Registrar as the last day to withdraw from a course.
- d. **FA:** A final grade that indicates “failure based on attendance” and counts toward the GPA the same as an F. Please note: the FA may affect the eligibility of student athletes.

2. Responsibilities

- a. **Instructor:** the instructor is responsible for keeping accurate, timely attendance and marking that attendance in the university attendance system; clearly articulating his or her classroom attendance policy in the course syllabus; and creating a course wherein class attendance proves pivotal in successfully completing the course.
- b. **Student:** the student is responsible for keeping track of his or her attendance, including excused and unexcused absences, communicating clearly and effectively with the instructor concerning any absences, providing appropriate documentation for excused absences, and, at the student’s discretion, initiating a withdrawal prior to withdrawal date and in accordance with the Registrar’s procedure.
- c. When a student is held subject to the withdrawal from course consequences of the attendance policy as stated in the syllabus, the instructor will notify the student via email and assign an “FA” in Regent.
- d. The student may appeal to the college dean by email within three days. Successful appeals require a clearly defined response from the dean to all parties with prescribed conditions. Appeals denied by the dean may be taken to the vice president for academic affairs. Students may continue to participate in class pending final resolution of an appeal.
- e. A student failing to withdraw by the withdrawal date, and exceeding the allowed number of unexcused absences will be assigned a grade of FA as specified above.

Online Attendance Policy

1. Terms

- a. Attendance/Participation
 - i. Online attendance is measured in terms of student participation.
 - ii. Logging into the course's learning management system does not count as participation.
 - iii. Attendance includes:
 1. The submission of any course assignment (e.g. discussion, quiz/exam) even if they are not graded
 2. Synchronous video conference sessions
- b. See the full Online Attendance Policy for the complete definition of online attendance.

2. Responsibilities

- a. The instructor is responsible for keeping track of online student participation, reporting nonparticipation to the appropriate office, clearly articulating the attendance policy to the students, and requiring adequate participation from students at regular intervals.
- b. Students are responsible for keeping track of the upcoming assignment due dates, communicating with the instructor in a timely manner if something happens to keep them from being able to complete an assignment on time, and monitoring announcements from the instructor regarding any changes to the course calendar.

3. Attendance Policy

- a. Administrative Withdrawal for Non-participation
 - i. Students who do not participate in a course within the first 7 days will be reported as not participating. They will be contacted to encourage participation in the course.
 - ii. Students who do not participate in a course within the first 14 days will be administratively withdrawn.
 - iii. Appeal Process
 1. Administratively withdrawn students may appeal to the department chair/program director to be reinstated.
 2. If allowed back in the course, the student must participate immediately by submitting an assignment. Should the student not submit an assignment in a timely manner, he/she will be administratively withdrawn without an opportunity to appeal.
 3. If the reinstatement request is denied by the department chair/program director, the student may appeal to the dean of the college by following the university's academic complaint process.

- b. Failure for Attendance (FA)
 - i. Full-term classes: a student will receive a grade of FA if he/she participates in a course, but then stops participating for a period of 21 consecutive days.
 - ii. Classes 8 weeks or less: a student will receive a grade of FA if he/she participates in a course, but then stops participating for a period of 14 consecutive days.

Academic Standing, Probation and Suspension

Graduate students must maintain a cumulative graduate GPA of 3.00 to remain in good academic standing. Evaluation of academic standing occurs each term. Since many graduate students carry part-time loads, each graduate program may set this evaluation at the number of hours considered a full term, rather than by the calendar. MJA handles probation and suspension on a case-by-case basis.

Students should consult their particular sections of this catalog for details.

Probation

The first semester a student's cumulative graduate GPA falls below a 3.0, he or she will be placed on probation. A student may be placed on continued probation for one more term if the term GPA is 3.0 or higher during the first term of probation.

Suspension

The second successive semester a student's cumulative graduate GPA falls below a 3.0, he or she will be suspended from the graduate program for one semester, unless the student has a 3.0 or higher GPA that semester, in which case he or she will remain on probation. The third successive semester a student's cumulative graduate GPA falls below a 3.0, the student will be suspended from the graduate program regardless of his or her GPA for that semester.

Any time a student's semester GPA falls below a 2.0, he or she may be suspended immediately regardless of his or her previous average. Grades below C may result in academic suspension or termination at the discretion of the graduate faculty.

Full-Time Status

The following table lists the required number of credit hours for each graduate program (except those offered through Jones School of Law) that a student must enroll for to be considered as having full-time status.

College	Program	Hours Required for Full-Time Status
Arts and Sciences	Graduate Certificate in Disability Studies	6
	Master of Science in Psychology (Disability Services Track)	6
	Master of Science in Psychology (General)	6
	Master of Justice Administration	6
	M.A. in Humanities	6
	Ph.D. in Humanities	6
Bible	M.A. in Biblical Studies	6
	M.A. in Family Life Ministry	6
	Master of Philosophy	6
	Master of Theology	6
	Ph.D. in Biblical Studies	6
Business	Executive Master of Business Administration	6
	Executive M.S. in Management	6
Education	M.Ed. in Curriculum and Instruction	6
	M.Ed. in Elementary Education (Traditional Class A)	6
	M.Ed. in Elementary Education (Alternative A)	6
	M.Ed. in Social Studies with Secondary Education (Alternative A)	6
	M.Ed. in English with Secondary Education (Alternative A)	6
	M.S. in Counseling	6
	M.Ed. in School Counseling	6
Health Sciences	MA/MS in Speech-Language Pathology	10
	Master of Science in Physician Assistant Studies	6
	Doctor of Physical Therapy	6

Graduation Requirements for Graduation Degrees

The student must complete an approved program of study meeting all requirements for the program, with any exceptions approved by the Dean of the appropriate college.

The student must complete at least one third of the course work applicable to the degree with Faulkner University. Due to the limited hours accepted for transfer credit, all programs handily exceed this minimum.

GPA requirements are found in the specific section of each program.

ALABAMA CHRISTIAN COLLEGE OF ARTS AND SCIENCES

The Alabama Christian College of Arts and Sciences provides the heart of the liberal arts core curriculum upon which all subsequent learning is based. Each degree program and its concentration in a particular discipline is built upon this foundation of the liberal arts core. The study of the liberal arts is approached through the lens of a Christian worldview and includes the study of the Bible and related courses as part of the curricular core. Historically understood, the study of the liberal arts helps students acquire knowledge and understanding as a good in itself, shape their moral character, prepare them for a useful career in the community, and contribute to their freedom by avoiding the pitfalls of ignorance and parochialism.

The following academic departments are part of the Alabama Christian College of Arts and Sciences:

- Department of Computer Science
- Department of Criminal Justice and Legal Studies
- Department of English
- Great Books Honors Program
- Department of Humanities
- Program in Interdisciplinary Studies
- Department of Kinesiology and Exercise Science
- Department of Mathematics
- Department of Music
- Department of Natural and Physical Sciences
- Department of Social and Behavioral Sciences

Graduate Offerings

The College of Arts and Sciences offers the following graduate degrees through the indicated departments:

Department of Criminal Justice and Legal Studies

- Master of Justice Administration

Department of Humanities

- Doctor of Philosophy in Humanities with tracks in history, humanities, literature, philosophy, and classical education

- Master of Arts in Humanities with tracks in history, humanities, literature, philosophy, and classical education

Department of Social and Behavioral Sciences

- Master of Science in Psychology with a general track or a disability services track
- Graduate Certificate in Disability Services

Please consult the departmental sections for more information on these graduate degrees.

Criminal Justice and Legal Studies

Faulkner University offers a fully accredited Master of Justice Administration degree which can be completed through an online environment in about fourteen (14) months. Our program is designed for the self-motivated, disciplined, college graduate or professional who prefers the convenience and flexibility of a fully online educational environment over the expense and structure of classroom attendance. Our students represent a wide variety of backgrounds and experiences and reside throughout the U.S. and overseas.

The Faulkner program is not for everyone, however. As a Christian University, we strongly emphasize ethics in all of our courses and we expect our students and graduates to reflect this emphasis in their work. In addition to a separate course on Ethics, each of our component courses is taught from an ethical perspective. We feel that in today's climate this best prepares our students for the choices they must make as CJ executives.

Another unique aspect of our program is that it is designed around real world experiences for the practitioner. Our faculty has been selected as much for their expertise in the areas taught as for their teaching abilities. Faulkner students benefit greatly from those who understand the varied topics they teach from the ground up, not just from textbooks.

Master of Justice Administration

Program Description

The program is designed to provide practitioners with a graduate-level degree to qualify them for advancement within their chosen criminal justice field; enable students without practical experience in the field of criminal justice to enter at a higher level and, in some cases, obtain employment at the state and federal levels of law enforcement and corrections; prepare students for management positions in criminal justice

organizations, broadening students' awareness of the interdependency of each criminal justice component (law enforcement, courts and corrections).

Faulkner University offers a fully accredited Master of Justice Administration degree which can be completed through an online environment in about one year. Our program is designed for the self-motivated, disciplined, college graduate or professional who prefers the convenience and flexibility of a fully online educational environment over the expense and structure of classroom attendance.

Our students represent a wide variety of backgrounds and experiences and reside throughout the U.S. and overseas. The Faulkner program is not for everyone, however. As a Christian University, we strongly emphasize ethics in all of our courses and we expect our students and graduates to reflect this emphasis in their work. In addition to a separate course on Ethics, each of our component courses are taught from an ethical perspective. We feel that in today's climate this best prepares our students for the choices they must make as CJ executives.

Another unique aspect of our program is that it is designed around real-world experiences for the practitioner. Our faculty has been selected as much for their expertise in the areas taught as for their teaching abilities. Faulkner students benefit greatly from those who understand the varied topics they teach from the ground up, not just from textbooks. Project based assessments allow students to build their own personal portfolios; students may use these toward future professional opportunities in education or the workplace.

Program Objectives

1. Students will acquire an in-depth understanding and awareness of the criminal justice system and its components.
2. Students will assess competing theoretical approaches to criminology and proposed policies and interventions along with other modes of advocacy that will enhance policy and applications in criminal justice.
3. 3. Students will master regulatory knowledge to develop policies and practices for safer and stronger communities.
4. Students will develop critical thinking skills when evaluating criminology and criminal justice.
5. Students will demonstrate the mastery of core criminology and justice principles and the ability to think critically and to speak and write effectively within the field of criminal justice.
6. Students will demonstrate the ability to apply criminal justice theories, research principles and technology to assess, evaluate and address issues in the practice of criminology and criminal justice.

7. Students will demonstrate a critical understanding and fundamental commitment to ethical analysis, research and practice of core criminology and criminal justice principles to situations related to crime and criminal justice.
8. Students will effectively communicate in writing and speaking in the presentation of ideas and their application to issues and situations related to criminal justice.

Admission Requirements

To be admitted to the MJA Program, a prospective student must have:

1. A Bachelor's degree in Criminal Justice, Human Resources, Business Administration or a related discipline from an institutionally accredited institution, or a bachelor's degree in any field from an institutionally accredited institution with three years of work experience in the criminal justice field.
 - a. Transcripts must be forwarded from all institutions attended to Faulkner.
2. The MAT will be the only recognized graduate entrance exam accepted for the MJA program.
3. If a student's undergraduate transcript contains a 2.5 overall GPA or better, and a 3.0 or better GPA in the student's major, no graduate entrance exam is required.
4. The MAT will only be required if the transcript contains less than the required 2.5/3.0 GPA.
5. For those students who have less than the 2.5/3.0 GPA minimum, the following formula will be used to determine admission to the MJA program: $(\text{Overall Grade Point Average} \times 330) + \text{MAT score}$ must equal or exceed 1,250.
6. Three letters of recommendation with specific comments regarding the applicant's academic work, professional experience, and ability to successfully complete graduate study. The letters are usually from the applicant's faculty members or supervisory personnel. Recommendation letters for MCJ program admissions will not be accepted from full-time, or adjunct, faculty members of Faulkner University.
7. A letter of intent (minimum of 300 words) specifying the applicant's interest in the program, plus the applicant's academic and professional background in preparation for graduate study in criminal justice.
8. A resume to include education and work experience. All of the items above must be sent to:

Graduate Enrollment, Faulkner University,
5345 Atlanta Highway
Montgomery, AL 36109.

9. Completed files will be forwarded to the JA Admissions Committee.

Program Design

The MJA Program has the following features:

1. Each MJA course will be five weeks in length.
2. The MJA Program will consist of 10 courses with no prerequisite course being required.
3. Students may begin the program with the next available course offered. For example, if MJA 5350 were the next course being offered, an entering student would begin with MJA 5350, complete the schedule through MJA 5395, and then take MJA 5310 through MJA 5340.
4. With MJA faculty review and approval, prior coursework successfully completed in a comparable program from an accredited institution may be considered for up to six (6) hours credit.
5. Program Summary:
 - All course work completed as distance education
 - Degree completed in one year
 - Degree consists of 10 courses
 - Each course completed in 5 weeks
 - Estimated student time per week: 10 - 20 hours

Schedule of Course Offerings

The Justice Administration degree consists of 10 three-semester-hour courses offered in a five-week format according to the Adult and Evening Enrollment Schedule at Faulkner University. Once accepted, students may begin the program with the next available course.

Courses are offered according to the Master Schedule of Classes posted on the Justice Administration page of the website. Students will take the courses in the order they are presented on a one year rotating schedule.

Faulkner University reserves the right to alter the order in which courses are offered or to revise the list of faculty anticipated to teach specific courses at particular times. The information below should be viewed as a forecast of future course offerings. Enrolled students will be kept apprised of any schedule changes as their cycle of the program progresses.

Semester One

JA 5302 - Research and Writing	3
JA 5303 - Organizational Development	3
JA 5304 - Managing Human Resources in Criminal Justice	3
JA 5320 - Law and Justice	3

Semester Two

JA 5350 - Corrections in Modern Society 3

JA 5360 - Courts 3
JA 5370 - Ethics 3

Semester Three

JA 5301 - Problem Oriented Policing 3
JA 5305 - Public Policy 3
JA 5306 - Strategic Communication Practices 3

Total Hours Required for Graduation
30 hours

Required Computer and Internet Capabilities

The following hardware and software are minimum specifications to work with the Faulkner/Canvas application:

1. Platform: Windows 7, 8, or 10
2. Hardware: 64 MB of RAM, 1 G of free disk space, 24 X CD-ROM, Accelerated video card w/2MB RAM, 100% Sound Blaster compatible sound card w/speakers, Most recent version of Java and Flash installed
3. Software: Microsoft Word, Microsoft PowerPoint, Microsoft Outlook (or compatible email program), and Microsoft Excel
4. Adobe Acrobat Reader or equivalent
5. Browser: Firefox 55 or higher (JavaScript & Cookies must be enabled.)
6. Modem: Broadband connection only (DSL, Cable or T1)

For more information please consult the university's website for a full description of all aspects of the program (<http://www.faulkner.edu/admissions/graduate/mja>). Or email us at mja.info@faulkner.edu.

Humanities

Admission Requirements

The Master of Arts (MA) and Doctor of Philosophy (PhD) programs seek to admit graduate students who have demonstrated, through their academic performance, aptitudes to complete graduate work at the highest level. Admission is a privilege granted by the College rather than a right to be assumed by those meeting minimum qualifications. A prospective student must be of good character and standing within his or her community. An applicant's undergraduate program ideally would represent a broad-based curriculum including the disciplines of English, History, Mathematics, Natural and Social Sciences, and a foreign language(s).

Applications cannot be processed until all required materials are received. As soon as they have been received, the applicant will be notified that the file is complete. If admission is granted, the admission offer will be valid only if the applicant enrolls during the term indicated on the application. When submitted, all application materials become the property of Faulkner University; none will be returned to the applicant. To qualify for admission to the MA or PhD programs, an applicant must:

1. Hold a completed undergraduate degree from an institutionally accredited institution.
2. Applicants to the PhD program must also hold a similarly accredited graduate degree.
 - a. If the student does not meet this requirement, the student may request conditional admission.
3. Request that all schools previously attended send official transcript directly to the Director of the Program. Hand delivered copies, photocopies, and printouts of grade reports are not acceptable.
4. Submit an acceptable graduate test score: a combined verbal and quantitative score of 297 or above on the Graduate Record Examination (GRE), or score of 400 or above on the Miller Analogy Test (MAT).
5. Submit an acceptable TOEFL score of 500 or above if English is not the applicant's first language.
6. Submit three letters of recommendation with specific comments regarding the applicant's academic work, professional experience, and ability successfully to complete graduate study. These letters are usually from the applicant's previous instructors or supervisory personnel.
7. Submit a personal goals statement (approximately 300 words for the MA and 400-500 for the PhD) that identifies how the program to which the student is applying will contribute to those goals.

8. Submit a completed application form (MA, PhD) and other required materials listed above.
9. PhD applicants also submit a scholarly postgraduate formal writing sample.
10. Receive approval by the respective program director.

To summarize the necessary application materials, therefore, students must supply:

1. A completed application form (MA, PhD)
2. Official transcripts from all colleges and universities attended
3. Scores from the GRE or MAT
4. Three recommendation letters
5. A personal statement of goals
6. A scholarly postgraduate formal writing sample (PhD applicants only)

Policies

For full details of policies in the MA and PhD degree programs in Humanities, please refer to the

“Manual for Students and Tutors” and the “Thesis and Dissertation Manual” (available upon request from the Department of Humanities). A few policies are stated briefly here to assist students who are considering applying to one of the programs.

Transfer Policy

A student who has earned graduate credit in comparable courses (as determined by the program director) from institutionally accredited colleges and universities (i.e., by accrediting bodies recognized by the US Department of Education) may transfer up to 6 credit hours toward the MA or PhD degree. Courses taken in pursuance of a master’s degree do not qualify for transfer credit toward the PhD degree. No grade lower than a B is transferable toward the MA or PhD degree.

Class Attendance and Participation

The MA and PhD programs require class attendance via Google Apps for Education, including live video conferences. Seminars require 7-8 video conferences of 90-minute duration in the course of a semester. Individual tutorials require 8 60-minute discussions with a tutor. None of the classes in these degree programs is purely asynchronous.

Graduation Requirements

Students applying for graduation must earn a minimum cumulative GPA of 3.0 for their entire degree, including the thesis or dissertation grade. No grade lower than a C is accepted in the degree program. No more than 6 hours of coursework earning a C may

be applied toward the degree. The thesis or dissertation must be successfully defended and receive no lower than a B.

Master of Arts

Overview

The Master of Arts in Humanities (MA) is a 30-hour thesis degree (27 hours of course work and 3 hours credit for the thesis) with rich roots providing intellectual and spiritual engagement with the Great Tradition of the Western world. The MA prepares students to pursue doctoral studies or vocational service in disciplines like History, Humanities, Literature, Philosophy, and Classical Education. Using many of the Great Books and a conversation mode (e.g., threaded discussions, conference calls), students work with enthusiastic, highly qualified tutors to examine, discuss, and work through great ideas with an eye toward living and teaching these truths. The program includes:

1. Two foundation courses
2. Three core courses
3. One emphasis-specific seminar and three independent tutorials
4. One thesis course

Purpose

The degree program allows for areas of emphasis in humanities, literature, religion, history, or philosophy. The purposes of the Master of Arts in Humanities are:

1. The degree serves the Faulkner University mission statement as a continuance of the undergraduate degree in liberal arts in which the education of the whole person through a rigorous distance program is in view by means of the broad disciplinary content of the curriculum. The degree serves the mission statement with assertion that all learning has as its end that we may know and honor Christ. The degree serves the students at a distance by introducing them to the great ideas and ongoing issues of mankind through seminal texts from western culture.
2. The degree prepares students to pursue doctoral studies in such disciplines as humanities, literature, religion, history, and philosophy.

Outcomes

1. The outcomes of the Master of Arts in Humanities degree are as follows:
2. Expand the mission of the university by educating the whole person through a broad disciplinary content via distance education,
3. Demonstrate the unity of all learning with its chief end that we may know and honor Christ,

4. Enable students to be conversant about the perennial ideas and issues of mankind,
5. Prepare students for employment and/or further graduate study, and
6. The specific learning objectives reflect the focus on the Great Books curriculum and conversational method through the lens of Christian thought.

Application Process

To apply, please:

1. Review the application checklist,
2. Complete and submit an application,
3. Complete and submit a transcript request form, and optionally,
4. Apply for financial aid.

Applicants' immediate family members are not eligible to write recommendation letters for their family members' applications. For more information, including information about tuition and scholarships, please email information@studyliberalarts.org.

Degree Plan

Foundation Courses

HU 5315 - Introduction to Humane Letters and Learning	3
IDS 5301 - Scholarly Inquiry and Writing in the Humanities	3

Core Courses - Great Ideas and Authors

HY 5315 - Great Ideas, Authors, and Writings: Historical Investigations	3
LIT 5324 - Great Ideas, Authors, and Writings: Literary Analysis	3
PHL 5313 - Great Ideas, Authors, and Writings: Philosophical Inquiries	3

Independent Tutorials

5308 - Independent Tutorials (HU/HY/LIT/PHL/CED)	3
5309 - Independent Tutorials (HU/HY/LIT/PHL/CED)	3
5310 - Independent Tutorials (HU/HY/LIT/PHL/CED)	3
5320 or 5330 Concentration Seminar (HU/HY/LIT/PHL/CED)	3

Thesis Course

5312 - Thesis (HU/HY/LIT/PHL/CED)	3
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Total Hours Required for Graduation
30 hours

Doctor of Philosophy in Humanities

Overview

The Doctor of Philosophy (Ph.D.) is an academic degree with rich roots providing intellectual and spiritual engagement with the Great Tradition of the Western world. The Ph.D. In Humanities is a 48- hour dissertation degree (42 hours of course work and 6 hours credit for the dissertation). This Ph.D. prepares students for service in disciplines such as History, Humanities, Literature, Philosophy, and Classical Education.

Using many of the Great Books and a conversation mode (e.g., threaded discussions, virtual meetings), students work with enthusiastic, highly-qualified tutors to examine, discuss, and work through great ideas with an eye toward living and teaching these truths. The program includes:

1. Two foundation courses
2. Seven core courses
3. Two topical interdisciplinary studies courses
4. One emphasis-specific seminar and two independent tutorials
5. Two dissertation courses

Purpose

The purpose of the Ph.D. in Humanities is to prepare well-trained, morally oriented, and ethically driven scholars in whatever calling they have found themselves. Graduates will be able to realize careers in teaching, research, and diverse fields of human relations. The program is designed to provide its graduates with essential knowledge in the key areas of Humane Letters and Learning for scholarly endeavors. Therefore, the purposes of the Doctor of Philosophy in Humanities are as follows:

1. Prepare graduates for entry-level teaching positions in the public, private, and governmental sectors and to prepare students for post-doctoral research.
2. Prepare students by providing general coursework in humane letters and discipline specific coursework in history, literature, philosophy, and humanities.
3. Provide graduates with the specific and general knowledge and a range of skills for the key areas of reading, writing, speaking, researching, and analyzing which complimentary to excellence in various careers.

Fellows

The following faculty members serve as fellows in the PhD degree program:

Benjamin Lockerd
Chad Redwing

Jason Jewell
Mark Linville

Matt Roberson
Mike Young

Robert Woods
Tedd Sabir

Thomas Lindsay
Joshua Fullman

Andrew Jacobs

Combined, the program's fellows have produced over 350 academic publications and presentations. Each one has a profound desire to study and seek to continue learning through each class. While the program continues to grow, its fellows and students are always keen to maintain the rich sense of community we feel ought to be part of the Christian university experience.

Application Process

To apply, please:

1. Review the application checklist
2. Complete and submit an application
3. Complete and submit a transcript request form
4. Apply for financial aid (optional)

Applicants' immediate family members are not eligible to write recommendation letters for their family members' applications. For more information, including information about tuition and scholarships, please email graduateenrollment@faulkner.edu.

Degree Plan

Foundation Courses

HU 7311 - Introduction to Humane Letters and Learning	3
IDS 7301 - Scholarly Inquiry and Writing in the Humanities	3

Core Courses - Great Ideas and Authors

FNA 8317 - Examining Fine Arts: Great Ideas Readings	3
HU 8326 - Understanding Humane Letters: Great Ideas, Authors, Writings	3
HY 8315 - Historical Investigations: Great Ideas, Authors, and Writings	3
LIT 7324 - Literary Analysis: Great Ideas, Authors, and Writings	3
NMS 8328 - Math and Scientific Reasoning: Great Ideas, Authors, Writings	3
PHL 7313 - Great Ideas Readings: Philosophical Inquiries	3
SSC 7319 - Great Ideas Readings: Reflection on Social Scientific Thought	3

Topical Interdisciplinary Seminars

IDS 7310 - Interdisciplinary Studies Seminar	3
IDS 8310 - Interdisciplinary Studies Seminar	3

Independent Tutorials

8312 - Independent Tutorials (HU/HY/LIT/PHL/CED) 3

8313 - Independent Tutorials (HU/HY/LIT/PHL/CED) 3

General Concentration Seminar

8320 - (HU/HY/PHL/CED)/8330 (LIT) 3

Dissertation

9301 - Dissertation (HU/HY/LIT/PHL/CED) 3

9302 - Dissertation (HU/HY/LIT/PHL/CED) 3

Total Hours Required for Graduation

48 hours

Social and Behavioral Sciences

Program Description

Faulkner University's Department of Social and Behavioral Sciences offers two graduate degree options, and one graduate certificate option. The Master of Science in Psychology program is fully online program. Students choose between the General Psychology track, and the Disability Services track. A Graduate Certificate in Disability Services is also offered for those whose career aspirations do not require the full degree, or who already have a Master's degree. The certificate is completed in less than one year, and the degrees can be completed in either one year (two courses at a time) or two years (one course at a time). Courses are taught by caring faculty with diverse experiences, who embody Faulkner University's mission "where every student matters every day."

Master in Psychology (General Track)

The General Psychology Track is an excellent choice for students who want to continue their education and skill set in psychology and other human services fields, or who want to begin their career in an area that emphasizes working with people. A Master in General Psychology can open doors to advanced careers in psychology, human services, law enforcement, public relations, business, military, ministry, social services, or many career fields requiring a Master degree. A degree in psychology helps people understand humans, and every career involves humans in some way.

Master in Psychology (Disability Services Track)

Graduate Certificate in Disability Services

The Disability Services Track and the Certificate in Disability Services will prepare students to provide and coordinate services and accommodations for the disabled, disadvantaged, and other special needs populations. Nearly every business, organization, university, municipality, and venue requires support and accommodations for people with disabilities of all types. In many cases, these accommodations are legal requirements, but are also humanitarian in providing access to those who may not otherwise have such. The disability services courses will instill in students the knowledge related to providing disability services from the legal and organizational standpoint, while emphasizing a compassion for those who utilize such services.

Admissions Requirements

Regular Admissions

Students must meet University admissions and eligibility requirements applicable to all graduate programs. In addition, applicants must meet department requirements specific to the graduate program in psychology except the specified prerequisite courses are not required for the Graduate Certificate in Disability Services. Admissions are processed through graduate enrollment, with final admissions decisions being made by the Department of Social and Behavioral Sciences. The following are required for admission to the program:

- A completed graduate application
- A bachelor's degree with a minimum 3.0 cumulative GPA from an accredited university.
- Applicants with a 3.0 GPA for the last 60 hours, and in their major will be considered.
- Official transcripts from all institutions attended must be submitted. Hand-delivered copies, photocopies, and printouts of a grade report are not acceptable.
- A short 500-600 word personal essay in APA professional format (with title page) briefly discussing the following:
 - Why do you want to pursue this degree? How will it fit with your personal or career goals?
 - How is a degree from a Christian university such as Faulkner a good fit for you? (consider Faulkner's mission statement in your answer)
 - How have you navigated challenges that have come in your life, academics, career, etc. What do you anticipate may be the most difficult adjustment you will need to make as you pursue this degree?
 - What is one thing about yourself you wish everybody knew, but you are often reluctant to share?
- Three letters of recommendation from former professors, work supervisors, or others who can attest to the student's preparation for success in the program.
- Successful completion of pre-requisite courses, or approved plan for completion within the first semester (See pre-requisite requirements below; Does not apply to Certificate in Disability Services).
- Students not meeting the minimum admissions requirements may be considered under the Provisional Admissions path.

Provisional Admissions

Applicants not meeting all minimum requirements, will be considered by the department admissions committee for provisional admissions. The following items may be helpful to the department admissions committee in considering provisional admissions.

- GRE or MAT scores; no minimum score is specified as they will be considered in conjunction with other admissions information
- Professional Resume/Vita
- High School transcripts
- Other voluntary information relevant to your ability to be successful in the program

Prerequisite Course Requirements

Note: Pre-requisite course requirements do not apply to students pursuing only the Certificate in Disability Services.

Applicants who have not completed prerequisite courses can be conditionally admitted to the program with an approved plan to complete prerequisites within the first semester of starting the Master degree program. Some courses require a prerequisite to be taken before the Master degree level course. Students needing prerequisites are encouraged to inquire about offerings in Faulkner's online undergraduate psychology program which will meet the requirements (a grade of "C" or higher).

- One (1) course in: Introduction/General Psychology [Faulkner equivalent: PY1310]
- One (1) course in: Human Development (any human development across the lifespan [Faulkner equivalent: PY2301]
- One (1) course in: Research Methods (any discipline; psychology/behavioral sciences preferred)* [Faulkner equivalent: PY3350]
- One (1) course in: Statistics (any discipline including behavioral statistics, mathematics, business statistics, etc.)* [Faulkner equivalent: PY3330]

*A combined course in Research and Analysis covering content from both areas, including basic statistical measures may be accepted.

Technology Requirements

In order to be successful, students must have regular access to a home or laptop computer with the following minimum requirements. Technology requirements are essential to successful participation and completion of online courses, and completion of timely assignments. The use of mobile devices may be sufficient, but they are generally less predictable.

- P.C. (i5 minimum; i7 recommended) or MAC (OS10.14 or higher) less than 5 years old with a minimum 4GB of ram and unrestricted access/downloads

- High speed internet with a minimum of 512kbps
- Latest supported internet browser
(<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Instructure/ta-p/66>)
- Windows 10 or higher
- Webcam (720p minimum; 1080hd recommended)
- Microsoft Word or ability to convert Pages documents to a pdf (Canvas does not accept Pages documents)

Graduation Requirements

In addition to the University graduation requirements, the following apply to the graduate psychology program specifically.

- A cumulative grade point average of 3.0 or higher for the degree or certificate
- No more than one (1) “C” grade and no grade of “D” or “F” in the entire program of study
- Students may retake a course up to two (2) times. The highest grade earned will be considered for graduation requirements.
- No holds on any financial accounts. All financial accounts must be cleared by the Student Accounts and/or Financial Aid offices prior to receiving a diploma or certificate.

Tuition/Costs

The tuition for the Master in Psychology program is a unique “all-inclusive” tuition structure that includes all tuition, fees, and textbooks/resources (electronic). Students may purchase physical copies of textbooks at their option through the Faulkner e-Campus bookstore. See “Tuition and Fees” in the “Student Accounts” section elsewhere in this catalog for specific tuition rates.

Academic Policies

The University’s academic policies found elsewhere in this catalog apply to the graduate psychology programs. These policies include the class/online attendance policy, academic progress policies, conduct policies, as well as all financial aid, payment, and refund policies. In addition, students with disabilities are encouraged to review the disability policy, and contact the Center for Disability Services office if applicable for assistance in requesting applicable accommodations. See the course syllabi for additional course and/or program policies.

Student Load Policies

Full-time status for this program is six graduate semester hours per semester. Two modules are offered in each semester, therefore students choosing either the one year

or the two-year option will normally meet the full-time status. Students who choose the one year option will enroll in six hours per module, for a total of 12 hours per semester. Students choosing the one year option will enroll in three hours per module, for a total of six hours per semester. Students pursuing the graduate certificate will enroll in three hours per module, for a total of six hours per semester except the last semester in which students take only three hours as the program is completed in module one of that semester.

Licensure/Certification Information

The Master degrees in psychology do not meet requirements for any state licensure in the state of Alabama. It may meet partial requirements in other states for Masters level licenses or certifications (e.g. psychology technicians, psychology associates, psychology assistance, psychology examiners), but no claim or guarantee is made regarding any state acceptance of any of the Master degrees in psychology. Students are strongly encouraged to consult their states of interest for verification of requirements regarding any desired licensure or certification requirements.

Degree Plans

M.S. Psychology (General Track)

Foundational Core [9 hours]

PSY 5310 Foundations of Psychological Science

PSY 5315 Spiritual Perspectives of Human Development and Behavior

PSY 5341 Cognitive, Affective, and Behavioral Psychology

Psychology Core [12 hours]

PSY 5345 Ethical and Professional Issues in Psychology

PSY 5350 Applied Research Methods and Analysis

PSY 6310 Principles of Psychopathology

PSY 6320 Principles of Psychometric Evaluation and Assessment

Elective Options [15 hours]

PSY 6315 Human Psychology in Social Systems

PSY 6322 Psychopharmacology

PSY 6325 Advanced Educational Psychology

PSY 6335 Holistic Human Psychology

PSY 6347 Psychology of Music, Creativity, and The Arts

PSY 6355 Psychology of Addiction

PSY 6371 Neurodiversity and Concepts of Disabilities

PSY 6372 Assistive Technologies in Disability Services
PSY 6373 Legal and Sociocultural Aspects of Disability Services
PSY 6374 Disability Services Administration and Application
PSY 6377 Autism, Intellectual and Developmental Disabilities
PSY 6399 Special Topics in Psychology

*Or other approved electives in PY/ED/COU/ABA or related
(At least 9 hours must be PSY or ABA courses)

**Total Hours Required for Graduation
36 hours**

M.S. Psychology (Disability Services Track)

Foundational Core [9 hours]

PSY 5310 Foundations of Psychological Science
PSY 5315 Spiritual Perspectives of Human Development and Behavior
PSY 5341 Cognitive, Affective, and Behavioral Psychology

Psychology Core [12 hours]

PSY 5345 Ethical and Professional Issues in Psychology
PSY 5350 Applied Research Methods and Analysis
PSY 6310 Principles of Psychopathology
PSY 6320 Principles of Psychometric Evaluation and Assessment

Disability Applications [15 hours]

PSY 6371 Neurodiversity and Concepts of Disabilities
PSY 6372 Assistive Technologies in Disability Services
PSY 6373 Legal and Sociocultural Aspects of Disability Services
PSY 6374 Disability Services Administration and Application
PSY 6377 Autism, Intellectual and Developmental Disabilities

**Total Hours Required for Graduation
36 hours**

CERTIFICATE: Disability Services

PSY 6371 Neurodiversity and Concepts of Disabilities
PSY 6372 Assistive Technologies in Disability Services
PSY 6373 Legal and Sociocultural Aspects of Disability Services
PSY 6374 Disability Services Administration and Application
PSY 6377 Autism, Intellectual and Developmental Disabilities

Total Hours Required
15 hours

VP Black College of Biblical Studies

The Bible is the heart of the curriculum throughout Faulkner University, and especially in the Kearley Graduate School of Theology (KGST). Faulkner requires that all faculty teach all courses in the light of the teachings of the Bible. The entire faculty accepts the Bible as the inspired, authoritative, and all-sufficient Word of God. They teach from that perspective, demonstrating by precept and example, in and out of the classroom, the importance of training for dedicated Christian service. The KGST faculty – and all the faculty of the V. P. Black College of Biblical Studies – underscores and emphasizes opportunities for trained Christian servants and impresses on students the importance of living exemplary lives.

Christians in the 21st century face significant moral and intellectual challenges. Theological scholars today face cultural perceptions that the Bible is largely relevant only to times and places far from here and now. We must demonstrate that understanding and applying Bible teachings is relevant today.

Through its master's programs, and through its doctoral program in Biblical Studies, the Kearley Graduate School of Theology significantly contributes to the accomplish the mission of the University: "The mission of Faulkner University is to glorify God through education of the whole person, emphasizing integrity of character in a caring, Christian environment where every individual matters every day."

Education through KGST presents a call to graduate students of theology to emulate Christ in attitude and behavior. The program challenges students to master knowledge and skills appropriate to Christian service.

The KGST offers four graduate degrees. The Master of Arts in Biblical Studies (MABS) program equips students for serious study of the biblical text and prepares them for postgraduate study beyond the masters. The Master of Arts in Family Ministry (MFLM) degree enables students to develop valuable skills and insights for professional Christian service to families. The Master of Theology (ThM) degree allows students to master one area of biblical study, qualifying graduates to be effective in teaching and to make application of research principles in the life of the church. The PhD in Biblical Studies (PhD) program prepares graduates for research and teaching positions in biblical studies.

Oversight of the Kearley Graduate School of Theology

KGST offers degree programs under the authority of the Board of Trustees of Faulkner University. An advisory board for KGST is composed of members of the university's board. The KGST Dean is the school's chief executive officer. The KGST director manages KGST programs.

Faculty of the Kearley Graduate School of Theology

1. Todd Brenneman, PhD, MA, MA. Professor of Christian History. Dean, Kearley Graduate School of Theology. Dean, V.P. Black College of Biblical Studies. Graduate and Undergraduate Studies in Christian History and Studies
2. Randall Bailey, PhD, MPhil, MTh, MA. Professor of Biblical Studies. Director, Kearley Graduate School of Theology. Graduate Hebrew, Old Testament Studies, and Ancient Near Eastern Studies
3. Dewayne D. Bryant, PhD, MA. Biblical Studies. Assistant Professor of Biblical Studies Graduate and Undergraduate.
4. G. Scott Gleaves, PhD, DMin, MDiv, MS. Associate Professor of Biblical Studies and Christian Ministry. Graduate Biblical Languages, New Testament Studies and Christian Ministry
5. David Stark, PhD, MA. Associate Professor of Biblical Studies Winnie and Cecil May Jr. Biblical Research Fellow. Graduate Theology and New Testament Studies
6. David Hester, PhD, MA. Associate Professor in Biblical Studies. Graduate and Undergraduate Biblical Studies
7. Brenda Turner, PhD, MLS. Professor of Informatics and Biblical Studies Director, Kearley Resource Center of Gus Nichols Library. Graduate Studies in Biblical Research and Informatics; Undergraduate Biblical Studies
8. Steve Wages, PhD, MMFT, CFLE, CPA. Professor of Family Studies Director, Cloverdale Center for Youth and Family; Graduate and Undergraduate Studies in Youth and Family Ministry
9. Edmond L. Gallagher, PhD, MPhil, MA. Old Testament Studies. Adjunct Instructor
10. C. Michael Moss, PhD. Hermeneutics and New Testament Studies. Adjunct Instructor

Admission to Kearley Graduate School of Theology Degree Programs

The Kearley Graduate School of Theology seeks students whose academic records demonstrate ability to pursue advanced studies; whose personal conduct reflects the values of this institution; and whose experience indicates that they will make significant contributions to their communities and professions. A KGST student must be of good character and of good standing in the community and in the local church.

Faulkner University does not discriminate based on handicap, race, color, national origin, or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, or other school-administered programs. In assessing the aptitude, reputation, and apparent potential of an applicant the university may consider information from confidential references. As a private institution affiliated with Churches of Christ, the school may consider a student's religion, sex, and reputation when recommending workers for church and church-related service.

An applicant's undergraduate record should include a broad range of subjects such as English grammar, composition, literature, history, education, psychology, and natural sciences. Ideal undergraduate preparation also includes study of languages (particularly Greek or Hebrew) and study of the Bible and closely related subjects. An applicant whose undergraduate studies do not include courses in biblical and related studies is encouraged to take courses that address areas of deficiency. KGST requires completion of two one-hour credit orientation courses for master's students who do not hold baccalaureate degrees in biblical studies. Further requirements for acceptance into the PhD program appear below.

All applicants for KGST degree program must comply with requirements specified at the beginning of the Faulkner University Graduate Catalog, specifically those under the heading "General Admissions Policies." Additional standards, specified below, apply to KGST applicants.

Kearley Graduate School of Theology Application Process for Master Programs

Application Form

Application deadlines are December 1 for the spring semester admission and July 15 for the fall semester admission. KGST does not offer summer admission. Applicants may begin the application process online, by mail, or by telephone. Online access is available through the "Apply Now" link on the KGST web page (<https://www.faulkner.edu/kgst/>).

The mailing address is:

Faulkner University
Graduate Enrollment
5345 Atlanta Highway
Montgomery, AL 36109.

Phone numbers are 334 386-7343 or 800 879-9816. Fax number is 334 386- 7413.

Transcripts

Applicants must submit official transcripts from every college and university attended. The registrar of the school attended must provide secure and official documentation directly to Graduate Enrollment. Hand- carried transcripts, copies of official transcripts, or printed copies of grade reports are not acceptable. An applicant must hold a minimum cumulative grade point average of 3.0, as calculated on the most recent transcript for each degree. If the student does not meet this requirement, the student may request conditional admission.

Conditional and Provisional Admission

The director of graduate studies, with confirmation from the dean, may admit a student under the category of "conditional admission" in rare and unusual cases. The director may grant conditional admission to an applicant whose transcripts do not arrive on time, even though the applicant acted in a timely manner. This conditional admission would require delivery of all admissions materials within two months of the beginning of the semester.

Goals Statement

Each applicant must submit a statement of at least 1000 words specifying personal goals and stating ways that the Master of Arts program at Faulkner University will contribute to those goals. The goals statement must include: (1) background

preparation for the degree, (2) basis for the choice of the KGST, (3) spiritual and academic goals, and (4) the impact of the degree sought on employment, finances, family and personal time. An overall faculty score of 66.67% on a goals statement rubric serves as partial qualification for admission.

Recommendations

Each applicant must provide names and contact information for three individuals (at least one of whom is a church leader) who could provide letters of recommendation for the applicant if contacted.

English as a Foreign Language Test Scores

Students for whom English is a second or foreign language must provide scores demonstrating mastery of the English language. Faulkner University will accept any of the following as documentation:

- TOEFL (Test of English as a Foreign Language). Official score report with score of at least 500 (paper-based), 200 (computer-based), or 70 (internet-based)
- IELTS (International English Language Testing System). Official report with score of at least 5.5
- College credit for English Composition. Official transcript from a institutionally accredited United States college showing credit for English Composition
- ESL (English as a Second Language). Official documentation of completion of an appropriate ESL program at a language training center located in the United States

Faculty Review of Application

Representatives of the graduate faculty review admissions files after all forms arrive. After making a decision about acceptance, the director contacts the student to discuss appropriate degree plans.

Policies for Master of Arts Programs in the Kearley Graduate School of Theology

Faulkner University is a Christian university with high academic standards for graduate studies. A student should be disappointed to find it less than Christian or less than a university in its standards. Therefore, each student should know the academic expectations and must be personally responsible for meeting the requirements of the graduate program. In addition to abiding by the general academic standards detailed in the front section of the graduate catalog, students in KGST master's programs must comply with the following policies.

Students without Undergraduate Biblical Studies Degrees Applying for MA in Biblical Studies

An applicant who does not hold an accredited undergraduate degree in Biblical Studies must demonstrate proficiency in the field. The KGST director determines the applicant's level of proficiency. An applicant may demonstrate proficiency by satisfactory completion, before full admission, of two one- credit courses: *BI 5102 Orientation to Biblical Literature* and *BI 5103 Orientation to Critical Studies*. Each of these courses includes a proctored exam. The student, while taking these courses, is conditionally accepted into the program until proficiency is demonstrated by successful completion of the two courses. A score of 80% will qualify as satisfactory demonstration of proficiency.

Transfer Credit

The director of graduate studies, in consultation with the KGST faculty may approve transfer credit for fulfillment of some degree requirements, with the following restrictions.

1. Director approval is required for applying transfer credit to any degree requirement.
2. Any transfer credit must be from an institutionally accredited institution.
3. Courses with grades below B will not transfer.
4. Maximum transfer credit is six hours.

Student Load

For academic purposes, a student enrolled for six or more graduate hours in a semester is classified as a full-time student. A student may not enroll for more than six hours in a term without approval from an academic advisor.

Academic Standing, Probation, and Suspension

Academic Standing

A KGST student must maintain a cumulative graduate GPA of 3.00 to remain in good academic standing. Evaluation of academic standing occurs at the end of each full- time semester, or upon completion of 6 semester hours.

Probation

The director places a student on probation at the end of the first semester (or first 6 hours) that the cumulative graduate GPA falls below a 2.5 The director may place the student on continued probation for one more term if the term GPA is 3.0 or higher during the first term of probation. The director may, at the discretion of the graduate faculty,

place a student on probation or suspension any time the student earns a grade below C.

Suspension

The director places a student on suspension for one semester at the end of a second successive semester (or 6 hours) that the student's cumulative graduate GPA falls below a 3.0, unless the director grants the student continued probation as specified in the preceding paragraph. The director suspends a student from the program director after a third successive semester (or 6 hours) that a student's cumulative graduate GPA falls below a 3.0, regardless of the term GPA. The director may suspend a student immediately any time the student's semester GPA falls below a 2.0, regardless of previous average. The director may, at the discretion of the graduate faculty, place a student on probation or suspension any time the student earns a grade below C.

Advisement

The director of graduate studies will assign an advisor to provide aid with a student's program, registration, and progress. Each student's semester schedule, and any change to that schedule, requires approval by the director of graduate studies. The student, however, will be personally responsible for meeting catalog requirements and for seeking written approval of any exceptions.

Registration, Dropping or Adding Classes

Registration begins with the approval of a schedule of classes by the advisor and the director of graduate studies. Students must complete registration through the Registrar's Office and the Office of Student Accounts. Students are required to register prior to the beginning of the semester in which courses are to be taken. Courses that do not have a total enrollment of at least two students will be cancelled two three weeks before the first day of class. Adding or dropping a course requires the approval of the director of graduate studies and the dean. Deadlines for adding and dropping classes are published by the Registrar's Office in the university's Academic Calendar.

Comprehensive Examination

All degrees in the KGST require a comprehensive examination. The MABS degree has a thesis option. Students choosing to write a thesis sit for the comprehensive exam six hours short of the required coursework; the successfully completed thesis completes the degree. A ThM student sits for the comprehensive exam prior to writing the thesis.

The MFLM does not require a thesis; the student sits for the exam at the end of the coursework.

KGST administers comprehensive exams on the second Friday in April or July, or the first Friday in December. Members of the graduate faculty who have taught the student prepare exams. Faculty who contribute to the examination will grade it as Pass or Fail. Faculty who fail a student will stipulate reasons for the failure. Students will receive the results of the examination within ten days of the examination date. Students who fail the examination may retake it the following semester. Students who fail the comprehensive examination twice must petition the graduate faculty for permission to retake to the examination. Faculty may require an oral examination or interview in addition to the written examination.

Admission to Candidacy

A student who has maintained a B average and has successfully completed the comprehensive examination may be admitted to candidacy, indicating that the student has completed all degree requirements except for the thesis or (in non-thesis degree programs) the last six hours of courses.

Thesis Option for MA(BS) or ThM

A student who chooses a thesis option must, before registering for the thesis, pass the comprehensive examination and hold candidacy status. The student must successfully make an oral defense of the thesis before a thesis committee. The completed thesis must reflect original investigation. The thesis process consists of the following two courses.

BI 5395 Thesis Proposal: This course serves as the initial step in formulating a research topic, methodology, bibliography, and research proposal. The student will also be required to submit a draft of chapter one of the thesis, which includes a review of literature. Upon approval by the student's thesis committee, the student will receive a letter grade (A, B, or C). An "A" or a "B" grade allows the student to move forward with BI 5396. A grade of "C" indicates that the student has not produced a viable research topic. Should the thesis committee determine that the research topic is viable, but needs one more semester for development, the committee may have the Director enter a grade of "Incomplete Satisfactory" (IS) for one semester only. If the student fails to submit an acceptable "chapter one" at the end of a second semester of work, the committee shall advise the student to enroll for 3 more hours to complete the 6 hours of electives required for the non-thesis option. Specific instructions from the committee

regarding the development of the proposal are in accordance with The KGST Thesis Preparation Manual.

BI 5396 Thesis- Research and Writing: This course presupposes BI 5395 and serves as the completion of the thesis process. Upon the successful completion of BI 5396, which requires approval by the student's thesis committee (a grade of either A or B), the student will write draft chapters of the thesis. Students may continue research and drafting of various chapters of the thesis for up to four semesters. Students who need an additional semester for research must petition the thesis committee, and receive approval. If granted approval to continue research for another semester the student must at that time request that the director enter a grade of "Incomplete Satisfactory" (IS) for BI 5396 for the current semester. Once the committee approves the final draft of the thesis, the student and the committee request the director to set the date for the thesis defense. The successful defense of the thesis results in the passing of this class and the completion of all requirements for this degree. The thesis will be graded (1) Acceptable: "An essentially sound thesis with a strong defense, but there may be certain minor typographical and/or stylistic corrections that require some editing and/or elaboration; makes an original contribution to scholarship"; (2) Satisfactory: "An essentially sound thesis with a strong defense from the student, but with a section or sections requiring considerable editing or significant additional elaboration; makes an original contribution to scholarship"; (3) Unsatisfactory: "A rewritten or new thesis may be submitted no earlier than a year later from this defense date; the original thesis committee must approve such revision"; (4) Unacceptable: "No provision for resubmission," in accordance with The KGST Thesis/Dissertation Preparation Manual.

Time Limit for Master of Arts Programs

All requirements for the KGST master's programs must be completed within a period of seven calendar years.

Application for Degree

When registering for the last semester of work a student must obtain from the Registrar's Office an Application for Graduation. The student must complete the form, submit it to the Registrar's Office, and notify the director of graduate studies.

Graduation Requirements

1. Successful completion of hours required in degree plan
2. Cumulative GPA of 3.0 for all graduate credits
3. No more than 6 hours applicable credit for courses with a grade of C

Masters Programs Course Delivery and Curriculum

The Kearley Graduate School of Theology offers masters courses primarily online. Online course delivery accommodates students who are involved in full-time ministry and reside a considerable distance from Montgomery. All online courses utilize virtual collaboration technologies. These courses may be synchronous or asynchronous, depending upon the nature of the course. Synchronous courses require online students to participate at the times scheduled for the class. Asynchronous courses do not require meeting at a prescribed time. Students participating in synchronous classes must participate in the live virtual collaboration at the specified meeting times set by the professor.

See Minimum Technical Requirements for Online Learning through KGST section.

Curriculum for Master's Degree Programs

The Kearley Graduate School of Theology offers three masters degrees: Master of Arts in Biblical Studies, Master of Arts in Family Life Ministry, and Master of Theology. Both the Master of Arts in Biblical Studies and the Master of Theology degree include strong core courses and a variety of elective courses. The Master of Arts in Family Ministry contains a robust group of required courses. KGST master's degree programs provide both sound preparation for more effective service in the church and a broad base for further training in more advanced graduate study.

Degree Plan for Master of Arts in Biblical Studies (MABS)

The MABS degree requires 36/38-hours of course work including a 21-hour core with a strong biblical emphasis and 15 hours of electives. The elective hours for thesis-option students include two thesis courses. All MABS students must pass a comprehensive examination. A thesis-option student must also make a successful oral defense of the thesis.

Orientation

Required for students without bachelor's degrees in Biblical Studies (two courses, 1 hour each):

BI 5102 Orientation to Biblical Literature

BI 5103 Orientation to Critical Studies

Core MABS Courses

- 21 semester hours (seven courses, 3 hours each)

BI 5300 Introduction to Graduate Biblical Studies
BI 5301 Biblical Interpretation
BI 5305 Advanced Introduction to the Old Testament
BI 5306 Old Testament Theology
BI 5318 Studies in Biblical Backgrounds
BI 5320 Advanced Introduction to the New Testament
BI 5321 New Testament Theology

MA(BS) Electives

- 15 semester hours (five courses, 3 hours each)

BI 5307 Readings in the Hebrew Old Testament
BI 5308 Exegesis of the Hebrew Bible
BI 5309 Seminar in Select Old Testament Text
BI 5310 Seminar in Elective Old Testament Text
BI 5312 Studies in the Intertestamental Literature
BI 5314 Biblical Aramaic
BI 5322 Readings in the Greek New Testament
BI 5323 Exegesis of the Greek New Testament
BI 5324 Seminar in Select New Testament Text
BI 5325 Seminar in Elective New Testament Text
BI 5330 Introduction to Akkadian
BI 5334 Elementary Syriac
BI 5366 The Gospel and Islam
BI 5367 World Religions
BI 5395 Thesis Proposal
BI 5396 Thesis Research and Writing

Comprehensive Examination

- (one course, 0 credit hours)

BI 5089 Comprehensive Examination

Degree Plan for Master of Arts in Family Life Ministry (MAFLM)

The MAFLM at Faulkner University equips students to provide family life education programs and interventions designed to improve the functioning of children and their families, to strengthen interpersonal and family relationships, and to solve personal and family problems. The program integrates prevention-oriented models from the field of ministry studies and the discipline of family studies with intervention strategies employed in the field of counseling to equip students to be effective family life ministers or family professionals. Students are prepared to address the most challenging issues

related to creating healthy interpersonal relationships, building strong marriages, training parents to form the faith and character of today's youth, and teaching human intimacy and sexuality all in accordance with God's plan. The goal of the program is to provide students with the knowledge and skills to effectively design, implement, and evaluate programs that serve the needs of children and families in church and community settings. The program accommodates working adults by providing church leaders, family service providers, administrators, and others who have a passion for empowering healthy and faithful families with an opportunity to develop their knowledge and skills of both prevention and intervention strategies via courses offered online.

Major Requirements

- 37 hours (one course, 1 hour; twelve courses, 3 hours each)

BFAM 5150 Orientation to Graduate Family Studies

BI 5353 Supervised Practice of Ministry

BI 5090 Comprehensive Examination

BFAM 5360 Family Dynamics: Theoretical Foundation

BFAM 5362 Family Life Ministry: Contexts and Methods

BFAM 5364 Family Life Cycle: Diversity and Complexity

BFAM 5370 Marital and Family Strengths

BFAM 5372 Parent and Character Education

BFAM 5374 Human Intimacy and Sexuality

BFAM 5376 Men in Contemporary Society

BFAM 5378 Personal and Family Finances

BFAM 5380 Christian Counseling: The Skilled Helper

BFAM 5382 Counseling Families in Crisis

BFAM 5384 Couple, Family, and Church Assessments

Certificate in Family Life Ministry (CFLM)

Core CFLM Course

- 9 hours (Three courses, 3 hours each)

BFAM 5360 Family Dynamics: Theoretical Foundations

BFAM 5370: Marital and Family Strength

BFAM 5372 Parent and Character Education

Electives CFLM Courses

- 9 hours (Three courses, 3 hours each)

BFAM 5362 Family Life Ministry: Contexts and Methods

BFAM 5364 Family Life Cycle: Diversity and Complexity

BFAM 5374 Human Intimacy and Sexuality
BFAM 5376 Men in Contemporary Society
BFAM 5378 Personal and Family Finances
BFAM 5380 Christian Counseling: The Skilled Helper
BFAM 5382 Counseling Families in Crisis
BFAM 5384 Couple, Family, and Church Assessments

Degree Plan for Master of Theology (ThM)

Traditionally, the ThM seeks to provide a fuller master of one area or discipline of theological study that is normally provided at the MA or MDiv level. The program may serve a variety of aims, including preparation for further graduate study at the doctoral level, preparation for some forms of teaching, the scholarly enhancement of ministerial practice, or disciplined reflection on a specialized function in ministry.

The ThM is not typically required but can be helpful as an intermediate step between the MA or MDiv and the PhD for prospective students who need additional preparation in order to increase the likelihood that they will successfully complete the PhD. The ThM may also provide useful to prospective students who want additional training beyond the level of an MA or MDiv but who are for whatever reason, unable to commit to the still more advanced work required in a PhD.

Orientation (4 hours)

BI 5300 Introduction to Graduate Biblical Studies
BI 7100 Introduction to Postgraduate Biblical Studies

Core (12 hours)

BI 7301 Biblical Scholarship and Christian Ministry
BI 7310 Advanced Studies in Biblical Hermeneutics
BI 5312 Studies in Intertestamental Literature OR BI 5318 Studies in Biblical Backgrounds
BI 7316 Advanced Studies in Biblical Theology OR BI 8311 Advanced Studies in Restoration Theology

Biblical Language Proficiency (0–3 hours):

BI 5308 Exegesis of the Hebrew Bible OR
BI 9040 Biblical Language Proficiency Exam: Hebrew/Aramaic OR
BI 5323 Exegesis of the Greek New Testament OR
BI 9042 Biblical Language Proficiency Exam: Greek

Students who decide to fulfill this requirement with BI 5308 or BI 5323 but lack the prerequisites for these courses will be required to fulfill these prerequisites before being allowed to take BI 5308 or BI 5323. Students who successfully fulfill this requirement with BI 9040 or BI 9042 and subsequently matriculate to the PhD program may request that this examination be applied toward satisfying the requirements of the PhD. For more information, see below under “PhD credit policy.”

Secondary Language Proficiency (0 hours):

BI 9044 Secondary Language Proficiency Exam

Electives (9 hours)

Satisfactory completion of 9 hours in either OT or NT from the list of courses below, depending on the biblical language proficiency sustained.

- OT 8320 Seminar in the Wisdom Literature
- OT 8322 Seminar in the Historical Literature
- OT 8324 Seminar in the Major Prophets
- OT 8326 Seminar in the Torah
- OT 8328 Seminar in the Psalms
- OT 8330 Seminar in the Minor Prophets
- NT 8321 Seminar in the Book of Hebrews
- NT 8323 Seminar in the Pauline Letters
- NT 8325 Seminar in the Book of Acts
- NT 8327 Seminar in the Gospels
- NT 8329 Seminar in the General Epistles & Johannine Lit
- NT 8331 Seminar in the Epistle to the Romans

Comprehensive Examination (0 hours)

BI 5089 MABS/ThM Comprehensive Examination

Thesis (6 hours)

- BI 5395 Thesis Proposal
- BI 5396 Thesis—Research and Writing

Graduate hours: 12–15
Post-graduate hours: 19
Total hours: 31–34

ThM Credit Policy

No grade of “D” or lower will be accepted for credit in the ThM program. A student may earn a maximum of 6 hours credit in the program with a grade of “C.” Additional hours completed with a grade of “C” must be retaken. All other requirements must be completed at a grade of “B” or above.

PhD Credit Policy

A student who has completed PhD-level requirements as part of a ThM program and is subsequently admitted to the PhD program may petition the director of graduate studies to have those PhD-level requirements applied to the student’s PhD program. The director will evaluate the student’s request in consultation with the PhD faculty. In no case will any PhD-level requirement in which the student has earned a grade of less than “B” be applied to the student’s PhD program. Students who apply credit from the ThM toward the PhD may not then receive both the MPhil and the PhD. Beyond the ThM, they may then receive only either the MPhil or the PhD.

Doctor of Philosophy in Biblical Studies

The PhD in Biblical Studies consists of 55 semester hours of course work beyond the master’s degree. All students must take the foundational courses, BI 7100 Introduction to Post-graduate Biblical Studies, 7301 Biblical Scholarship and Christian Ministry, and BI 7310 Advanced Studies in Biblical Hermeneutics, and a six-course core that exposes all students to the breadth of academic experience in biblical studies

Students are encouraged to take courses in either Old or New Testaments in order to shape their degree in accordance with their needs and in anticipation of their comprehensive examinations. Students must also pass language proficiency exams in the biblical languages (Hebrew, Aramaic, and Greek) before registering for textual seminars. They must demonstrate reading proficiency in German before sitting for the comprehensive exams. If a student is able to demonstrate that another research language would be more useful in research that language may be substituted for German. The KGST faculty strongly suggests that students pass one biblical language exam (Hebrew/Aramaic, Greek) by the end of their first year, the second biblical language exam by the end of their second year, and demonstrate reading proficiency in German (or the approved substitute language) by the completion of the student’s third year. Students may also be required to work in other ancient or research languages to complete or perform acceptable research. A student must also pass the comprehensive exams to advance to the dissertation modules. Finally, the dissertation consists of twelve hours (four dissertation modules of three hours). All students must prepare and successfully defend (via video conference) their doctoral dissertation.

Research Languages

PhD students must demonstrate reading proficiency in German. A student may substitute another language for German (e.g., French, Latin, Spanish, etc.) if that student demonstrates the substituted language is more useful in the dissertation research than German. Students must demonstrate reading ability in German (or the substituted language) prior to sitting for the comprehensive examinations.

Satisfying the Language Requirements

Students satisfy language requirements by taking reading knowledge language courses at another institutionally accredited institution whether seminary, university or college (minimum of two hours each), and transferring those credits to the KGST. Completing and transferring these credits from other schools satisfies the requirements of BI 9044 Secondary Language Proficiency Exam.

Suggested Language Courses through Other Institutions

Liberty University and the University of Madison-Wisconsin offer language courses for reading knowledge in both German and French. These Internet courses fully satisfy the doctoral language requirement. Students may start a course at any time during the year; tuition costs are reasonable. Students who take this route simply send in their official grade report for the language which will be substituted as the grade for the proficiency exam normally taken at the KGST.

For more information visit the following URLs:

Liberty University

URL: <https://www.liberty.edu/casas/continuing-ed/writing-languages/>

German Reading Proficiency: GRP_FY20_001

Direct any additional questions to Liberty University.

The University of Wisconsin-Madison

German course URL: <https://continuingstudies.wisc.edu/german-reading/>

French course URL:

<https://continuingstudies.wisc.edu/classes/french-reading-translation-online/>

Direct any additional questions to the University of Wisconsin-Madison.

Master of Philosophy

After passing the comprehensive exam, and before completing a dissertation, a qualified PhD student may apply for and obtain a Master of Philosophy (MPhil) degree. To qualify the student must have exhibited suitable research, maintained a 3.0 grade point average, and passed the comprehensive exam. The MPhil degree is essentially a milestone on the way to the PhD in Biblical Studies. The MPhil is not a free-standing degree program within the Kearley Graduate School of Theology. A doctoral student who withdraws after receiving the MPhil degree is ineligible to reapply for the PhD program at KGST. Students who apply ThM credit to their PhD program are not eligible to receive the MPhil. For more information, see above on the “PhD Credit Policy” under the Master of Theology program.

Purpose of Doctoral Program

The purpose of the PhD in Biblical Studies is to provide a quality program for the preparation of well trained, morally oriented, and ethically driven scholars in their chosen fields. Graduates will be able to realize careers in teaching, research, and diverse fields of ministerial occupations. The program's design provides graduates with essential knowledge in the key areas of biblical studies and prepares them for scholarly endeavors. Therefore, the goals of the program are as follows:

1. To prepare graduates for entry-level teaching positions in public, private, and governmental sectors and for postdoctoral research.
2. To provide general course work in biblical studies and specific course work in religious history, theology, biblical backgrounds, archaeology, biblical and related languages, and biblical interpretation.
3. To provide graduates with specific and general knowledge and a range of skills in the key areas of reading, writing, speaking, researching, and analyzing which lead to excellence in a variety of career options.

Learning Objectives

Graduates of the PhD in Biblical Studies program should learn:

1. To demonstrate a high level of competency with written and oral skills
2. To attain a general knowledge of the curricular core texts and ideas
3. To think critically, creatively, and analytically
4. To understand the relationship of Christian thought to the history of scholarship in biblical studies

Admissions Policies for PhD in Biblical Studies

The Kearley Graduate School of Theology seeks to admit doctoral candidates who have demonstrated through their academic performance aptitudes to complete graduate work at the highest level. A student must be of good character and of good standing within the community and local church.

An applicant's master's program should represent a broad based curriculum in Old Testament and/or New Testament, biblical languages, and a foreign language. After reviewing the applicant's transcripts the graduate committee may recommend or require leveling work in one or more of following areas:

- Hebrew / Aramaic / Greek grammar and reading
- General biblical studies
- Theological studies
- Historical studies
- Textual studies

Application Procedures

KGST processes applications only after receiving all required materials. The Office of Graduate Enrollment will notify the applicant when the file is complete, and the applicant should assume that the application is incomplete until notified that is complete. Admission is granted only for the term indicated on the application. Application materials submitted to the Office of Graduate Enrollment are the property of Faulkner University and remain in possession of the university. The KGST director and a select admission committee will evaluate all application materials. For admission to the PhD in Biblical Studies program, an applicant must complete the following tasks:

1. Earn a biblical-studies master's degree from an accredited institution.
2. Hold at least a 3.0 cumulative grade point in a master's degree program. If the student does not meet this requirement, the student may request conditional admission.
3. Arrange delivery of official transcripts, from all the colleges and universities attended, directly from the school's Registrar's Office to Faulkner's Office of Graduate Enrollment. Hand delivered copies, photocopies, and printouts of grade reports are not acceptable.
4. Submit three letters of recommendation with specific comments regarding the applicant's academic work, ability to successfully complete graduate study, and any relevant professional experience. Letters of recommendation should, if possible, include a letter from a faculty member who taught master's classes for the applicant and a letter from a work supervisor who is familiar with the applicant's degree-related work.

5. Submit a goals statement of approximately 1500 words specifying the applicant's degree-related goals and stating ways in which the PhD from the Kearley Graduate School of Theology will contribute toward achieving those goals. Include in this goals statement: (1) background preparation for the degree, (2) basis for the choice of the KGST, (3) spiritual and academic goals, (4) impact of the degree sought on finances and personal, employment, and family time, and (5) quality of writing.
6. Obtaining a score of 66.67% or above on the goals statement rubric grants "provisional admission" and qualifies the applicant for an interview with the PhD faculty. A satisfactory application and goals statement will qualify the applicant for an interview with a KGST admission committee, after which the committee will determine the applicant's admission status.
7. Submit a copy of a graduate research paper or thesis previously accepted in a graduate-level biblical studies program
8. Participate in an interview with the dean, KGST director, and the graduate committee. The dean, director, and KGST committee may elect to forego interviews on a case-by-case basis.
9. Receive approval for admission from the KGST director.

A student whose first language is not English must also submit a TOEFL score of at least 500. Applicants may begin the application process online, by mail, or by telephone. Online access is available through the "Apply Now" link on the KGST web page.

The mailing address is:

Faulkner University
Graduate Enrollment
5345 Atlanta Highway
Montgomery, AL 36109

Phone numbers are: 334 386-7343 or 334 386-7268. Fax number is 334 386-7413.

Conditional and Provisional Admission

The director of graduate studies, with confirmation from the dean, may grant conditional admission to a student, due to unusual circumstances. The director may, for example, grant admission to an applicant before all transcripts arrive – if the applicant had requested those transcripts in a timely manner. Such admission would be conditional with a requirement that all admissions transcripts and materials arrive within two months of the beginning of the semester.

Academic Policies

In addition to policies described in the front section of the Graduate Catalog, the following policies apply to students pursuing the PhD in Biblical Studies.

Class Attendance and Participation

Class attendance via web-based technologies is a requirement of this degree program. Class attendance and participation are academic matters. A student must attend each collaborative session from the time it begins until the time it concludes. Absences and submission of late work result in academic penalties. In extraordinary circumstances a professor may excuse a student who has a documented need for an absence; the student will be required to submit makeup work for the class(es) missed.

Faculty-Student Communication

This PhD program is distinctive in content and form. The faculty establishes a learning community by developing an environment that encourages communication. Students are encouraged to interact with faculty and other members of the learning community via email or another academically approved platform. Faculty members must respond to weekday student communications within 24 hours.

Transfer Credit

KGST does not accept transfer credit in the PhD program except in specific extenuating circumstances. Students who believe their circumstances fit this criterion must submit a petition demonstrating such. The director will provide the official form. In those cases where credit is accepted, the director and/or the dean will determine which courses qualify for transfer as well as which courses in the KGST PhD program the student must take. In all such cases, the transfer credit must have been at least a "B" and completed within the last 5 years. Students seeking transfer credit also must have maintained a 3.0 GPA and must complete at least 50% of coursework with the KGST PhD program.

For information regarding the cross-application of PhD credit earned from KGST during a student's ThM program, see the above "PhD Credit Policy" under the Master of Theology program.

Student Load

For academic purposes, a student enrolled for six or more hours in a semester is classified as a full-time student.

Course Grades

Instructors will assign grades according to evaluation standards specified in the syllabus for each course taken. All courses in this program use the following grading scale: A = 90–100, B = 80–89, C = 70–79, D = 60–69, F = Below 60. The minimum acceptable grade in a course for a PhD student is B. A student who earns a grade of C must repeat the course and earn at least a B before that class will count toward the degree. Grading for dissertation modules is described below.

Academic Standing, Probation, and Suspension

Academic Standing

A KGST student must maintain a cumulative graduate GPA of 3.0 to remain in good academic standing. Evaluation of academic standing occurs at the end of each full-time semester, or upon completion of 6 semester hours.

Probation

The director places a student on probation at the end of the first semester (or first 6 hours) that the cumulative graduate GPA falls below a 3.0. The director may place the student on continued probation for one more term if the term GPA is not 3.0 or higher during the first term of probation. The director may, at the discretion of the graduate faculty, place a student on probation or suspension any time the student earns a grade below C.

Suspension

The director places a student on suspension for one semester at the end of a second successive semester (or 6 hours) that the student's cumulative graduate GPA falls below a 3.0, unless the director grants the student continued probation as specified in the preceding paragraph. The director suspends a student from the program after a third successive semester (or 6 hours) that a student's cumulative graduate GPA falls below a 3.0, regardless of the term GPA. The director may suspend a student immediately any time the student's semester GPA falls below a 2.0, regardless of previous average. The director may, at the discretion of the graduate faculty, place a student on probation or suspension any time the student earns a grade below C. A suspended student who wishes to resume the program must petition the KGST director. The procedure is as follows:

- The student submits to the director a formal request to re-enter the program.
- The director, the dean and the graduate committee review the petition.
- The director notifies the student of the decision to accept or reject the petition.

Dissertation Policies and Procedures

Pass/Fail Dissertation Modules

The PhD degree plan assigns five modules, one of which (RD 9025) serves as a continuation of the dissertation process for students who may need extra time, for completion of the dissertation. Each module has specific requirements. A faculty member assigns a grade of Pass or Fail for each dissertation module. A student who fails a dissertation module must retake that module. If a student fails a dissertation module a second time, the program director suspends the student from the PhD program. A suspended student who wishes to resume the program must petition the director of the KGST. The procedure is as follows.

- The student submits to the director a formal request to re-enter the PhD program.
- The director, the dean and the graduate committee review the petition.
- The director notifies the student of the decision to accept or reject the petition.

Defense and Acceptance of Dissertation

The director of the KGST appoints a dissertation chair and two other faculty members as a student's Dissertation Committee. The director makes appointments based on the requests of the student and the agreement of the faculty members involved. The student defends the dissertation before the assigned chair and at least two other faculty members who are appointed by the director. When the Committee determines that the student has successfully defended the dissertation, the Committee will determine whether it is "acceptable" with "minor typographical and/or stylistic corrections," "satisfactory" but "requiring considerable editing or significant additional elaboration," "unsatisfactory" in which a "rewritten or new thesis/dissertation may be submitted no earlier than a year later," or "unacceptable" in which "no provision for submission" is allowed.

The Committee documents its decision on defense of the dissertation by adding an Oral Examination Certificate to the student's academic records. The student then submits an electronic copy (PDF) to the KGST Librarian, who inserts a completed Thesis/Dissertation Acceptance Page, approved by the thesis/dissertation committee and program director. The librarian will then make the thesis available in the library catalog. In conjunction with the KGST librarian, the student should also make copies available to the Theological Research and Exchange Network (TREN) as decided by faculty agreement.

In order to graduate with a PhD in Biblical Studies, a student must: earn a cumulative GPA of at least 3.0 on all course work attempted for the degree, earn at least a B in

each course required for the degree, successfully pass one 6-hour exam and two 3-hour exams covering the courses taken, successfully defend the required dissertation, and complete the PhD program within a time limit of ten calendar years from initial admission.

In addition, the student must submit a graduation application by the appropriate due date to the Registrar's Office, and pay all obligations to the university. Beginning in the semester a student expects to complete all requirements for the PhD degree. Upon confirmation that the student has met all relevant requirements the university Registrar will confer the degree and post on the student's official transcript the degree earned. Any time after the degree is posted, the graduate may arrange for the Registrar's office to send to any interested

The Registrar's Office normally mails diplomas within two weeks after graduation. Graduating PhD students indicate on their graduation applications whether or not they intend to participate in the commencement program. Those who do choose not to participate in the spring commencement must also notify the director. Students will be invited to participate in an annual survey from KGST for five years after graduation. Their participation is strongly encouraged and aids in accreditation reports.

Course Instruction Formats

Classes in the PhD in Biblical Studies program normally include five full-day collaborative sessions.

1. This schedule accommodates students whose live participation might be prohibitively limited by time and distance.
2. This schedule permits ministers, teachers, and other professionals to engage in live online collaboration and instruction—without taking leave from their employment.
3. This schedule enables students to balance study time, work obligations, and family responsibilities.

Individual professors may at times adjust the format of this schedule.

KGST students use web-based learning resources that facilitate live online learning, which may include but not necessarily be limited to any of the following.

Online video recordings of all the student's live class lectures and collaborative sessions, available online,

Class, notes, and materials, and lectures posted on the class web site,

Electronic submission of research papers, book reviews, etc.

Web-based testing, including open book discussion questions,
Student-instructor communications during class sessions and outside class sessions,
Discussion boards, email, online chat, and internet conferencing systems for semester-long student- instructor and student-student communication,
Simultaneous live voice-to-voice web conferencing that enables discussion and collaboration with faculty and other students regardless of location.

Internet and Computer Requirements for Live Web Collaboration

KGST students must have ready access to updated technologies in order to participate in live virtual collaborative sessions. Current technology requirements are detailed in the university's Online Student Handbook Supplement. Students access this information at <https://www.faulkner.edu/wp-content/uploads/onlinestudenthandbook.pdf>. The following sections of that handbook supplement are particularly significant to participation in this program:

1. Accessing Faulkner University Online
2. Minimum Technical Requirements and Skills
3. Student Support: Technical Support

Minimum Technical Requirements for Online Learning through KGST

KGST students must have ready access to updated technologies in order to participate in live virtual collaborative sessions. Current technology requirements are detailed at: <https://www.faulkner.edu/about-faulkner/technology/>. Minimal technology requirements for online learning through the Kearley Graduate School of Theology include the following:

- Personal computer- Smart phones, tablets (including iPads), and other mobile computing devices may not be able to perform all tasks necessary to participate fully in an online course.
- Operating system: Windows 7 or later, Mac OS X 10.10 or later, or Linux (Debian 7, Fedora 17, OpenSuSE 12.2, Ubuntu 12.04).
- Hardware- Processor: 1.5 GHz dual-core Intel Pentium 4; Intel Pentium 3; Athlon 64; Free RAM: 128 MB; Free disk space: 100 MB; Monitor: Color with a resolution of at least 800 x 600; Graphics card: 128 MB; Broadband network adapter; 100% Sound Blaster compatible sound card and speakers.

- Broadband Internet access- DSL, cable, not “dial up”; WiFi or mobile (e.g., 3G, 4G) connections are not recommended for taking examinations, participating in video conferences, or engaging in other activities that require especially stable connections.
- Web browser- Google Chrome or Mozilla Firefox (current stable release); Apple Safari and Internet Explorer users may experience difficulties with some learning management systems or other web components.

PhD Comprehensive Examination Qualifications and Procedures

1. To qualify for the Comprehensive Examination, a student must have completed 43 hours of required courses. These include three foundation courses, six core courses, and six textual seminars.
2. The student must register for BI 9046 Comprehensive Examination for Doctor of Philosophy.
3. The Comprehensive Examination will include written and oral testing, administered over a three- day period.
4. The doctoral faculty will write the questions included in the Comprehensive Examination, based on courses the student has completed.
5. Professors who taught the student will evaluate student responses to questions about the subjects that they taught to the student.
6. Evaluation of the student's overall response to the Comprehensive Examination will be graded as "Pass" or "Fail."
7. A student who fails the exam must retake the questions missed.
8. A student may retake the exam as early as agreed upon by the director, the faculty involved, and the student, up to the end of the following semester.
9. A student who fails the exam a second time may not retake the exam without approval of the director of graduate studies.
10. To request a third opportunity to take the Comprehensive Examination a student must submit a formal petition to the director. The director will then chair a faculty committee for consideration of the petition. Committees will approve petitions only in very unusual circumstances

Curriculum for PhD in Biblical Studies

55 Semester Hours Required for Graduation

Foundation Courses

- 7 semester hours (one 1 hour course; 2 courses, 3 hours each)

BI 7100 Introduction to Postgraduate Biblical Studies

BI 7301 Biblical Scholarship and Christian Ministry

BI 7310 Advanced Studies in Biblical Hermeneutics

Core PhD Courses

- 18 hours (six courses, 3 hours each)

BI 7312 Advanced Studies in Biblical Backgrounds

BI 7316 Advanced Studies in Biblical Theology

BI 7318 Advanced Studies in Religious History

BI 8311 Advanced Studies in Restoration Theology

BI 8313 Advanced Studies in Biblical Languages

BI 8320 Advanced Studies in Textual Criticism

Biblical Languages Proficiency Exams

- 0 semester hours (3 courses, 0 hours each)

BI 9040

BI 9042

BI 9044

Elective Textual Seminars

- 18 semester hours (six courses, 3 hours each)

OT 8320 Seminar in the Wisdom Literature

OT 8322 Seminar in the Historical Literature

OT 8324 Seminar in the Major Prophets

OT 8326 Seminar in the Torah

OT 8328 Seminar in the Psalms

OT 8330 Seminar in the Minor Prophets

NT 8321 Seminar in the Book of Hebrews

NT 8323 Seminar in the Pauline Letters

NT 8325 Seminar in the Book of Acts

NT 8327 Seminar in the Gospels

NT 8329 Seminar in the General Epistles & Johannine Lit

NT 8331 Seminar in the Epistle to the Romans

Comprehensive Examination

- 0 semester hours (1 course, 0 hours)

BI 9046 Comprehensive Examination for PhD

Dissertation

- 12 semester hours (four units, 3 hours each)

RD 9320 Dissertation I

RD 9321 Dissertation II

RD 9322 Dissertation III

RD 9025 Dissertation Continuation (if needed)

RD 9323 Dissertation IV

HARRIS COLLEGE OF BUSINESS **AND EXECUTIVE EDUCATION**

Faulkner University offers two graduate business degree programs in an accelerated executive format for professionals who intend to expand their career horizons. The Executive Master of Business Administration (MBA) focuses on preparing executives with the necessary skills to use accounting and economic data in their decision-making processes, as well as providing training in managerial functions, statistics, and quantitative reasoning. The Master of Science in Management (M.S.M.) focuses on developing and enhancing business, leadership and management skills with a curriculum that incorporates a managerial perspective with a futuristic approach to facilitate success in today's business world.

Both the MBA program and the M.S.M. programs are designed to enhance the learning horizons of executives by offering a blend of courses vital for a business career. Within these programs, the University seeks to preserve the relationship between an executive-oriented educational experience and the dynamics of Christian belief through the inclusion of business ethics in the curriculum of both programs.

Master of Business Administration

The Executive Master of Business Administration (MBA) is a graduate program for those individuals who wish to pursue a graduate education in the field of business. The Executive MBA is designed to provide training in managerial functions as well as statistics and quantitative reasoning. This degree program also prepares individuals with the necessary skills to use accounting and economic data in their decision-making processes. Additionally, the Faulkner Executive MBA seeks to educate the individual student on the growing global community and how international issues increasingly affect local concerns and business practices.

The Executive Master of Business Administration degree program is designed as a fully online degree program. The MBA program maintains a standard of program integrity demonstrated through graduate-level, quality curriculum with doctoral instructors set in a user-friendly online environment.

Program Design & Structure

This fully-online graduate program consists of 10 graduate-level courses totaling 30 credit hours. The MBA program allows individuals to take one 5-week course at a time in a consecutive one-year format or over one or more years, depending on the needs of each student. Students may enroll in the program at 10 entry points throughout the year or at the start of any one of the 10 course offerings.

Program Objectives for the Executive MBA

1. To prepare one for advancement in a wide range of positions requiring graduate business education.
2. To enhance one's knowledge and skills for management functions.
3. To develop an understanding of and an appreciation for statistical and quantitative reasoning.
4. To enhance one's knowledge of current managerial practices and trends.
5. To augment one's skills in critical thinking and decision making for strategically positioning the institution or organization.
6. To prepare managers to be cognizant of economic conditions in the operations of business organizations.
7. To acclimate students to the role of accounting in budgeting and decision making.
8. To create an awareness of international business practices and related issues.

Admission to the Executive Master of Business Administration Program

Prospective students who wish to enroll in the Executive Master of Business Administration program must meet the following admission requirements:

1. A completed graduate application
2. A Bachelor's degree from an institutionally accredited university with a minimum GPA of 2.5 on a 4.0 scale.
- 3.
4. Official transcripts from all institutions attended must be submitted. Official (unopened) transcripts must be received. Hand-delivered copies, photocopies, and printouts of grade reports are not acceptable.

A resume which includes both education and work experience.

Any exceptions to the admissions criteria above are considered by the MBA program staff and the administration of the Harris College of Business & Executive Education.

Disenrollment and/or Administrative/Academic Withdrawal

Administrative and/or academic withdrawal

Administrative and/or academic withdrawal can be initiated by the Graduate Enrollment office, the MBA Department, the College of Business, Student Accounts, or the Registrar's Office as a consequence of a variety of issues. Examples include behavioral misconduct, lack of academic performance, low GPA, academic performance that does not exhibit progress toward successful continuation of graduate study, exceeding the limit of two grades of "C" or lower within the program, lack of official transcripts, or any other reason that leads to an incomplete file, Financial Aid, or Student Accounts issues, etc. The list above is not exhaustive and only intended to illustrate certain scenarios.

Re-enrollment

All requirements of the Executive Master of Business Administration degree must be completed within five (5) years of the initial enrollment to the program. Prior to re-enrollment, students who withdraw from the program must satisfy the requirements based on the current curriculum/catalog.

Re-enrollment into the graduate program after a voluntary or involuntary withdrawal for any reason, including but not limited to, academic deficits pertaining to grade point average, withdrawal from the program, either voluntary or involuntary, poor academic performance with grades of C's, D's or F's, or any other reason leading to an inability to complete the program within the proper academic sequence, is strictly handled on a case-by-case basis. Some cases/circumstances will need to be reviewed by the MBA program staff and the administration of the Harris College of Business & Executive Education before a decision can be made. The reviewers fully reserve the right to deny re-enrollment.

In addition to the factors mentioned above, the MBA program staff and the administration of the Harris College of Business & Executive Education may, at their discretion, consider factors including, but not limited to the following:

The academic standing of the student as reflected by GPA and overall performance.

The motivation of the student as determined by class presence (number and pattern of absences), and timely submission of assignments and class participation.

Maturity, attitude, disposition, and demeanor exhibited with faculty and staff of the MBA program.

The length of time from last enrollment in the program (within four years). If it has been more than one year since last enrollment, the student may be asked to re-apply to the program to ensure the most current information is on file.

Previous academic probation and/or disenrollment.

Re-taking Courses

In the event that a student retakes a course, the course must be completed at Faulkner under the Executive MBA degree plan. Outside credit is not accepted in lieu of the specific Executive MBA program courses.

Course retakes are handled on a strictly case-by-case basis. Reasons for retakes may include academic deficits pertaining to grade point average, poor academic performance with grades of C's, D's or F's, or any other reason leading to an inability to complete the program within the proper academic sequence. Approval for retakes will only be considered for courses in which a student earned a grade of C or lower. The MBA program staff, in consultation with the administration of the Harris College of Business & Executive Education, fully reserves the right to deny retakes.

Financial aid policies and awards may not cover retaking Executive MBA courses. Students are advised to contact the Financial Aid Office regarding funding guidelines.

Dual Enrollment

Due to the nature of an executive program and its workload, the Executive MBA administration does not authorize students to engage in multiple programs or enroll in additional classes while attending the Executive MBA program. This includes additional Executive MBA classes, such as retakes.

Withdrawal Policy

A request to withdraw from an MBA course must be made and/or confirmed by the student. A withdrawal form must be completed and submitted through the Executive MBA Director's office by any student choosing to withdraw. No student is officially withdrawn from class or school until this form has been cleared by the Registrar's

Office, Financial Aid Office, Student Accounts Office and, as applicable, Veteran's Affairs office.

The importance of following withdrawal procedures must be stressed. Inattention to proper procedures may result in the student receiving an "F" for the course(s) and being charged for the entire course(s).

Students Contemplating Graduate or Transfer work, Additional Discipline Specific Study, Licensure or Specialized Certification

All students contemplating graduate or transfer work must consult with the educational institution at which such graduate work is to be undertaken or to which such work is to be transferred; the same is true for students seeking to undertake additional discipline specific study at Faulkner or another educational institution. Different institutions have different requirements and it is the sole responsibility of the students to ensure that their specific course work at Faulkner will be accepted for transfer or as an appropriate foundation for entry into graduate study or as an appropriate basis for further discipline specific study.

Students seeking licensure or specialized certification must consult in advance with the organization awarding such licensure or certification to ensure that their specific course work at Faulkner will be accepted in satisfaction of the organization's requirements.

Attendance Policy for the Executive Master of Business Administration

Regular online participation is expected of all students and is essential for academic development. Class interaction through activities such as discussion board threads and individual participation are such vital parts of the course objectives that lack of participation negates the value of the course. An education, being more than just the gathering of facts and skills, includes the development of attitudes, appreciations, and understandings which are experienced within the class environment, be it online or otherwise.

Attendance in Online Courses

The following policies and procedures are to be followed in regard to online courses:

1. Each online course will be divided into five sessions that correspond with the Executive MBA 5- week calendar. Please note that each individual professor may have specific deadlines within each session.
2. At the close of each scheduled Executive MBA online session, the professor will review student participation and monitor attendance. The professor will determine whether or not the student has completed assigned tasks for that session and then mark the student as either present or absent for that session.
3. Students are required to regularly participate in all scheduled online activities, assignments, exams, etc. as specified in the course syllabus and/or on the Learning Management System. Partial or insufficient completion of a task is unacceptable and may be counted as an absence at the discretion of the professor.

Due to course format in the 5-week schedule, lack of attendance could result in being removed from the course or program. Class attendance is mandatory and grades are based on actual performance.

Participation and performance are an integral part of success in the Executive MBA program.

Academic Issues

Academic Appeal

If a student has reason to question the decision of an instructor with regard to course content or to a grade received, the student should follow the below protocol. A written appeal must be made within six (6) weeks of the completion of the course in question. The academic appeal process generally takes four (4) weeks.

1. The appeal is first made to the instructor of the course.
2. If the student has further concerns, he/she may appeal (in writing) to the Program Director. The Director will investigate the student's concerns and respond.
3. If further appeal is required, the appeal should be made to the Dean of the College of Business & Executive Education.

Only after steps 1-3 have been completed, if the student so desires, the appeal can next be taken to the Vice President of Academic Affairs. Please be informed that the Vice President of Academic Affairs represents the final academic appeal for Faulkner

University. Students not following the above protocol will be deemed as not abiding by the guidelines of their academic program at Faulkner University.

Students contacting any other external (outside of Faulkner University) person, agency, or institution will also be deemed to be in noncompliance with the guidelines of the academic program at Faulkner University.

Action taken may include, but not be limited to, withdrawal from the program, dismissal, probation, suspension, or any other action as deemed necessary by the administration of Faulkner University.

Academic Misconduct and Inappropriate Behavior

Academic misconduct includes but is not limited to plagiarism (including AI-generated content), falsification on tests or assignments, attempting to take credit for another's work, and abuse or inappropriate behavior toward an instructor, student, staff member, or administrator. Inappropriate behavior includes disrespect for an instructor/administrator's authority, calling members of the administration at home with complaints, or any non-professional behavior during an academic session. Aggressive and/or offensive communications with instructors, staff, administrators, and/or fellow students will not be tolerated.

Faulkner University reserves the right to disenroll a student at any time for any academic or behavior-related cause as deemed necessary by the Academic Division or Administration of Faulkner University.

Depending upon the circumstances and if applicable, a tuition refund for that term may not be granted.

For a more complete description of the MBA Program policies, please refer to the program handbook.

Consultation with Administration

The Dean of the College of Business is the Chief Academic Officer of the College of Business. Faulkner University is striving to make your year in the Executive MBA program productive, pleasant, and free from problems or frustrations. Occasionally, however, situations arise in which the student feels the need to have an individual consultation with the Program Director or the Dean of the College of Business. In these situations, we request that you call and schedule an appointment. An appointment ensures that you will receive personal and uninterrupted attention. Please be assured that these individuals are anxious to serve you and will meet with you at the earliest

possible time. However, please do not call the administration at home as such calls constitute inappropriate behavior.

Transferability of Executive MBA Credits or Applicability to Doctoral Programs

Faulkner University's graduate programs in Business are offered in the format of an executive education program. Because of the diversity in post-graduate or doctoral programs (numerous programs across the nation and in various fields within the broad area of business, related to business, or outside of business) and the variety of entrance competencies required for entry, it is not feasible for the University to advise students as to whether their programs of study at Faulkner will satisfy the prerequisites of other studies at other universities. Thus, the student contemplating transfer, post-graduate or doctoral work at another institution bears the sole responsibility for ensuring that the work done at Faulkner will satisfy program requirements at a different university.

Graduation Requirements

Successful completion of all coursework and a minimum GPA of 3.0 is required. A maximum of two grades of "C" and no grade lower than a "C" in the entire program of study will be allowed. All financial accounts must also be cleared by the Student Accounts office in order to receive a diploma. More information can be found in the program's student handbook.

Curriculum

Fall

MBA 6310 Managerial Economics	3
MBA 6320 Organizational Behavior	3
MBA 6330 Legal Environment of Business	3

Spring

MBA 6340 Quantitative Analysis	3
MBA 6350 Managerial Finance	3
MBA 6360 Marketing Management	3
MBA 6370 Management Information Systems	3

Summer

MBA 6380 Managerial Accounting	3
MBA 6390 International Management Perspectives	3
MBA 6395 Strategic Management	3

Master of Science in Management

The Executive Master of Science in Management (M.S.M.) is a graduate business program primarily designed to establish, promote, and enhance careers that revolve around management, statistical and quantitative methodology for decision making, marketing, human resource management and various general business areas. The M.S.M. distinguishes itself with its innovative structure, curriculum, and schedule. It enables current and potential executives, managers, supervisors and other professionals to earn an accredited Master's degree in one year.

The program is fast-paced and concise in its presentation, and the fully online courses are engaging and challenging. Experiential learning in a collaborative environment sharpens the focus of each course. Students gain an understanding of corporate management, human resource management, marketing management, and statistical techniques for analyzing business decisions. Skill and proficiency gained in these areas and others enhance the careers of our M.S.M. graduates. A specially designed learning environment is used for online courses and components. A mandatory training exercise is provided online during the student's first few weeks in the program. The training covers concepts and pointers vital to success in the program, including numerous details about access and navigation of the online platform for M.S.M.

Program Design & Structure

The program consists of ten courses. Each course lasts five weeks, with the next course immediately following the preceding one. A student can begin with any of the ten courses and finish at the completion of the tenth course. The conferral of diplomas is done in August, December, or May. The conferral date that immediately follows the student's last course is the one on which the degree will be conferred and the diploma provided. There are two graduation ceremonies each year, one in the spring around the first of May and the other in December. Students must apply for graduation, whether or not they attend the ceremony in May or December. If a student misses a course or must retake one or more courses, graduation must be postponed until the courses in question are offered again and satisfactorily completed.

Program Objectives

To prepare one for employment and advancement in a wide range of positions requiring graduate business education.

To cultivate one's knowledge and skills for management functions.

To develop understanding and appreciation for statistical and quantitative reasoning.

To enhance one's knowledge of current managerial practices and trends.

To augment one's skills in critical thinking and decision making for strategically positioning the institution or organization.

To strengthen one's capacity to be effective in human resource management through the understanding of skills essential for executive decision making.

To prepare the manager for crisis management under varied circumstances.

To develop one's awareness of group dynamics and organizational behavior.

Admission to the Master of Science in Management Program

Admission to the Master of Science in Management (M.S.M.) program requires that an applicant meet the following criteria:

1. Students must submit a completed graduate application.
2. Students are required to submit a resume including education and work experience.
3. Applicants must have a bachelor's degree from an institutionally accredited college or university with a minimum GPA of 2.5 on a 4.0 scale.
4. Official copies of all transcripts must be received prior to consideration for admission and must be sent from each college or university attended directly to Graduate Enrollment at Faulkner University. Hand-delivered copies, photocopies, and printouts of grade reports are not acceptable.

Any exceptions to the admissions criteria are considered by the M.S.M. Program Staff and the Administration of the Harris College of Business and Executive Education.

Note: Previously completed graduate courses are not transferable.

Disenrollment and/or Administrative/Academic Withdrawal

Administrative and/or academic withdrawal

Administrative and/or academic withdrawal can be initiated by the Graduate Enrollment office, the M.S.M. Department, the College of Business, Student Accounts, or the Registrar's office as a consequence of a variety of issues addressed in the M.S.M. Student Handbook. Examples include behavioral misconduct, lack of academic performance, low GPA, academic performance that does not exhibit progress toward successful continuation of graduate study, exceeding the limit of two grades of "C" or lower within the program, lack of official transcripts, or any other reason that leads to an incomplete file, Financial Aid or Student Accounts issues, etc. The list above is not exhaustive and only intended to illustrate certain scenarios.

Re-Enrollment

All requirements of the Master of Science in Management (M.S.M.) degree must be completed within five (5) years of initial enrollment to the program. Prior to re-entry/re-enrollment, students who withdraw from the program must satisfy the requirements based on the current curriculum/catalog including completion/satisfaction of any core requirement deficiencies.

Re-enrollment into the graduate program after a voluntary or involuntary withdrawal for any reason, including but not limited to, academic deficits pertaining to grade point average, withdrawal from the program, either voluntary or involuntary, poor academic performance with grades of C's, D's or F's, or any other reason leading to an inability to complete the program with proper academic sequence, is handled on a strictly case-by-case basis. Some cases/circumstances will need to be reviewed by the Academic Director and the Dean before a decision can be made. The College of Business fully reserves the right to deny re-enrollment.

In addition to the factors mentioned above, the Academic Director and the Dean may, at their discretion, consider factors including, but not limited to the following:

1. The academic standing of the student as reflected by GPA and overall performance.
2. The motivation of the student as determined by class presence (number and pattern of absences), timely submission of assignments and class participation.
3. Maturity, attitude, disposition and demeanor exhibited with faculty and staff of the M.S.M. program.

4. The length of time from last enrollment in the program (to allow completion within five years). If it has been more than one year since last enrollment, the student may be asked to re-apply to the program to ensure the most current information is on file.
5. Previous academic probation and/or disenrollment.

Retaking Courses

In the event that a student retakes a course, the course must be completed at Faulkner under the M.S.M. degree plan. Outside credit is not accepted in lieu of the specific M.S.M. program courses.

Course retakes are handled on a strictly case-by-case basis. Reasons for retakes may include academic deficits pertaining to grade point average, poor academic performance with grades of C's, D's or F's, or any other reason leading to an inability to complete the program within the proper academic sequence. Approval for retakes will only be considered for courses in which a student earned a grade of C or lower. The M.S.M. Program Staff, in consultation with the Administration of the Harris College of Business and Executive Education, fully reserves the right to deny retakes.

Financial aid policies and awards may not cover re-taking M.S.M. courses. Students are advised to contact the Financial Aid Office regarding funding guidelines.

Dual Enrollment

Due to the nature of an executive program and its workload, the M.S.M. Department does not authorize students to engage in multiple programs or enroll in additional classes while attending the M.S.M. program. This includes additional M.S.M. classes, such as retakes.

Program Withdrawal Policy

A program withdrawal form must be initiated, completed and either hand delivered, faxed, emailed, or mailed to the M.S.M. Director's office, or submitted electronically on the Faulkner website, by any student choosing to withdraw from the program. No student is officially withdrawn from class or school until this form has been cleared by the Registrar's Office, Financial Aid Office, Business Office and, as applicable, Veteran's Affairs office.

The importance of following withdrawal procedures must be recognized by students. Inattention to the proper procedures may result in the student receiving an "F" for any current course and being charged for the entire course.

Students Contemplating Graduate or Transfer work, Additional Discipline Specific Study, Licensure or Specialized Certification

All students contemplating graduate or transfer work must consult with the educational institution at which such graduate work is to be undertaken or to which such work is to be transferred; the same is true for students seeking to undertake additional discipline specific study at Faulkner or another educational institution.

Different institutions have different requirements and it is the sole responsibility of the students to ensure that their specific course work at Faulkner will be accepted for transfer or as an appropriate foundation for entry into graduate study or as an appropriate basis for further discipline specific study.

Students seeking licensure or specialized certification must consult in advance with the organization awarding such licensure or certification to ensure that their specific course work at Faulkner will be accepted in satisfaction of the organization's requirements.

Attendance Policy for the Master of Science in Management

Attendance for Online Courses

Regular online participation is expected of all students and is essential for academic development. Class interaction through discussion threads and individual participation are such vital parts of the course objectives that lack of participation negates the value of the course. The following policies and procedures are to be followed in regard to online courses:

1. Each course consists of five weekly sessions. At the close of each scheduled online session, the professor will look at online usage logs to monitor attendance. The professor will determine whether or not the student has completed assigned tasks for that session and then mark the student as either present or absent from that session.
2. Students are required to regularly participate in all scheduled online activities, assignments, exams, etc. as specified in the course syllabus and/or on the course site. Partial or insufficient completion of a task is unacceptable and may be counted as an absence at the discretion of the professor.

3. A required assignment or discussion contribution may not be submitted before the timeframe begins (is opened and available on Canvas) or after the timeframe ends (is closed and unavailable on Canvas). No make-up work is allowed after the exam, assignment, discussion board window, etc. has closed and is no longer available in the course site.
4. Failure to attend a class, as described above, is subject to Faulkner University's online attendance policy. That policy is available in the Online Student Handbook Supplement, which is found in the Policies area of the university's Resources Module in every Canvas course site. The manual is published and maintained by Faulkner Online.
5. A student who misses more than one session of any course may receive an automatic "F" in the course unless prior permission is obtained from the M.S.M. Director's office and appropriate documentation is provided concerning personal illness, family illness, death of family member, work, etc.
6. If a course contains a final exam, a student who misses the final exam for any reason may receive an automatic "F" in the course unless the student has prior approval from both the professor and the M.S.M. Director, and appropriate documentation is submitted.

Academic Issues

Academic Appeal

If a student has reason to question the decision of an instructor with regard to course content or to a grade received, the student should follow the protocol below. A written appeal must be made within six (6) weeks of the completion of the course in question. The academic appeal process generally takes four (4) weeks.

1. The appeal is first made to the instructor of the course.
2. If the student has further concerns, he/she may appeal (in writing) to the Program Director. The
3. Director will investigate the student's concerns and respond.
4. If further appeal is required, the appeal should be made to the Dean of the Harris College of Business and Executive Education.
5. If the student wishes, the appeal can next be taken to the Vice President of Academic Affairs.
 - a. Please be informed that the Vice President of Academic Affairs represents the final academic appeal for Faulkner University, ONLY AFTER steps 1 through 3 above have been completed, and only if the student so desires.

Students not following the above protocol will be deemed as not abiding by the guidelines of their academic program at Faulkner University. Students contacting any other external (outside of Faulkner University) person, agency, or institution will also be deemed to be in noncompliance with the guidelines of the academic program at Faulkner University.

Action taken may include, but not be limited to, withdrawal from the program, dismissal, probation, suspension, or any other action as deemed necessary by the administration of Faulkner University.

Academic Misconduct and Inappropriate Behavior

Academic misconduct includes but is not limited to plagiarism (including AI-generated content), falsification on tests and/or assignments, attempting to take credit for another's work, and abuse or inappropriate behavior toward an instructor, student, staff member, or administrator. Inappropriate behavior includes disrespect for an instructor/administrator's authority, calling members of the administration at home with complaints, or any unprofessional behavior during an academic session. Aggressive and/or offensive communications with instructors, staff, administrators and/or fellow students will not be tolerated.

Faulkner University reserves the right to disenroll a student at any time for any academic or behavior-related cause as deemed necessary by the Academic Department or administration of Faulkner University. Depending upon the circumstances and if applicable, a tuition refund for that term may not be granted. For a more complete description of the M.S.M. Program policies, please refer to the program handbook.

Consultation with Administration

The Dean of the Harris College of Business and Executive Education is the Chief Academic Officer of the College of Business. Faulkner University is striving to make your year in the M.S.M. program productive, pleasant, and free from problems or frustrations. Occasionally, however, situations arise in which the student feels the need to have an individual consultation with the Academic Program Director or the Dean of the College of Business. In these situations, we request that you call and schedule an appointment. An appointment ensures that you will receive personal and uninterrupted attention. Please be assured these individuals are anxious to serve you and will meet with you at the earliest possible time. However, please do not call administrators at home as such calls constitute inappropriate behavior.

Transferability of M.S.M. Credits or Applicability to Doctoral Programs

Faulkner University's graduate programs in Business are offered in the format of an executive education program. Because of the wide variety of post-graduate or doctoral programs (numerous programs across the nation and in various fields within the broad area of business, related to business, or outside of business) and the variety of competencies required for entry, it is not feasible for the University to advise students as to whether their programs of study at Faulkner will satisfy the prerequisites of other studies at other universities. Thus, students contemplating transfer, post-graduate or doctoral work at another institution bear the sole responsibility for ensuring that the work done at Faulkner will satisfy program requirements at a different university.

Program Completion

Required Resource: Wall Street Journal Student Trial Subscription

To maximize learning opportunities and ensure access to research materials with current and applicable business scenarios, the M.S.M. program requires students to subscribe to The Wall Street Journal. The M.S.M. program administration will provide instructions for meeting this educational subscription requirement.

Graduation Requirements

Successful completion of all coursework with a minimum GPA of 3.0 is required. No more than two grades of "C" and no grade lower than a "C" in the entire program of study will be allowed. All financial accounts must also be cleared by Students Accounts and/or Financial Aid offices in order to receive a diploma. More information can be found in the M.S.M. Student Handbook.

Courses

The following course list is the current curriculum for the M.S.M. Program.

Please note: Depending on program format, MSM 6301 Business and Administrative Communication and MSM 6390 Managerial Accounting may be offered and/or substituted for an existing course as determined by the M.S.M. Department.

Faulkner University retains the right to change curriculum, or the order of course offerings.

M.S.M. Course Requirements

Course ID	Course Name	Starts	Hours
MSM 6320	Organizational Behavior	August	3
MSM 6321	Business Analytics	September	3
MSM 6322	Personnel/HR Management	October	3
MSM 6323	Marketing Perspectives for Management	November	3
MSM 6324	Employment Law for Managers	January	3
MSM 6325	Financial Management	February	3
MSM 3236	Ethics for Business and Management	March	3
MSM 6327	Global Business Perspectives	April	3
MSM 6328	Management Information Systems	May	3
MSM 6329	Integrative Business Perspectives	June	3

Total Semester Hours for the Program: 30

Master of Science in Management with Emphasis

The Executive Master of Science in Management with Emphasis is a graduate business program primarily designed to establish, promote, and enhance careers that revolve around management, statistical and quantitative methodology for decision-making, marketing, human resource management, and various general business areas. This degree program distinguishes itself with its innovative structure, curriculum, and schedule. It enables current and potential executives, managers, supervisors and other professionals to earn an accredited Master's degree with extra coursework in topics touching on business analytics, data science or information technology.

The program is concise in its executive-style presentation, and the courses are engaging and challenging. Experiential learning in a collaborative environment sharpens the focus of each course. Students gain an understanding of corporate management, financial management, marketing management, with an emphasis in business analysis, data science or information technology. Skill and proficiency gained in these areas and others enhance the careers of our M.S.M. graduates.

The MSM-with Emphasis is designed around a two-year time frame for professionals who choose to complete the graduate degree at a less accelerated pace. This delivery method allows such enhancements as face-to-face instruction in a residential environment, professional growth through internship opportunities.

A specially designed learning environment is used for online courses and components. A mandatory training exercise is provided online during the student's first few weeks in the program. The training covers concepts and pointers vital to success in the program, including numerous details about access and navigation of the online platform for the MSM-with Emphasis.

Program Design & Structure

This two-year format is structured as follows:

- Explore material with absorption, assimilation, and practical applications within each course topic.
- Benefit from rewarding internships and the collaboration opportunities in residential instruction
- Begin with any course and finish at the completion of the chosen curriculum path

Conferral of diplomas is done in August, December, or May. The conferral date that immediately follows the student's last course is the one on which the degree will be conferred and the diploma provided. There are two graduation ceremonies each year, one in the spring around the first of May and the other in December. Students must apply for graduation, whether or not they attend the ceremony in May or December. If a student misses a course or must retake one or more courses, graduation must be postponed until the courses in question are offered again and satisfactorily completed.

Program Objectives

1. To prepare one for employment and advancement in a wide range of positions requiring graduate business education.
2. To cultivate one's knowledge and skills for management functions.
3. To develop understanding and appreciation for statistical and quantitative reasoning.
4. To enhance one's knowledge of current managerial practices and trends.
5. To augment one's skills in critical thinking and decision making for strategically positioning the institution or organization.
6. To strengthen one's capacity to be effective in human resource management through the understanding of skills essential for executive decision making.

7. To prepare the manager for crisis management under varied circumstances.
8. To develop one's awareness of group dynamics and organizational behavior.
9. To construct understanding and application of business and web analytics within an institution or organization.

Admission to the Master of Science in Management with Emphasis

1. Admission to the Master of Science in Management with Emphasis program requires that an applicant meet the following criteria:
2. Students must submit a completed graduate application.
3. Students are required to submit a resume including education and work experience.
4. Applicants must have a bachelor's degree from a regionally accredited college or university with a minimum GPA of 2.5 on a 4.0 scale.
5. Official copies of all transcripts must be received prior to consideration for admission and must be sent from each college or university attended directly to Graduate Enrollment at Faulkner University. Hand-delivered copies, photocopies, and printouts of grade reports are not acceptable. Any exceptions to the admissions criteria are considered by the M.S.M. Program Staff and the Administration of the Harris College of Business and Executive Education.

Note: Previously completed graduate courses are not transferable.

Disenrollment and/or Administrative/Academic Withdrawal

Administrative and/or academic withdrawal

Administrative and/or academic withdrawal can be initiated by the Graduate Enrollment office, the M.S.M. Department, the College of Business, Student Accounts, or the Registrar's office as a consequence of a variety of issues addressed in the MSM-Emphasis Student Handbook. Examples include behavioral misconduct, lack of academic performance, low GPA, academic performance that does not exhibit progress toward successful continuation of graduate study, exceeding the limit of two grades of "C" or lower within the program, lack of official transcripts, or any other reason that leads to an incomplete file, Financial Aid or Student Accounts issues, etc. The list above is not exhaustive and only intended to illustrate certain scenarios.

Re-Enrollment

All requirements of the Master of Science in Management with Emphasis degree must be completed within five (5) years of initial enrollment to the program. Prior to re-entry/re-enrollment, students who withdraw from the program must satisfy the requirements based on the current curriculum/catalog including completion/satisfaction of any core requirement deficiencies.

Re-enrollment into the graduate program after a voluntary or involuntary withdrawal for any reason, including but not limited to, academic deficits pertaining to grade point average, withdrawal from the program, either voluntary or involuntary, poor academic performance with grades of C's, D's or F's, or any other reason leading to an inability to complete the program with proper academic sequence, is handled on a strictly case-by-case basis. Some cases/circumstances will need to be reviewed by the Academic Director and the Dean before a decision can be made. The College of Business fully reserves the right to deny re-enrollment.

1. In addition to the factors mentioned above, the Academic Director and the Dean may, at their discretion, consider factors including, but not limited to the following:
2. The academic standing of the student as reflected by GPA and overall performance.
3. The motivation of the student as determined by class presence (number and pattern of absences), timely submission of assignments and class participation.
4. Maturity, attitude, disposition and demeanor exhibited with faculty and staff of the MSM-with Emphasis program.
5. The length of time from last enrollment in the program (to allow completion within five years). If it has been more than one year since last enrollment, the student may be asked to re-apply to the program to ensure the most current information is on file.
6. Previous academic probation and/or disenrollment.

Retaking Courses

In the event that a student retakes a course, the course must be completed at Faulkner under the M.S.M. with Emphasis degree plan. Outside credit is not accepted in lieu of the specific MSM-with Emphasis program courses.

Course retakes are handled on a strictly case-by-case basis. Reasons for retakes may include academic deficits pertaining to grade point average, poor academic performance with grades of C's, D's or F's, or any other reason leading to an inability to complete the program within the proper academic sequence. Approval for retakes will only be considered for courses in which a student earned a grade of C or lower. The

M.S.M. Program Staff, in consultation with the Administration of the Harris College of Business and Executive Education, fully reserves the right to deny retakes.

Financial aid policies and awards may not cover re-taking MSM- with Emphasis courses. Students are advised to contact the Financial Aid Office regarding funding guidelines.

Dual Enrollment

Due to the nature of an executive program and its workload, the M.S.M. Department does not authorize students to engage in multiple programs or enroll in additional classes while attending the M.S.M. with Emphasis program. This includes additional MSM with Emphasis classes, such as retakes.

Program Withdrawal Policy

A program withdrawal form must be initiated, completed and either hand delivered, faxed, emailed, or mailed to the MSM Emphasis Director's office, or submitted electronically on the Faulkner website, by any student choosing to withdraw from the program. No student is officially withdrawn from class or school until this form has been cleared by the Registrar's Office, Financial Aid Office, Business Office and, as applicable, Veteran's Affairs office.

The importance of following withdrawal procedures must be recognized by students. Inattention to the proper procedures may result in the student receiving an "F" for any current course and being charged for the entire course.

Students Contemplating Graduate or Transfer work, Additional Discipline Specific Study, Licensure or Specialized Certification

All students contemplating graduate or transfer work must consult with the educational institution at which such graduate work is to be undertaken or to which such work is to be transferred; the same is true for students seeking to undertake additional discipline specific study at Faulkner or another educational institution.

Different institutions have different requirements and it is the sole responsibility of the students to ensure that their specific course work at Faulkner will be accepted for transfer or as an appropriate foundation for entry into graduate study or as an appropriate basis for further discipline specific study.

Students seeking licensure or specialized certification must consult in advance with the organization awarding such licensure or certification to ensure that their specific course work at Faulkner will be accepted in satisfaction of the organization's requirements.

Attendance Policy for the Master of Science in Management with Emphasis

Attendance for Online Courses

Regular online participation is expected of all students and is essential for academic development. Class interaction through discussion threads and individual participation are such vital parts of the course objectives that lack of participation negates the value of the course. The following policies and procedures are to be followed in regard to online courses:

Each course consists of several biweekly online sessions. **Some courses also include an on-campus residency session at the end.** At the close of each scheduled online session, the professor will look at online usage logs to monitor attendance. The professor will determine whether or not the student has completed assigned tasks for that session and then mark the student as either present or absent from that session.

1. Students are required to regularly participate in all scheduled online activities, assignments, exams, etc. as specified in the course syllabus and/or on the course site. Partial or insufficient completion of a task is unacceptable and may be counted as an absence at the discretion of the professor.
2. A required assignment or discussion contribution may not be submitted before the timeframe begins (is opened and available on Canvas) or after the timeframe ends (is closed and unavailable on Canvas). No make-up work is allowed after the exam, assignment, discussion board window, etc. has closed and is no longer available in the course site.
3. Failure to attend a class, as described above, is subject to Faulkner University's online attendance policy. That policy is available in the Online Student Handbook Supplement, which is found in the Policies area of the university's Resources Module in every Canvas course site. The manual is published and maintained by Faulkner Online.
4. A student who misses more than one session of any course may receive an automatic "F" in the course unless prior permission is obtained from the MSM Director's office and appropriate documentation is provided concerning personal illness, family illness, death of family member, work, etc.
5. If a course contains a final exam, a student who misses the final exam for any reason may receive an automatic "F" in the course unless the student has prior approval from both the professor and the MSM Director, and appropriate documentation is submitted.
6. Attendance in any session of an Internship is comprised of participation in the activities approved as relevant to the Internship, recording of such participation,

and timely reporting of Internship activities upon the due date at the close of the semester.

Academic Issues

Academic Appeal

If a student has reason to question the decision of an instructor with regard to course content or to a grade received, the student should follow the protocol below. A written appeal must be made within six (6) weeks of the completion of the course in question. The academic appeal process generally takes four (4) weeks.

1. The appeal is first made to the instructor of the course.
2. If the student has further concerns, he/she may appeal (in writing) to the Program Director. The Director will investigate the student's concerns and respond.
3. If further appeal is required, the appeal should be made to the Dean of the Harris College of Business and Executive Education.
4. If the student wishes, the appeal can next be taken to the Vice President of Academic Affairs.
 - a. Please be informed that the Vice President of Academic Affairs represents the final academic appeal for Faulkner University, ONLY AFTER steps 1 through 3 above have been completed, and only if the student so desires.

Students not following the above protocol will be deemed as not abiding by the guidelines of their academic program at Faulkner University. Students contacting any other external (outside of Faulkner University) person, agency, or institution will also be deemed to be in noncompliance with the guidelines of the academic program at Faulkner University.

Action taken may include, but not be limited to, withdrawal from the program, dismissal, probation, suspension, or any other action as deemed necessary by the administration of Faulkner University.

Academic Misconduct And Inappropriate Behavior

Academic misconduct includes but is not limited to plagiarism (including AI-generated content), falsification on tests and/or assignments, attempting to take credit for another's work, and abuse or inappropriate behavior toward an instructor, student, staff member, or administrator. Inappropriate behavior includes disrespect for an instructor/administrator's authority, calling members of the administration at home with complaints, or any unprofessional behavior during an academic session. Aggressive

and/or offensive communications with instructors, staff, administrators and/or fellow students will not be tolerated.

Faulkner University reserves the right to disenroll a student at any time for any academic or behavior- related cause as deemed necessary by the Academic Department or administration of Faulkner University. Depending upon the circumstances and if applicable, a tuition refund for that term may not be granted. For a more complete description of the MSM with Emphasis program policies, please refer to the program handbook.

Consultation with Administration

The Dean of the Harris College of Business and Executive Education is the Chief Academic Officer of the College of Business. Faulkner University is striving to make your 2 years in the MSM with Emphasis program productive, pleasant, and free from problems or frustrations. Occasionally, however, situations arise in which the student feels the need to have an individual consultation with the Academic Program Director or the Dean of the College of Business. In these situations, we request that you call and schedule an appointment. An appointment ensures that you will receive personal and uninterrupted attention. Please be assured these individuals are anxious to serve you and will meet with you at the earliest possible time. However, please do not call administrators at home as such calls constitute inappropriate behavior.

Transferability of MSM with Emphasis Credits or Applicability to Doctoral Programs

Faulkner University's graduate programs in Business are offered in the format of an executive education program. Because of the wide variety of post-graduate or doctoral programs (numerous programs across the nation and in various fields within the broad area of business, related to business, or outside of business) and the variety of competencies required for entry, it is not feasible for the University to advise students as to whether their programs of study at Faulkner will satisfy the prerequisites of other studies at other universities. Thus, students contemplating transfer, post-graduate or doctoral work at another institution bear the sole responsibility for ensuring that the work done at Faulkner will satisfy program requirements at a different university.

Program Completion

Required Resource: Wall Street Journal Student Trial Subscription

To maximize learning opportunities and ensure access to research materials with current and applicable business scenarios, the MSM with Emphasis program requires

students to subscribe to The Wall Street Journal. The MSM with Emphasis program administration will provide instructions for meeting this educational subscription requirement.

Graduation Requirements

Successful completion of all coursework with a minimum GPA of 3.0 is required. No more than two grades of “C” and no grade lower than a “C” in the entire program of study will be allowed. All financial accounts must also be cleared by Students Accounts and/or Financial Aid offices in order to receive a diploma. More information can be found in the M.S.M. with Emphasis Student Handbook.

Courses

The following course list is the current curriculum for the M.S.M. with Emphasis Program.

Note: Depending on program format, MSM 6301 Business and Administrative Communication and MSM 6390 Managerial Accounting may be offered and/or substituted for an existing course as determined by the M.S.M. Department.

Faulkner University retains the right to change curriculum, or the order of course offerings.

M.S.M. with Business Analytics Emphasis Course Requirements

Course ID	Course Name	Hours
MSM 6320	Organizational Behavior	3
MSM 6323	Marketing Perspectives for Management	3
MSM 6324	Employment Law for Managers	3
MSM 6325	Financial Management	3
MSM 6326	Ethics for Business and Management	3
MSM 6329	Integrative Business Perspectives	3
Business Analytics Emphasis Courses		
MSM 6331	Quantitative Analytics	3
MSM 6328	Management Information Systems	3
MSM 6321	Business Analytics	3
MSM 6332	Web Analytics	3
MSM Internship Requirements		
MSM 6001	Internship I	0

MSM 6002	Internship II	0
MSM 6003	Internship III	0
MSM 6004	Internship IV	0
MSM 6005	Internship V	0

Total Program Semester Hours: 30

Students participate in Graduate Curriculum Practical Training (CPT) during their course of study. This is made possible through our internship each semester, as a Pass/Fail requirement, because it is integral to the program. To learn more about CPT, please see your Faulkner International Admissions Onboarding Letter. **Students are required to obtain their own Internship.**

M.S.M. with Data Science Emphasis Course Requirements

Course ID	Course Name	Hours
MSM 6320	Organizational Behavior	3
MSM 6323	Marketing Perspectives for Management	3
MSM 6326	Ethics for Business and Management	3
MSM 6328	Management Information Systems	3
MSM 6329	Integrative Business Perspectives	3

Data Science Emphasis Courses

MSM 6331	Quantitative Analysis	3
MSM 6351	Data Management for Data Science	3
MSM 6352	Applied Data Science and Analysis	3
MSM 6353	Python for Data Science	3
MSM 6354	Data Visualization	3

MSM Internship Requirements

MSM 6001	Internship I	0
MSM 6002	Internship II	0
MSM 6003	Internship III	0
MSM 6004	Internship IV	0
MSM 6005	Internship V	0

Total Program Semester Hours: 30

Students participate in Graduate Curriculum Practical Training (CPT) during their course of study. This is made possible through our internship each semester, as a Pass/Fail

requirement, because it is integral to the program. To learn more about CPT, please see your Faulkner International Admissions Onboarding Letter. **Students are required to obtain their own Internship.**

**M.S.M. with Information Technology Emphasis
Course Requirements**

Course ID	Course Name	Hours
MSM 6320	Organizational Behavior	3
MSM 6323	Marketing Perspectives for Management	3
MSM 6324	Employment Law for Managers	3
MSM 6325	Financial Management	3
MSM 6326	Ethics for Business and Management	3
MSM 6329	Integrative Business Perspectives	3
Information Technology Emphasis Courses		
MSM 6431	Information Systems Infrastructure	3
MSM 6328	Management Information Systems	3
MSM 6342	Current and Emerging Technology	3
MSM 6343	Information Systems Security	3
MSM Internship Requirements		
MSM 6001	Internship I	0
MSM 6002	Internship II	0
MSM 6003	Internship III	0
MSM 6004	Internship IV	0
MSM 6005	Internship V	0

Total Program Semester Hours: 30

Students participate in Graduate Curriculum Practical Training (CPT) during their course of study. This is made possible through our internship each semester, as a Pass/Fail requirement, because it is integral to the program. To learn more about CPT, please see your Faulkner International Admissions Onboarding Letter. **Students are required to obtain their own Internship.**

COLLEGE OF EDUCATION

The mission of Faulkner University's College of Education is to glorify God through the education of the whole person and the preparation of highly competent, professional, and socially committed elementary and secondary school educators who possess content, pedagogical, and professional knowledge, who emphasize integrity of character, who use their gifts in the service of others, and who demonstrate professional competence and leadership in their field.

The education of our future citizenry is one of the most noble and significant challenges for an individual to accept. As our society continues to change and seek sources of positive influence, the need grows for dedicated, purpose-minded teachers. Those who pursue a teaching career now will inherit the task of motivating the first generation of the 21st century to lead an intelligent, responsible and meaningful life. With these goals in mind, the vision of the College of Education integrates the University's five commitments—to Christ, the Bible, the Individual, Excellence, and American Ideals—with the need for quality educators who will serve others with integrity.

As we consider the future and our role in it, the College of Education has created a vision for our quest to prepare future educators. In collaboration with the broader Faulkner University community, the professional community in schools surrounding our College, our teacher candidates, our alumni, and our community, the Teacher Education Program has a vision to prepare educators who are able to meet the challenges of teaching in the twenty-first century by the following goals:

1. Fostering a Christ-like community of empathy, caring, friendliness, respect, openness, understanding and integrity to establish lives of professional service in facilitating learning.
2. Fostering the pursuit of cognitive, moral, emotional, physical, psychological and spiritual excellence for lives of professional service in facilitating learning.
3. Fostering the preparation of highly competent, professional, and socially committed elementary and secondary school educators and leaders for lives of professional service in teaching.
4. Fostering the pursuit of specialized training in content, pedagogical, and professional knowledge for lives of professional service. Fostering the infusion of values, integrity, and character across the curriculum, co-curricular experiences, and extra-curricular activities for lives of professional service in facilitating learning.
5. Fostering the development of educators who demonstrate dedication to their pupils' intellectual growth and overall well-being in lives of professional service in facilitating learning.

6. Fostering a desire to perpetuate the art and profession of teaching through lives of professional service in facilitating learning.
7. Fostering the lifelong pursuit of professional excellence, innovation, and collaboration in research and preparation of professionals for the highest levels of practice and service in diverse schools, organizations and communities.
8. It is the goal of the College of Education at Faulkner University to produce teachers who demonstrate the following:
 - a. High moral and ethical character, a by-product of their Christian commitment;
 - b. Honesty and integrity in all relationships, including school personnel, students, and the public;
 - c. Academic and professional competence, with careful attention to subject matter and teaching methods.
 - d. Diligence in planning and evaluation of student performance;
 - e. Respect for authority;
 - f. Genuine interest in children and youth as evidenced in friendliness, firmness, patience, and sensitivity to individual needs;
 - g. Willingness to go beyond minimum requirements.

College of Education Governance

Teacher Education Committee (TEC)

The TEC is comprised of Faulkner Faculty and Staff whom serve as an advisory panel for the College of Education. The TEC reviews and approves program changes and advises the College of Education on candidate admission to the Teacher Education Program and Internship. The Dean of the College of Education chairs this committee and reserves the right to retain final authority to follow the decision and recommendation of the TEC. The TEC services a vital role in bridging the unit and the content areas of the Teacher Education Program.

Teacher Education Committee Members

- Dean College of Education
- Dean Student Affairs
- Department Chairs English, Fine Arts, Kinesiology and Exercise Science, Mathematics, Natural and Physical Sciences, and Social and Behavioral Sciences
- Director Graduate Advising
- Director Field and Clinical Experiences
- Certification Officer College of Education
- Faculty College of Education

Unit Accountability

Faulkner University guarantees the success of the students who complete our approved programs, who are certified by recommendation from the University, and who are employed in their area(s) of specialization in an accredited private or public school in the state of Alabama. The University will provide remediation, at no cost, if a graduate receives less than a satisfactory rating on the internship evaluation. This warranty is valid for the two years following the date listed on the initial issued Teaching Certificate. The University will not be required to provide remediation for more than the first two years of employment.

Admission Requirements for Graduate Programs

The College of Education of Faulkner University seeks for graduate admission, students who have demonstrated by their academic performance, other achievements, and personal conduct that they are qualified for advanced study and may be expected to be a credit to Faulkner University and of service to their communities and professions. This master's program meets Faulkner University's minimum requirements for this university.

Applicants for Faulkner University's Graduate Programs are processed by the Graduate Recruitment office. Upon completion of the application process, candidates' files are submitted to the College of Education to be reviewed for admission. Applications will not be processed until ALL required materials as detailed below have been received. As soon as an application file is received by the College of Education, the applicant will be notified of the status of his/her application. Admission, when granted, will be valid only if the applicant enrolls during the term indicated on the application. All application materials become the property of Faulkner University and will not be returned to the applicant. Students should refer to the catalog for admission requirements specific to each graduate program.

General Admission Requirements for Graduate Studies in the College of Education

1. Completed Application
2. Official transcripts from ALL schools attended
3. 250-word goal statement
4. 3 recommendations
5. A bachelor's degree from a institutionally accredited college or university with a GPA of 2.5 or higher, OR a master's degree from a institutionally accredited university with a GPA of 3.0 or higher

Goals Statement

Applicants must submit a statement of approximately 250 words specifying personal goals for their life as a master teacher and how their teaching and influence will impact the lives of others.

Recommendation Forms

Applicants must provide recommendations from three people who are not relatives of the applicant.

Official recommendation forms are provided in an admission's packet.

Special Student Admission

A student who wishes to take a limited number of courses for personal enrichment or for transferring to another institution and does not wish to work toward a degree at Faulkner University, may apply to enroll as a transient student. Application procedures must be completed. Early admission is possible for undergraduate seniors.

Early Admission

Special early admission is available for undergraduate seniors with a cumulative GPA 3.0 who are within nine (9) semester hours of meeting the requirements for the bachelor's degree. The student is not considered a graduate student and may take no more than six (6) semester hours preapproved by the Dean of the College of Education. Graduate courses taken by qualified undergraduates cannot be used for the bachelor's degree requirements. The same course cannot be taken for undergraduate as well as graduate credit. There must be as many hours of coursework appropriate to the curriculum as the unit requires in the teaching field of the state approved Class B program.

Teacher Education Program Admission

Application for admission into the Teacher Education Program should be made at the beginning a student will complete his/her third education course. Candidates should apply for admission by submitting a formal application by the announced deadline. Application forms for admission into the Teacher Education Program can be secured from the College of Education office. All applicants will be required to complete various deadlines throughout the rest of the semester of application culminating in final approval

by the Teacher Education Committee. All Teacher Education Program requirements must be submitted to the College of Education Certification Officer for processing.

To be eligible for admission into the Teacher Education Program for the Alternative Class A or Traditional Class A program, a student must meet the following requirements by the completion of the semester of application:

1. Demonstration of a minimum GPA of 3.25
2. Completion of four education courses
3. Verification of educator liability insurance
4. Satisfactory ratings on approved clinical experiences
5. Submission of approved disposition rating checklists (students must have a completed rating checklist from each teacher from semester prior to application and each teacher from current semester, as well as one rating checklist from Graduate Studies Director)
6. Satisfactory interview with the Graduate Director
7. Satisfactory interview with the Teacher Education Committee

Any application that does not meet all necessary requirements will not be accepted. Students whose applications are denied are responsible for reapplying. Please see the College of Education Graduate Advisor with any questions regarding the admission process.

Time Limit

All requirements for the Master's degrees must be completed within a period of five calendar years from date of program entry. Students who exceed the five-year limit will be required to fulfill all course requirements for the most current Alabama State Department of Education (ALSDE) approved degree plan checklist.

Any student who does not maintain continuous enrollment for two or more consecutive semesters will be required to reapply to the Graduate Program at Faulkner University. Upon readmission to the Graduate Program, returning students will be required to complete the most recent ALSDE approved degree plan checklist.

Grading, Transcripts, and Transfer Hours

Faulkner University, by its mission statement, is well known as a Christian university. Each student should know, understand, and accept the academic expectations and policies of the University. Each student is personally responsible for meeting the

different requirements for the Master's Degrees. The University reserves the right to adapt its programs and policies as may be necessary. Students with matters of concern should consult with the Dean of the College of Education.

Audit

Students are permitted to audit a course provided that there is room in the classroom and that the number of auditors is not more than 20% of the class enrollment. A fee of \$100.00 (per course) is charged, but no credit is granted. With permission of the professor, a student may change his/ her registration from credit to audit or audit to credit during the first three weeks of the semester. After this time his/her options are to continue as registered or to withdraw from the course.

Transfer Credits

The College of Education welcomes transfer students from other institutionally accredited institutions. No more than six (6) hours may be transferred from another university and accepted toward a Master of Education degree. All professional transfer courses are subject to approval by the ALSDE. Students are responsible for producing syllabi to the College of Education from each course taken at another university which they wish to be considered for transfer. Transfer requests or course substitution requests must be presented to the College of Education office during a student's first semester. Any course requiring a Key Assessment must be completed at Faulkner University:

Coursework used to meet Class B certification requirements may not be used to meet requirements for Class A certification in any teaching field or area of instructional support. Moreover, courses taken at the undergraduate level may not be used for graduate credit.

Student Load

The Faulkner University College of Education offers one graduate course each five weeks. Students may take only one course per five weeks.

Advisement

The Graduate Advisor will provide each student with assistance to planning his/her program, with registration and with evaluation of his/her progress. It is the student's responsibility to schedule conferences with his/her advisor each semester prior to or during registration for assistance with scheduling. It is the responsibility of the student to

ensure he or she is completing all coursework as prescribed by the Degree Plan Checklist approved by the ALSDE for the year in which they begin a program with the College of Education.

Registration

Registration begins with the approval of a schedule of classes by the advisor and is completed in the Registrar's Office and the Business Office. Students are encouraged to register prior to the beginning of a class.

Class Attendance

Regular class attendance by all students is a Faulkner requirement. Class attendance is an academic matter and excessive absences result in academic penalty. In many courses class interaction, group discussion, individual participation and laboratory experimentation are vital parts of the course objective and absences from class negate the value of the course. Education of the whole person is more than the attainment of facts and skills; it includes the development of dispositions, attitudes and understandings demonstrated in the classroom.

Class Attendance Policy

Regular attendance is an important contributor to student success in online courses. To comply with federal mandates for universities' handling of student aid, certain kinds of student activity may or may not count as participation sufficient to qualify as "attendance" in online courses. For a copy of the latest version of these federal mandates, please see the Federal Student Aid Handbook (5-59 and 5-60).

To ensure consistency in FAUO's compliance with these mandates, instructors:

1. Must not count students' logging into a course's learning management system (e.g., Canvas, Google Apps Sites) as participation in that course.
2. Must count any "academically related" activity in a given course as participation in that course. For online classes, the activities in the following categories are considered "academically related":
 - a. Participating in any assigned activity (e.g., attending a synchronous teleconference or video conference class session, submitting prepared material, taking examinations, engaging in an assigned study group, providing a self-introduction to the class in a discussion forum designated for this purpose);

- b. Completing interactive tutorials or interactive, computer-assisted instruction; or
- c. Discussing the course's subject matter (e.g., online with other students, by email with the instructor).

For clarity's sake with item 3, discussions of matters other than the course's subject matter would not count as participation, even if the student contacts the instructor to discuss them. Examples of topics whose discussion would not qualify a student as participating in a given course include: plans about submitting assignments, requests for extensions on deadlines for assignments, notifications of illness, or inquiries about purchasing course materials. (Refer to the full Class Attendance Policy on pp. 43- 44.)

Academic Probation and Suspension

In addition to the University's policies regarding suspension and expulsion, as outlined in Faulkner University's Student Handbook, the College of Education, as executed by the Teacher Education Committee, reserves the right to dismiss any student from the Teacher Education Program based upon disciplinary violations taken before the University's General Welfare Committee resulting in University disciplinary action. An admitted candidate who does not continue to meet program requirements will be placed on probation as determined by the Teacher Education Committee. To remain in the Teacher Education Program, a candidate must continuously meet the following requirements:

1. Maintain a minimum of 3.25 cumulative grade point average
2. Demonstrate professional dispositions during all coursework and clinical experiences
3. Satisfactory completion of all coursework tied to ACT standards
4. Completion of all program gateways according to the mandated timeframes

ALSDE policies and university policies must be followed in calculation of GPA and awarding of credit for courses taken and courses repeated. ALSDE policies will supersede university policies.

If placed on probation, the Teacher Education Committee will determine a corrective action plan, which may include a student's removal from the Teacher Education Program.

Implementation and completion of a corrective action plan for remediation will determine a student's continued status within the Teacher Education Program.

Behaviors That May Result in Temporary Suspension or Permanent Expulsion

Academic dishonesty (any participation in cheating or plagiarism); theft, deliberately damaging, destroying, defacing or misusing university or private property; consumption, possession, distribution, solicitation, attempt to purchase, possess, use or distribute, alcoholic beverages or illegal drugs or misuse of prescription drugs; fighting; sexually intimate behavior outside marriage; disruptive behavior (extremely obnoxious, aggressive, rude, disrespectful, or discourteous behavior); stalking; sexual harassment, (threatening or abusive behavior); refusal to comply with verbal or written directives given by university personnel in enforcing university regulations; possession of weapons on campus; any conduct that could be classified as a Class A misdemeanor or any class of felony under the laws of the State of Alabama.

Master of Education, Curriculum, and Instruction

The Master of Education Curriculum and Instruction degree expects that candidates will develop competencies over and beyond those expected at the undergraduate level including student development, diversity, instructional strategies, classroom management and learning environment, communication, planning, assessment, professionalism, and collaboration. The Master of Education Curriculum and Instruction degree does provide candidates with a graduate degree, but does not provide certification through the Alabama Department of Education. If students wish to receive advanced pay through the Alabama State Department of Education, a concentration area is required in the same content of initial certification. One-third of the graduate level coursework must be in this concentration area.

Admission Requirements

Goals Statement

Applicants must submit a statement of approximately 250 words specifying personal goals for their life as a master teacher and how their teaching and influence will impact the lives of others.

Letters of Recommendation

Three letters of recommendation with specific comments regarding the applicant's academic work, professional experience and ability to successfully complete graduate study. The letters are usually from the applicant's faculty members or supervisory personnel.

Summary of Required Application Materials

1. Completed Application
2. Official transcripts from all schools attended
3. Must hold a bachelor's degree from an institutionally accredited college or university with a minimum GPA of 2.5
4. Personal statement of lifetime goals (250 words)
5. Three (3) letters of recommendation

Curriculum Requirements

The Master's of Education Curriculum and Instruction degree is a 30 hour program.

Our Master's in Education program allows you to learn the skills and values that will enhance your career. Our curriculum combines professional courses with teaching field courses for a well-rounded curriculum. As a result, you become a more efficient, effective educator, with enhanced abilities to lead classrooms and design school curricula.

Course Schedules

The Master of Education Curriculum and Instruction degree offers course scheduling which will accommodate students who are full-time professionals and/or reside a considerable distance from Montgomery. Five-week courses are offered fully online, with some field and clinical experiences in area schools. Students will take one class at a time. Students should check with an advisor in their program of study for specific program schedules.

Field and Clinical Experiences

Field and Clinical experiences are an important and integral part of any education program. Field experience hours are to be completed in prescribed education courses. The experiences will provide opportunities for candidates to develop the skills essential for classroom teachers and instructional leaders. Field experiences during courses will

include planning and implementing instruction, observation, and interviews. All clinical experiences are designed to be community based, service oriented, and to promote development of candidates' professional skills and dispositions.

Graduation Requirements

To receive the Master of Education Curriculum and Instruction degree, the following requirements are in effect:

1. Completion of all courses and requirements listed on the degree plan
2. Completion of a minimum total hours of clinical experiences
3. Completion of all institutional requirements for graduation
4. Completion of an exit interview with the College of Education
5. Maintenance of a 3.25 GPA
6. Passing score on Capstone Portfolio project
7. Satisfactory ratings on disposition forms from professors for each Education class taken

Programs of Study

The Master of Education Curriculum and Instruction consists of 30 semester hours, made up of 10 three-hour courses, each five weeks in length. There is also a required one week, zero credit hour orientation module. Field experience hours are built into required education courses within the program.

Core Curriculum

FED 6000 Orientation to Teacher Education
FED 6301 Ethics for Educators
FED 6322 Curriculum Design and Instructional Methods
PY 6325 Advanced Educational Psychology OR EED 6328 The Science of Learning
FED 6349 Advanced Classroom Management
FED 6330 Assessment for Teaching and Learning
FED 6345 Differentiated Instruction for Diverse Learners
FED 6342 Multicultural Education

Twelve hours of content area coursework are required within this degree.

Master of Education Traditional Class A

Policies for the Master of Education Traditional Class A Certification

Standards, procedures, and requirements outlined here incorporate the rules of the Alabama State Department of Education and lead to certification by the state of Alabama. It is, therefore, of the utmost importance that students in the College of Education be familiar with the procedures outlined here.

Traditional Class A Fifth Year Degree

The Master of Education Class A teacher education program is structured so that teachers are able to more effectively serve the purposes defined for the same teaching field at the Class B level. The purpose is to assist teachers in developing higher levels of competence than is possible at the Class B level. This program will lead to a Master's Degree and teaching certificate and candidates must meet the minimum requirements for this degree at Faulkner University. The Traditional Class A Certificate is offered in Elementary Education. Admission to this program is granted by the Teacher Education Committee and the committee has set the following criteria for admittance into the Master's Program.

Admission Requirements

Valid Certificate

A valid bachelor's level professional educator certificate in the same teaching field in which the Class A certificate is sought is required for unconditional admission to the Teacher Education Program.

Highly Qualified Teacher Course Requirements

Students wishing to enter the Master of Education program must fulfill the prerequisite course requirements set forth by the Alabama State Department of Education. These requirements are as follows: Elementary Education - 12 hours in Math, 12 hours in English, 12 hours in Social Science, 12 hours in Science.

All of the prescribed coursework must be completed prior to admission to the Master of Education program. Prerequisite coursework may not be developmental (zero level) courses. Students may also fulfill the highly qualified teacher requirement with a passing score on the appropriate Praxis II test, which would be used to waive the above course requirements.

Courses required to bring the student up to graduate level will not count in the hours required for the Master of Education Degree. A student who has taken a course on the undergraduate level may not take the identical course again at the graduate level for credit.

Aptitude Score

Students whose first language is not English must also provide a passing score on the TOEFL. A score of 500 is required of all students for whom English is a second language.

Goals Statement

Applicants must submit a statement of approximately 250 words specifying personal goals for their life as a master teacher and how their teaching and influence will impact the lives of others.

Recommendation Forms

Applicants must provide recommendations from three people who are not relatives of the applicant.

Official recommendation forms are provided in an admission's packet.

Summary of Required Application Materials

1. Completed Application
2. Official transcripts from all schools attended
3. Must hold a valid bachelor's degree from an institutionally accredited college or university in Elementary Education. Must have a minimum GPA of 2.5 or a Master's degree from an institutionally accredited college or university with a minimum GPA of 3.0.
4. Personal statement of lifetime goals (250 words)
5. Three (3) recommendations
6. Completion of Highly Qualified Teacher Course Requirements
7. Passing scores from all required exams

Curriculum Requirements

The Master of Education Degree leading to Class A Elementary Certification is a 30 hour program with 12 hours in core courses and 18 more hours being offered in content courses. With a strong core and a variety of content areas, the Traditional Master of Education Degree in Elementary provides a broad base as well as specific content areas to anchor a career as a classroom teacher. There is also room for further growth if the candidate wishes to further his or her education beyond the Master's Degree.

Course Schedules

The Traditional Master of Education Degree in Elementary Education offers course scheduling which will accommodate students who are involved in full-time professions and/or reside a considerable distance from Montgomery. Five-week courses are offered fully online.

Field and Clinical Experiences

Field and Clinical experiences are an important and integral part of the Teacher Education Program. Field experience hours are to be completed in prescribed education courses. During prescribed courses, students will obtain field experiences in diverse settings. Before admission into the Teacher Education Program, each candidate must complete required field experiences, and prior to completion of the program, students must have gained 80 hours of field experience. The experiences will provide opportunities for candidates to develop the skills essential for classroom teachers. Field experiences during courses will include instruction, tutoring, or conducting workshops for P-12 pupils. All clinical experiences are designed to be community based, service oriented, and to promote development of Teacher Education candidates' professional skills and dispositions. The College of Education requires that its students experience a wide variety of clinical experiences, which include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

Teacher Education Program Admission

Application for admission into the Teacher Education Program should be made at the beginning of the semester in which a student will complete a number of professional education courses and related field experiences. Students may not exceed four

professional education courses prior to being admitted to the Teacher Education Program (TEP). Directions on how to obtain application forms for admission into the Teacher Education Program can be secured from the College of Education Office. All applicants will be required to complete various deadlines throughout the rest of the semester of application culminating in a formal interview with the TEC. All Teacher Education Program requirements must be submitted to the College of Education Certification Officer for processing.

To be eligible for admission into the Teacher Education Program as a Traditional Master's student, the following requirements must be met by the completion of the semester of application:

1. Demonstration of a minimum GPA of 3.25 in the following areas:
 - a. Overall
 - b. Teaching Field
 - c. Professional Studies
2. Successful completion of approved professional education courses.
3. SAEA dues paid for current school year or proof of liability insurance.
4. Satisfactory ratings on forms for approved field experiences in a variety of settings.
5. Students must complete a criminal history background check through an approved Alabama State Department of Education service provider AND provide the designated College of Education official documentation of having cleared the criminal history background check.
 - a. A candidate whose suitability determination precludes admission to a State-approved teacher education program has the right to due process procedures in accordance with Rule 290- 3-2-.22, Revocation and Suspension of Certificates and Unsuitability Determinations.
6. Disposition forms completed in each course taken
7. Satisfactory interview with a designated faculty member from the College of Education.

*These requirements are pending approval from the TEC

Incomplete and late applications will not be accepted for review. Each student will be notified in writing after the close of the semester as to whether his or her application for admission to the Teacher Education Program has been accepted. A student whose application for admission is accepted will become a teacher candidate. A student whose application is denied is responsible for meeting with his or her advisor and reapplying the following semester or when all requirements have been met. Please see the College

of Education Certification Officer with any questions regarding the Teacher Education Program admission process.

Graduation Requirements

To receive a Traditional Master of Education degree in Elementary Education, the following requirements are in effect:

1. Candidacy and admission into the Teacher Education Program
2. Completion of all courses and requirements listed on the appropriate degree plan (including an appropriate Internship)
3. Completion of all prescribed field experiences
4. Completion of ALSDE Teacher Certification requirements and appropriate paperwork (including fingerprinting and background check release forms)
5. Completion of all institutional requirements for graduation, i.e. filing of appropriate forms with the Registrar's Office, exit interview with the Financial Aid Office, and clearance with the Business Office
6. Completion of an exit interview with the College of Education

Certification

Upon completion of program requirements, the candidate will apply for certification in the State of Alabama. Successful completion of an approved Teacher Education Program and satisfactory scores on the Alabama Educator Certification Testing Program (AECTP) exams qualify a student for a Class A Certificate. Application for Class A Certification should be secured from the College of Education during the final semester. The completed application, official transcripts, a money order from the student, and verification of successful completion of an approved Teacher Education Program are submitted by the College of Education to the ALSDE when all requirements have been satisfied.

Programs of Study

The M.Ed. (Class A Certification) consists of 30 semester hours with the following breakdown: 4 three- hour core courses (12 hours total) and 18 hours of content specific courses.

The Advanced Certification may be obtained in Elementary Education. Field experience hours are built into required education courses within the Teacher Education Program.

Core Curriculum

FED 6349 Differentiated Instruction for Diverse Learners OR FED 6342 Multicultural Education

FED 6322 Curriculum Design and Instructional Methods

FED 6330 Assessment for Teaching and Learning

FED 6000 Orientation to Teacher Education

FED 6301 Ethics for Educators

Elementary Education

EED 6326 Reading Skills and Comprehension

EED 6332 Teaching Elementary Language Arts

EED 6336 Teaching Elementary Social Studies

EED 6341 Teaching Elementary Mathematics

EED 6368 Teaching Elementary Science

EED 6380 Action Research

Master of Education Alternative Class A

Policies for the Master of Education Alternative Class A Certification

Standards, procedures, and requirements outlined here incorporate the rules of the Alabama State Department of Education and lead to certification by the state of Alabama. It is, therefore, of the utmost importance that students in the College of Education be familiar with the procedures outlined here.

Alternative Class A Degree

The Master of Education Class Alternative A teacher education program is designed to allow for students to be initially certified at the Master's level in Elementary Education, English with Secondary Education, and Social Studies with Secondary Education. This

program will lead to a Master's Degree and an initial teaching certificate and candidates must meet the minimum requirements for this degree at Faulkner University. The Alternative Class A Certificate is offered in Elementary Education, English with Secondary Education, and Social Studies with Secondary Education. Admission to this program is granted by the Teacher Education Committee and the committee has set the following criteria for admittance into the Master's Program.

Admission Requirements

Degree

An undergraduate degree with a GPA of 2.0 or higher or a Master's degree in any area with a 3.0 or higher. Completion of an undergraduate or graduate degree from an institutionally accredited institution with a cumulative GPA of 2.75 or higher or a master's or higher degree with a GPA of at least 3.0. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree, not a GPA that includes post-degree courses.

Candidates may also qualify with a cumulative GPA of 2.0-2.74 but must pass with a higher score on the Praxis II Multiple Subjects exam.

Passing scores on the Praxis II Multiple Subjects as prescribed by the AECAP must be submitted prior to program entry instead of the 4 x 12 coursework requirement. Students must meet the 12-hour entry requirement in English Language Arts coursework. If a student has between a 2.0-2.74 on their incoming GPA, a higher score is required on the Praxis II Multiple Subjects.

Aptitude Score

Students whose first language is not English must also provide a passing score on the TOEFL. A score of 500 is required of all students for whom English is a second language.

Goals Statement

Applicants must submit a statement of approximately 250 words specifying personal goals for their life as a master teacher and how their teaching and influence will impact the lives of others.

Recommendation Forms

Applicants must provide recommendations from three people who are not relatives of the applicant.

Official recommendation forms are provided in an admission's packet.

Summary of Required Application Materials

1. Completed Application
2. Official transcripts from all schools attended
3. Must hold a valid bachelor's degree from an institutionally accredited college or university. Must have a minimum GPA of 2.0 or higher or a Master's degree from an institutionally accredited college or university with a minimum GPA of 3.0.
4. Personal statement of lifetime goals (250 words)
5. Three (3) recommendations
6. Passing scores from all required exams

Curriculum Requirements

The Master of Education Degree leading to Class Alternative A Certification is a 45-hour program with hours in professional studies courses and hours being offered in content courses. With a strong core and a variety of content areas, the Alternative Class A Master of Education Degree provides a broad base and specific content areas to anchor a career as a classroom teacher. There is also room for further growth if the candidate wishes to further his or her education beyond the Master's Degree.

Course Schedules

The Alternative Master of Education Degree offers course scheduling, which will accommodate students involved in full-time professions and/or reside a considerable distance from Montgomery. Five-week courses are offered fully online.

Field and Clinical Experiences

Field and Clinical experiences are an important and integral part of the Teacher Education Program. Field experience hours are to be completed in prescribed education courses. During prescribed courses, students will obtain field experiences in diverse settings. Before admission into the Teacher Education Program, each candidate must complete required field experiences, and prior to completion of the program, students

must have gained 80 hours of field experience. The experiences will provide opportunities for candidates to develop the skills essential for classroom teachers. Field experiences during courses will include instruction, tutoring, or conducting workshops for P-12 pupils. All clinical experiences are designed to be community based, service oriented, and to promote development of Teacher Education candidates' professional skills and dispositions. The College of Education requires that its students experience a wide variety of clinical experiences, which include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

Teacher Education Program Admission

Application for admission into the Teacher Education Program and Teacher Candidacy are open in the Fall, Spring and Summer of each year. Applications may be received prior to, but no later than, the start of the fourth course within the program. Students will not be able to continue with course work until these requirements are met at this fourth course gateway.

To be eligible for admission into the Teacher Education Program, a student must meet the following requirements by the completion of the fourth course taken within the program:

1. Submission of Teacher Preparation Program application.
2. Passing score on appropriate ALSDE-required content exam(s).
3. A minimum GPA of 3.25 in graduate courses attempted at Faulkner University prior to entrance.
4. Completion of four courses
5. Verification of educator liability organization & criminal history background check through the Alabama State Department of Education
6. Satisfactory ratings on disposition forms from each course taken
7. Satisfactory ratings on approved field experiences.
8. Formal interview with the Director of Graduate Advising
9. Approval to enter the Teacher Education Program by the Teacher Education Committee

*Students should apply for Candidacy only if they have met the requirements listed above. If the aforementioned requirements are not met, candidates may not continue to enroll in courses.

Any application that does not meet all necessary requirements will not be accepted. Applicants who are denied candidacy are responsible for reapplying the following

eligible semester. Applicants who cannot be admitted to the Teacher Education Program due to a low GPA must wait until the course in which a “C” or lower was earned is scheduled to be offered again.

Internship Entry Requirements

Candidates should apply for admission to the Internship Program by submitting a formal application by the announced deadline at the beginning of each fall and spring semester. Application forms for admission into the Internship Program can be secured from the College of Education Office. All applicants will be required to complete various deadlines throughout the rest of the semester of application culminating in a formal interview by the Certification Officer. All Internship Program application requirements must be submitted to the College of Education Director of Field and Clinical Experiences for processing.

1. The following criteria must be demonstrated before the conclusion of the semester of application to Internship:
2. Submission of the Internship Application.
3. Unconditional admission to the Teacher Education Program at least one semester prior to application for the Internship.
4. A minimum earned GPA of 3.25 in the following areas:
5. Official passing test score results from the appropriate ALSDE-required exams must be on file with the College of Education.
6. Successful completion of entire degree plan.
7. Submission and approval of minimum hours of documented clinical experiences demonstrating completion of diversity requirements.
8. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to an Alternative Class A program July 1, 2017, and thereafter, must take FED 6342 Multicultural Education. If not, the initial survey of education course should have been taken FED 6345 Differentiated Instruction for Diverse Learners.
9. Active membership in SAEA (or other education liability insurance).
10. Formal interview with the Director of Field and Clinical Placements/Certification Officer
11. Formal approval by the College of Education faculty members and the Teacher Education Committee.

Any application that does not meet all necessary application requirements will not be accepted. Candidates whose application is denied are responsible for reapplying the following eligible semester.

Graduation Requirements

1. Completion of all courses and requirements listed on the approved program checklist degree plan (including an appropriate and successful Internship) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved educator preparation program. For candidates who meet requirements for unconditional admission to an Alternative Class A program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education educator preparation program.
2. Completion of a minimum total hours of clinical experiences
3. Completion of ALSDE Teacher Certification requirements, including a passing score on the required exams, completion of edTPA, and appropriate paperwork (including fingerprinting and ALSDE background check)
4. Completion of all institutional requirements for graduation, i.e. filing of appropriate forms with the Registrar's Office, exit interview with the Financial Aid Office, and clearance with the Business Office. This includes an official transcript from an institutionally accredited institution documenting an earned master's degree.
5. Completion of an exit interview with the College of Education
6. Completion and final approval of internship portfolio which will contain evidence of competencies and completion of the above requirements. All course artifacts should be found in the Teacher Candidate's completed portfolio.
7. Satisfactory ratings on disposition forms from professor for each Education class taken

Certification

Upon program completion for Alternative Class A Elementary, the candidate will file for certification in the State of Alabama. Successful completion of an approved Teacher Education Program and satisfactory scores on the Alabama Educator Certification Assessment Program would qualify a candidate for an Alabama certificate. Application for certification should be secured from the College of Education during the Internship. The completed application, official transcripts, a money order from the student in the amount of \$30, submitted by the College of Education to the ALSDE when all requirements have been satisfied and upon verification of successful completion.

When students complete the program he or she will apply for graduation and can request an official transcript with degree confirmation.

Programs of Study

The M.Ed. (Alternative Class A Certification) consists of 45 semester hours. The College of Education will provide the ALSDE-approved checklist for the chosen program of study.

The Advanced Certification may be obtained in Elementary Education. Field experience hours are built into required education courses within the Teacher Education Program.

Elementary Education, Alternative A

Professional Studies

SED 6345 Differentiated Instruction for Diverse Learners

OR

SED 6342 Multicultural Education

FED 6322 Curriculum Design and Instructional Methods

FED 6330 Assessment for Teaching and Learning

FED 6000 Orientation to Teacher Education

FED 6301 Ethics for Educators

FED 6349 K-6 Classroom Management

FED 6299 Education Capstone

EED 6328 The Science of Learning

EED 6699 Internship

OR

EED 6398 Practicum and EED 6399 Internship

Teaching Field

EED 6326 Reading Skills and Comprehension

EED 6332 Teaching Elementary Language Arts

EED 6336 Teaching Elementary Social Studies

EED 6341 Teaching Elementary Mathematics

EED 6368 Teaching Elementary Science

EED 6140 Health and PE for Children

EED 6324 Early Literacy Instruction

Social Science with Secondary Education, Alternative A

Professional Studies

SED 6345 Differentiated Instruction for Diverse Learners

OR

SED 6342 Multicultural Education

SED 6322 Curriculum Design and Instructional Methods

SED 6330 Assessment for Teaching and Learning

SED 6000 Orientation to Teacher Education

SED 6301 Ethics for Educators

SED 6349 Secondary Classroom Management

SED 6399 Education Capstone

SED 6328 The Science of Learning

SED 6699 Internship OR SED 6398 Practicum and SED 6399 Internship

Teaching Field

SOS 6329 Materials and Methods in Social Science

SOS 6369 Graduate Seminar in Social Science

HY 6315 Philosophy and Theory of History

PY 6325 Advanced Educational Psychology

SOS 5320 Principles of Government and Economics

SOS 5385 Global Environment and Culture

English with Secondary Education, Alternative A

Professional Studies

SED 6345 Differentiated Instruction for Diverse Learners

OR

SED 6342 Multicultural Education

SED 6322 Curriculum Design and Instructional Methods

SED 6330 Assessment for Teaching and Learning

SED 6000 Orientation to Teacher Education

SED 6301 Ethics for Educators

SED 6349 Secondary Classroom Management

SED 6399 Education Capstone

SED 6328 The Science of Learning

SED 6699 Internship OR SED 6398 Practicum and SED 6399 Internship

Teaching Field

EH 6329 Materials and Methods in Language Arts

EH 6315 Shakespeare in Print, Performance, and Practice

EH 6346 Adolescent Literature

Select 9 Hours From:

EH 6302 Rhetoric, Grammar, and Composition

EH 6350 Issues and Topics in English Language

EH 6361 Readings in British Literature

EH 6362 Readings in American Literature

EH 6390 Directed Study

DEPARTMENT OF COUNSELING

Master of Science in Clinical Mental Health Counseling

Program Mission

The purpose of the Master of Science in Clinical Mental Health Counseling is to provide a strong graduate program for equipping and training of professional counselors, to promote scholarly work, and to continue the growth and mission of Faulkner University. As a result, the M.S. in Clinical Mental Health Counseling (CMHC) degree will train and produce counselors of character, who are committed to moral excellence, individual freedoms and diversity, personal and social responsibility, and the pursuit of academic growth and development. Hence, Faulkner graduates will be fully equipped with the necessary knowledge and skills to promote the profession of counseling through service to others who seek their support.

The CMHC program will prepare students to enter a variety of occupations in the counseling professions. The degree will be developed to meet the state and national regulatory criteria leading to licensure and certification of professional counselors. Completion of the program does not guarantee licensure. Our curriculum will address the educational and experiential needs of our students as they learn to understand the counseling relationship, process of development, counseling theory, research and scholarly work, legal and ethical standards, and integration of their faith in the counseling profession.

These areas will be addressed through coursework, intensive clinical training and practicum and internship experiences. With the assistance of the faculty and staff in our department we will strive to help our students meet the following program objectives:

1. Students will demonstrate an understanding of the professional roles, responsibilities, and the ethical practice of the counselor.
2. Students will develop the skills, knowledge, and cultural sensitivity to work within a diverse society, including engagement in social justice and advocacy.
3. Students will apply their understanding of an individual's biological, social, and psychological development as a foundation of clinical practice.

4. Students will identify a variety of factors that contribute to client well-being and guide clients in their exploration of career development.
5. Students will integrate their knowledge of counseling theories and their ability to build rapport and develop a therapeutic alliance.
6. Students will demonstrate their understanding of the group process, as well as effective therapist characteristics.
7. Students will apply their knowledge of selecting, administering, and interpreting effective assessments.
8. Students will evaluate the efficacy of research relevant to the practice of clinical counseling.
9. Students will demonstrate the knowledge and skills needed to provide treatment for a broad range of mental health issues in a variety of settings.
10. Students will demonstrate their ability to ethically integrate spirituality in counseling.

Program Oversight

The Master of Science in Clinical Mental Health Counseling program is located in the Graduate Counseling Programs Department under the College of Education. The Graduate Counseling Program Director and/or Department Chair is responsible for the administration of the program. Current and prospective students may contact the program at counseling@faulkner.edu. Program oversight is led by:

- Vice President of Academic Affairs
- Dean of the College of Education
- Department Chair of the Graduate Counseling Programs Department

Master of Science in Clinical Mental Health Counseling Core Faculty

Willingham, Heath Chair, Graduate Counseling Programs; B.S., Auburn University; M.A., Lipscomb University; M.S. University of South Alabama; Ph.D., Auburn University.

Jones, Christi Associate Professor of School Counseling; B.S., Auburn University Montgomery; M.Ed. Auburn University; Ph.D., Auburn University

Willingham, Shanna Associate Professor of Counseling; B.S. Lipscomb University; M.Ed., Auburn University; Ph.D., Auburn University

Master of Science in Clinical Mental Health Counseling Non-Core Faculty

Norvell, Jeanell. Adjunct Professor; B.S., Troy University; M.S., Troy University; Ph.D., Amridge University.

Cates, Paul. Adjunct Professor; B.A. Abilene Christian University, M.Ed., Auburn University; Ed.D., Auburn University.

Driver, Necoal. Adjunct Professor; B.S. Troy State University; M.Ed., Auburn University; Ph.D., Auburn University

Tidwell, Patrick. Adjunct Professor; B.S., Faulkner University; M.S. Amridge University; Ph.D., Amridge University.

Admission Requirements

The Department of Graduate Counseling Programs at Faulkner University seeks graduate students who have demonstrated by their academic performance, other achievements, and personal conduct that they are qualified for advanced study and may be expected to be a credit to Faulkner University and of service to their communities and professions. In addition, the CMHC program seeks culturally diverse students to enhance the learning experience and overall quality of the Department of Graduate Counseling Programs. Admission to this program is granted by the faculty. The faculty has decided on the following criteria for admittance into the master's Program:

General Admissions Information

Applications cannot be processed until ALL required materials are received. As soon as they have been received, the applicant will be notified that his/her file is complete. It is appropriate to assume that the application is incomplete until such notification is received.

Admission, when granted, will be valid for one year after which time the student will need to reapply. All application materials become the property of Faulkner University; none will be returned to the applicant.

Academic Credentials

Applicants of the Master of Science in Clinical Mental Health Counseling degree must have completed an undergraduate degree from a regionally accredited institution. An official transcript from EACH college or university attended must be submitted to the Graduate Admissions Counselor in the Office of Graduate Enrollment. To be admitted into the program the student must have a minimum cumulative grade point average (GPA) of 2.75 in undergraduate courses and 3.0 in graduate courses.

Aptitude Score

Applicants are required to submit and acceptable score from one of the following: A score of 285 or above on the Graduate Record Examination (GRE) or a score of at least 370 on the Miller Analogies Test (MAT) to be eligible for graduate studies at Faulkner University.

TOEFL (Test of English as a Foreign Language)

A score of 500 on the TOEFL is required of all students for whom English is a second language. Official TOEFL or IELTS score reports are required for admission to the program and may be ordered from Educational Testing Services (ETS) or IELTS. The TOEFL code number for Faulkner University is 1034. The minimum requirements for graduate admission on the TOEFL are 550 (on the paper test), 213 (on the computer-based test), or 79 (on the internet-based test).

Goal Statement

Applicants must submit a statement of at minimum, 400 words specifying personal goals for their life and how earning a Clinical Mental Health Counselling degree at Faulkner University will contribute to those life goals. The statement must include:

- Purpose for pursuing the CMHC degree at Faulkner
- Relevant experience (work, volunteer, etc.)
- Respect of cultural differences
- Strategies for Self-Reflection and Self-Care
- Relevant Career Goals upon graduation

Recommendation Forms

Applicants must provide three professional recommendations from people unrelated to the applicant. Official recommendation forms are provided online at <https://www.faulkner.edu/wp-content/uploads/Graduate-Recommendation-Form.pdf>.

Faculty Review

Once all application materials are submitted, the faculty will review the necessary application documents and decide on admission. Determination of acceptance or non-acceptance into the program will be communicated to the applicant within one week of the faculty review.

Summary of Required Application Materials

- Completion of Application Form
- An official transcript from EVERY college or university attended.
- Scores from the GRE or MAT.
- Scores from the TOEFL (if applicable).
- Personal Goal Statement.
- Three (3) recommendations.
- Faculty Review

Special Student Admission

A student, who wishes to take a limited number of courses for personal enrichment, licensure/credentialing or for transferring to another institution and does not wish to work toward a degree at Faulkner University, may apply to enroll as a transient student. Application procedures must be completed. These students and other non-degree seeking students do not have to complete a video interview.

Conditional Admission

At times a student may be recommended for conditional admission into the CMHC program. In such cases, the student must meet the requirements communicated to them upon admission. Such requirements are determined on a case-by-case basis and may include, but are not limited to completing remedial coursework, maintaining a specific GPA and/or follow-up video interview.

Course Curriculum Requirements

The Master of Science in Clinical Mental Health Counseling degree is a 61-semester hour online and on-campus program. The program utilizes a variety of online resources and tools for course management, conferencing, online discussions, student portfolios, assessment, evaluations, etc. Most of the courses in the program can be completed in the online courseroom environment. The Counseling Field Experience Course—COU-6390 Counseling Practicum; COU 6695 Internship in Counseling; COU 6596 Clinical Training I; and COU 6597 Clinical Training II— are exceptions. The two clinical training courses—COU 6956 Clinical Training I and COU 6597 Clinical Training II—meet on Faulkner’s Montgomery campus for face-to-face skills training and supervision once per semester. Supplemental online coursework is required in both Clinical Training experiences. The two placement experience courses—COU 6390 Counseling Practicum (3 hours) and COU 6695 Internship in Counseling (6 hours)—are designed to allow students to demonstrate the practical application of their counseling knowledge

and skills in a true clinical setting. These training experiences require the student to complete supervised clinical experience at a site approved by the Clinical Coordinator. The Clinical Coordinator will seek to facilitate placement at an approved site in proximity to the student's residence. Given the breadth of the content areas, the clinical trainings, and the clinical experiences, the Master of Science in Clinical Mental Health Counseling degree provides a solid foundation to begin counseling as a professional.

Practicum Course

The practicum course, COU 6390 Counseling Practicum, will provide the first opportunity for students to practice the skills learned in previous course work to actual counseling situations. The students will be supervised by a licensed on-site counselor who has at least two years of counseling experience and the course instructor. The students will be required to complete 100 hours of supervised experience. Of the 100 hours, 40 hours must be in direct service. Meaning that the counselor-in-training and the client must be in face-to-face contact and physically present with each other in the session. The remaining 60 hours are considered indirect service and include, but are not limited to, case consultations, staff meetings, chart reviews, etc. Sessions with clients will be recorded for feedback and skills development. In case where a student is not allowed to record counseling sessions, accommodations will be made for feedback and evaluation of progress. Over the semester, students will complete assignments and discussions in the online classroom and meet at least one hour a week with their university and site supervisor. Further information concerning practicum can be found the CMHC Handbook.

Internship Course

The internship course, COU 6695 Internship in Counseling, will provide a more extensive experience and will build upon the skills learned in the practicum course. The students will be supervised by a licensed on-site counselor who has at least two years of counseling experience. The students will be required to complete 600 hours of supervised experience. Of the 600 hours, 240 hours must be in direct service. Meaning that the counselor-in-training and the client must be in face-to-face contact and physically present with each other in the session. The remaining 360 hours are considered indirect service and include, but are not limited to, case consultations, staff meetings, chart reviews, etc. Sessions with clients are not required to be recorded as feedback and evaluation come directly from the site. Exceptions are made if the student is under remediation. Over the semester, students will complete assignments and discussions in the online classroom and meet at least one hour a week with their site supervisor. Further information concerning internship can be found the Internship Handbook.

Counselor Preparation Comprehensive Examination

The Counselor Preparation Comprehensive Examination (CPCE) is an evaluation tool that assesses students' competence of foundational, counseling-related knowledge. The CPCE is designed to assess students who have completed graduate-level courses; courses that are grounded primarily in a counseling curriculum. Each student will take the CPCE near the end of their time in the program during COU 6597 Clinical Training 2. Students who do not pass the CPCE will have a second opportunity to take the exam. If the student does not pass the CPCE after the second opportunity, remediation may be recommended.

Course Withdrawal and Incomplete Grades

There are times during the program when a student has little choice but to withdraw from a class or request a grade of Incomplete (I). When withdrawing from a course for any reason, the student is to reference the Faulkner University Academic Calendar for appropriate withdrawal dates.

It is the Department of Graduate Counseling Programs' policy to only award a grade of Incomplete if the student has completed at least 80% of their coursework. The determination of completed coursework will lie with the course instructor.

Graduation Requirements

Sixty-one (61) hours with a cumulative GPA of 3.0 on all graduate credits. No more than six semester hours or two courses with the grade of C can be applied toward graduation requirements.

Licensure

When a student graduates with a master's degree in Clinical Mental Health Counseling from Faulkner University, they are eligible to pursue licensure as a professional counselor in the state of Alabama and other states. Each student should contact their state of residence for questions pertaining to licensure eligibility. *Graduation does not guarantee licensure.*

Each student should know, understand, and accept the academic expectations as policies of the University. Each student is personally responsible for meeting the different requirements for the Master of Science in Clinical Mental Health Counseling degree. The University reserves the right to adapt its programs and policies as may be necessary. Students with matters of concern should consult with the Chair of the Graduate Counseling Programs department.

Time Limit

All requirements for the Master of Science in Counseling degree must be completed within a period of five calendar years.

Application for Degree

Application for graduation should be made when registering for the last semester of course work and the student should notify the Chair of the Graduate Counseling Programs Department and the Office of the Registrar of his/her intention. The application date and form can be obtained in the Registrar's Office.

Transcripts

An official transcript of a student's academic record will be issued upon request of the student. Requests should be directed to the Registrar's Office. Transcripts will not be issued for students whose accounts are delinquent.

Audit

Students are permitted to audit a course provided that there is room in the classroom and that the number of auditors is not more than 20% of the class enrollment. A fee of \$225.00 (per course) is charged, but no credit granted. With permission of the professor a student may change his/her registration from credit to audit or audit to credit during the first three weeks of the semester. After this time, his/her options are to continue as registered or withdraw from the course.

Transfer Credits

A student who has earned a graduate credit in a master's program from another institution will be evaluated by the graduate counseling program department chair to ascertain courses which can be applied to Faulkner's program. In such cases, the application and admissions process may be altered to apply to the specific case. Students from a regionally accredited institution may transfer a maximum of 12 semester hours or four courses into the Master of Science in Clinical Mental Health Counseling program. The Chair of the Department of Graduate Counseling Programs must approve transfer hours. Each student wanted to pursue licensure in their state or residence is responsible for communicating with their state board concerning courses required for licensure

Units of Credit

The unit of credit is the semester hour. One semester hour of credit represents approximately fifteen hours of lecture/discussion activity and examinations.

Student Load

Full-time Load: For academic purposes, a student enrolled for six (6) graduate semester hours is classified as a full-time student in this master's program.

Maximum Load: No student may register for more than three courses per semester unless that semester includes Clinical Training I or II. In semesters where the student has registered for Clinical Training I or II the maximum number of hours allowed is 14.

Advisement

Each student will be assigned an advisor to provide the student with assistance in planning his/her program matriculation, with registration, schedule approvals and with evaluation of his/her progress. The advisor approves each semester's schedule and any changes made. The student is required to meet with their Advisor one two occasions: Clinical Training 1 and Clinical Training 2. Continuous contact between student and advisor is expected and strongly encouraged. The student, however, is personally responsible for meeting University catalog requirements or for seeking written approval of any exceptions. Ultimately, it is the student who bears responsibility for directing his or her progress through the program.

Grade Point Average

Scholarship level is expressed in terms of a grade point average (GPA) calculated by dividing total quality points earned by credit hours attempted. Semester and cumulative averages are recorded on the permanent academic record and on semester grade reports. Averages are used to determine honors, academic probation and suspension, renewal of academic scholarships, and eligibility for certificates and degrees. Students must maintain a GPA for 3.0 to remain in good academic standing and to graduate from the program.

Grade Reports

Final grade reports will be posted online. The student should review their course throughout the semester for low grades promptly with his or her advisor. Official notice of academic honors, probation, or suspension will be reported by the Registrar's Office.

Class Attendance

Regular class attendance is a requirement of this degree program. Because of the theoretical, experiential, and social learning that will take place in this program, students are strongly encouraged to be in the online classroom several times during each week of the semester. Class attendance is an academic matter and absences result in academic penalty.

Academic Review and Remediation

Should the student's GPA on the first six (6) hours of graduate work be below 3.0, he or she will be placed on academic probation. A student on academic probation will not be able to enroll for more than six more hours during any term in which the probation applies. The student on academic probation is required to achieve a 3.00 cumulative GPA by the time he or she has earned the next six (6) hours of graduate work. Failure to do so will result in suspension for the next regular term. A course in which the student has earned a grade of C or below may be repeated. In addition to maintaining an acceptable GPA, students are evaluated based on their skills growth, knowledge and disposition (see below). Each disposition is measured at four different points in the Clinical Mental Health Counseling program. At the first and last points of evaluation the students are expected to self-assess. In the orientation course students are first introduced to expected dispositions and asked to rate themselves. Dispositions are evaluated at the student evaluation meeting after both Clinical Training experiences along with the Clinical Training Evaluation and are discussed in the follow up evaluation meetings with students. Dispositions are also measured at the end of student's practicum experience. Students are again asked to evaluate themselves and they are also evaluated by their University Supervisor meetings with students. Dispositions are also measured at the end of student's practicum experience. Students are again asked to evaluate themselves and they are also evaluated by their University Supervisor.

Dispositions Assessment Schedule

COU 6000 Orientation	Student Self Assessment
COU 6596 CT I	Faculty Assessment
COU 6597 CT II	Faculty Assessment
COU 6390 Practicum	Student Self-Assessment & Faculty Assessment

Eight Measures of Disposition

1. Integrity
2. Emotional stability
3. Professionalism
4. Awareness of self and others
5. Openness to growth
6. Flexibility
7. Compassion
8. Coping and Self-Care

If at any point during the student's matriculation through the program the faculty concludes that the student's progress is unacceptable, a formal Remediation Plan may

be required. The expectations for the Remediation Plan may vary by case but would typically include special projects related to the remediation issue, repeated coursework, or outside continuing education and/or participation in personal counseling. The Remediation Plan must be successfully completed for the student to progress to graduation.

Remediation also occurs at the University level through the office of Online Student Success (OSS) office using a program called SOAR. Each term, faculty work with OSS to identify students who are falling behind in attendance and participation. The following is an outline of the steps taken to reengage students:

1. Professors (online or ground classes) who have students who are not attending classes regularly or struggling academically in a course log into SOAR. The professors look up the student and answer a few questions to let us know what the issue is.
2. Once the referral (Send Alert) or non-attendance is submitted it generates an email that comes to OSS. We are the online student success advisors.
3. OSS reads through the information and follows up with the student.
4. Staff in the OSS office is trained as case managers and attempt to reach out to the student up to 3 times (via email and phone).
5. Once OSS staff communicate with students, they attempt to advise them on their potential options and help them get in touch with any resources or offices on campus that are appropriate. The OSS office will follow up with students as needed.

On the departmental level, students are reviewed on an ongoing basis and faculty regularly communicate about students who are struggling or in need of remediation. Additionally, each student in program is reviewed in an official capacity at the late Fall and late Spring department meetings. Program faculty develop a remediation plan that is specific to the student's needs and issues. Evaluation and remediation are discussed in the CMHC Student Handbook on page 6.

Personal Counseling Needs

Faulkner University makes personal counseling services available for all students. Services include individual and group counseling, outreach and workshops. They provide confidential counseling service for personal, emotional, social and mental health concerns. Services also include academic counseling (time management, study skills, test-taking and test anxiety) and Alcohol and Drug Education. Counseling is available by

appointment and referrals are made to outside providers when necessary. Students who wish to pursue counseling after normal center hours or students who live a considerable distance from campus can utilize distance counseling services provided through the University by TimelyMD. The student will need to contact the University Counseling Center for a referral to TimelyMD. The University Counseling Center employs three master's level counselors. No faculty member associated with the Department of Graduate Counseling Programs is on staff at the University Counseling Center, though at times the counselors will assist faculty in skills training. University Counseling Center. <https://www.faulkner.edu/departments/counseling-center/>

Field Placements

Field placement, also known as Practicum and Internship, provide for the application of theory and the development and enhancement of skills for client assessment, planning, intervening, and evaluating. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of the community. All placements will be located in schools which provide a school counseling program and shall be supervised by a master's level school counselor. You will be given a copy of the Site Supervisor Handbook to give to your site supervisor as a reference for your field experience.

Professional Liability Insurance

Faulkner University provides professional liability insurance for each student during the program through the Healthcare Providers Service Organization (HPSO). Students are also required to purchase and maintain their own private insurance during Field Placement (Practicum and Internship). This private liability insurance can typically be purchased at a much lower student rate through the American Counseling Association. Please reach out to your advisor with questions about purchasing liability insurance. You will not be allowed to complete practicum or internship hours or be at your site until you provide proof of your purchased counseling liability insurance.

Professional Behavior

Although the primary purpose of field placements is to assist you in the continued development and application of counseling skills, you are also an agent of the site. You are expected to operate under norms of the site. This includes being punctual, dressing appropriately, and presenting oneself professionally. As you continue the development

of your professional identity, it is important to be aware of current issues and trends. You can learn a lot about the profession through contact with school counselors at your site, membership in ACA and ASCA and attendance at professional development workshops and seminars.

The Supervisory Relationship

Clinical Supervision is a type of intervention. It involves a supervisor, a senior member of the profession, one or more supervisees, and also junior members of the profession. The supervisor works with the supervisee to enhance his/her professional competence and monitors the quality of counseling services extended to the client. The relationship is evaluative and extends over time (Bernard & Goodyear, 1992). The student will have both a Site Supervisor and a University Supervisors. The site supervisor will be the person who meets with you on site and provides you support. They will be responsible for signing off on hours logs and evaluations of your work. These expectations are outlined in the Site Supervisor Handbook that you will give to them at the appropriate time. Your University Supervisors will be Faulkner University faculty. Your group supervisor is also the instructor for the class. Your individual supervisor will meet with you each week separately for further supervision. The evaluation component of field experiences is described in the course syllabi. You will demonstrate mastery of the competencies listed on the syllabus through your recordings. Both process and conceptualization skills are emphasized. Your supervisor will assume a variety of roles including consultant, teacher, and counselor. This is in effort to assist you, enhance your competence, and provide high quality services to your clients. The expectation is held that you will be as prepared for supervision as you are for your sessions. You will need to listen to your recordings, identify your strengths, weaknesses, and be prepared to request specific assistance from your supervisor. The same ethical guidelines govern supervisory relationships that govern other relationships. While the nature of this relationship may, at times, be more like colleague-to-colleague than student-to-teacher, it is still a professional one in which the supervisor is required to provide evaluative feedback to the supervisee.

The Recording Requirement

Basically, there are three principal purposes for submitting actual work samples (recordings) of sessions when one is in supervision. These principles only apply to individual sessions. Counseling sessions where more than one client is present should not be recorded.

First and foremost, the supervisor needs to monitor the services that are being provided to the clients/students. Are the strategies being used empirically supported, consistent with the "best practices" in the field, ethically sound, and delivered in a way that responds to all legal requirements?

Second, the supervisor needs to be able to assist the supervisee in identification of his or her strengths as well as areas for improvement. Supervision research has demonstrated that the "self-report" method is not a reliable one for ascertaining a full, comprehensive view of a counseling session. The voice of the interested third party, the supervisor, is one that focuses on your development as a counselor, as well as on the client's needs. Additionally, the supervisor is responsible for facilitating your development overtime and with a variety of different types of clients/students. These purposes cannot be met without direct observations of work samples.

Finally, the recordings are intended to be an instructive tool. They should lead you to reflection, help you determine the ways you need to improve, and find the types of learning experiences you need to best possible counselor for students with a wide variety of needs. So, there is an expectation that you will review your recordings to identify your specific areas of strength and weakness. Use these discoveries to develop professional, and, at times, personal development goals. As well, these reflections should form the basis for your use of supervision time. What exactly do you need to work on and how can your supervisor help you to develop strategies leading to improvement? Supervision, like counseling, is not a passive process.

Faulkner University will provide you with access to the GoReact App for session recordings with individual clients who sign a release to record sessions. The practicum course instructor will provide information about set up and use at the beginning of the practicum experience.

Recordings are the gold standard in evaluation and training but if you are placed at a site that does not permit recordings, there are other evaluation options. These options will be discussed with your University Supervisor when the time comes.

The Practicum Course

The practicum course will provide the first opportunity for students to practice the skills learned in previous course work to actual counseling situations. The students will be supervised by a master's level on-site school counselor who has at least two years of counseling experience and the course instructor. The students will be required to

complete 100 hours of supervised experience. Of the 100 hours, 40 hours must be in direct service. Meaning that the counselor-in-training and the client must be in face-to-face contact and physically present with each other in the session. There have been some exceptions to in-person counseling due to Covid restrictions. With proper training and insurance coverage, students might be given approval to engage in telehealth counseling if it is used at the site placement. The continuation of the practice will be determined by guidance from the Alabama State Department of Education. The remaining 60 hours are considered indirect service and include, but are not limited to, case consultations, staff meetings, chart reviews, etc. Sessions with clients will be recorded for feedback and skills development. In a case where a student is not allowed to record counseling sessions, accommodations will be made for feedback and evaluation of progress. Over the 15 weeks of the semester, students will complete assignments and discussions in the online classroom and meet at least one hour a week with their university and site supervisor. The practicum course will also meet 1 and ½ hours each week for class via Zoom.

The Internship Course

The internship course will provide a more extensive experience and will build upon the skills learned in the practicum course. The students will be supervised by a master's level on-site school counselor who has at least two years of counseling experience. The students will be required to complete 600 hours of supervised experience. Of the 600 hours, 240 hours must be in direct service. Meaning that the counselor-in-training and the client must be in face-to-face contact and physically present with each other in the session. The remaining 360 hours are considered indirect service and include, but are not limited to, case consultations, staff meetings, chart reviews, etc. Sessions with clients are not required to be recorded as feedback and evaluation come directly from the site. Exceptions are made if the student is under remediation. Over the 15 weeks of the semester, students will complete assignments and discussions in the online classroom and meet at least one hour a week with their site supervisor and 1 and ½ hours or group supervision via Zoom in the internship course.

M.S. in Clinical Mental Health Counseling Core Courses

COU 6310 Counseling Theories

COU 6320 Life Span Development

COU 6325 Career and Guidance Counseling

COU 6330 Counseling Diverse Populations

COU 6355 Crisis Intervention in the Counseling Professions

COU 6340 Analysis of the Helping Relationship

COU 6350 Group Counseling

COU 6360 Measurement and Assessment
COU 6365 Research Methods
COU 6380 Diagnosis and Treatment
COU 6370 Integrations of Theology and Counseling
COU 6375 Legal and Ethical Issues
COU 6390 Counseling Practicum
COU 6695 Internship in Counseling
COU 6596 Clinical Training I
COU 6597 Clinical Training II

Electives (the student will take at least one of the following)

COU 6315 Marriage and Family Theory
COU 6385 Substance Abuse Counseling
COU 6335 Child and Adolescent Counseling

Total Hours Required for Graduation: 61

Master of Education in School Counseling

Program Mission

The Master of Education degree in School Counseling prepares students to become effective K-12 professional school counselors. The program aims to promote student engagement in scholarly work, and experiential learning that upholds the mission of Faulkner University. The Master of Education School Counseling degree will prepare and produce counselors of character, who are committed to moral excellence, individual freedoms, diversity, personal, and social responsibility, and the pursuit of academic growth and professional development. Hence, Faulkner University graduates will be fully equipped with the necessary knowledge and skill to promote the profession of school counseling through development and implementation of data driven school counseling programs that are designed to promote academic, personal/social, and career success of those attending the schools where Faulkner graduates serve as school counselors.

The Master of Education School Counseling Program prepares students to serve as professional school counselors. The degree is developed to meet the standards of the Alabama Department of Education and best practices of the profession outlined by the American School Counselor Association (ASCA) and the Council for Accreditation of Counseling, and Related Programs (CACREP) standards. Student preparation is

provided through academic course work, and experiential learning opportunities during clinical training, observations, practicum, and internship. The following program objectives guide student

Program Oversight

The Master of Education in School Counseling program is in the Graduate Counseling Department under the College of Education. The Graduate Counseling Programs Department Chair and the School Counseling Program Director administer the program, including admissions and scheduling. Current and prospective students may contact the program at counseling@faulkner.edu. Program oversight is led by:

Vice President of Academic Affairs - Dr. Dave Rampersad

Dean of College of Education - Dr. Sandy Ledwell

Department Chair of Graduate Counseling Program - Dr. Heath Willingham

Master of Education in School Counseling Faculty

Core Faculty

Willingham, Heath; Chair of Graduate Counseling Programs; Director of Clinical Mental Health Counseling Program; B.S. Auburn University; M. A., Lipscomb University; M.S., University of South Alabama; Ph.D., Auburn University

Jones, Christi Associate Professor; Director of School Counseling Program; B.S., Auburn University Montgomery; M.Ed., Auburn University; Ph.D., Auburn University

Willingham, Shanna; Associate Professor of Counseling; B.S., Lipscomb University; M.Ed., Auburn University; Ph.D., Auburn University

Norwell, Jeanell; Adjunct Professor; B.S., Troy University; M.S., Troy University; Ph.D., Amridge University

Cates, Paul Adjunct Professor; B.A., Abilene Christian University; M.Ed., Auburn University; Ed.D., Auburn University

Fletcher, Penny Lane. Adjunct Professor: B.S., University of Louisiana at Monroe; M.Ed., , William Carey University; Ph.D., Amridge University

Tidwell, Patrick, Adjunct Professor; B.S., Faulkner University; M.S., Amridge University; Ph.D., Amridge University

Certification Track Admission Requirements

The Department of Graduate Counseling at Faulkner University seeks school counseling program applicants who hold a Class B or Class A certificate in teaching or instructional support areas. Applicants should also have two years of full-time acceptable educational work experience and proof of a criminal background check. A Supplement EXP form must be submitted to the Alabama State Department of Education to document the two years of educational work experience. Prospective students should also have a 2.75 GPA or higher. Faulkner University also seeks students who will be a credit to Faulkner University through service to their communities and the school counseling profession. Admission to this program is granted by the Graduate Counseling Committee. The committee, in accordance with the standards of the Alabama State Department of Education decided on the following criteria for admittance to the Master of Education School Counseling Program.

Applications

All applicants must complete an application to the program. Applications cannot be processed until ALL required materials are received. As soon as they are received, the applicant will be notified that his/her file is complete. It is appropriate to assume that an application is incomplete until such notification is received. Admission, when granted, will be valid for one year after which time the student will need to re-apply. All application materials become the property of Faulkner University; none will be returned to the applicant.

Academic Credentials

Applicants of the Master of Education School Counseling Program must have a valid Class B or Class A teaching certificate or other instructional support areas, two full years of full time acceptable professional work experience, and transcripts from undergraduate/graduate degree with a minimum of a 2.75 GPA.

Criminal Background Check

Applicants must complete and provide proof of a criminal background check as part of the admissions process. This is a requirement of the State Department of Education.

TOEFL (Test of English as a Foreign Language)

A score of 500 on the TOEFL is required of all students for whom English is a second language. Official TOEFL or IELTS score reports are required for admission to the program and may be ordered from Educational Testing Services (ETS) or IELTS. The

TOEFL code number for Faulkner University is 1034. The minimum requirements for graduate admission on the TOEFL is 550 (on the paper test), 213 (on the computer-based test), or 79 (on the internet-based test).

Goal Statement

Applicants must submit a statement of approximately 400 words specifying personal goals for their life and how earning a Master of Education in School Counseling at Faulkner University will contribute to those life goals.

Recommendation Forms

Applications must provide recommendations from three people unrelated to the applicant. Official recommendation forms are provided online at www.faulkner.edu/counseling.

Proof of Teaching Experience

Applicants must have letter(s) from school systems/districts where they work or have worked stating their time of service with the school system. These letters are needed as evidence of qualification for certification in school counseling at the end of the program. These letter(s) should indicate a total of two years of full-time service in education. A Supplement EXP Form must be submitted to the Alabama State Department of Education at the time of program application to verify the required two years of teaching experience which is one of the requirements for certification at program completion.

Summary of Required Application Materials for Consideration for Admission

1. Application form
2. Official copy of transcript(s)
3. Copy of Class A/ Class B teaching or educational support area certificate
4. Criminal background check
5. If applicable TOEFL Results
6. Goal Statement
7. Three Recommendations
8. Proof of teaching experience /Supplement EXP Form submitted to Alabama State Department of Education

Non-certification Track Application Requirements

1. Completed Graduate Application
2. Bachelor's Degree from an institutionally accredited college or university; transcripts from all institutions attended required.

3. If, Applicable TOEFL results.
4. A goal statement (approximately 400 words) specifying the applicant's personal goals for professional development as a school counselor and future employment in the field.
5. A minimum GPA of 2.75 in undergraduate courses and 3.25 in graduate courses.
6. Clear background check
7. Completion of Non-Certification Acknowledgement Form

Non-certification Track Completion Requirements

1. Completion of all course work with a minimum 3.25 overall GPA with no grade below a C.
2. A practicum of at least 100 clock hours in a school-based setting, including minimum of 40 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary, or secondary school students.
3. Candidates are expected to perform as demonstrated in a supervised early childhood/elementary or secondary school-based internship of at least 600 clock hours, begun subsequent to the completion of practicum and including 240 clock hours in direct service work with early childhood/elementary or secondary school students.
4. Must meet the Praxis II requirements for the program.
5. Successful completion of the master level special education course – if special education course was completed prior to unconditional admission to the school counseling program, students must take FED 6342: Multicultural Education.

Curriculum Requirements

The Master of Education in School Counseling degree is a 60-hour on-line and on-campus hybrid program. The program utilizes a variety of on-line resources and tools for course management, conferencing, online discussions, student assignments, and assessments/evaluations, etc. These program tools include Canvas, Tevera, GoReact, and Zoom. Most of the courses in the program are completed in the on-line environment. The Counseling Field Experience Courses are an exception. The clinical training course, COU 6595 meets on Faulkner University's Montgomery campus for face-to-face skills training, supervision, and counseling topic sessions. COU 6595 also requires school counseling students to complete pre-practicum field experience in addition to their on-campus visit. The on-campus portion of COU 6595 is a four-day training that school counseling program students only attend once. The two clinical experience courses, COU 6390 Counseling Practicum, and COU 6695 Internship in Counseling, are designed to allow students to demonstrate practical application of their school counseling training in the school setting. There are four total courses that are

linked to field experiences in the program. See the embedded chart outlining field experience progression in the program below. COU 6311 Introduction to School Counseling provides school counseling students with their first field experience (observation, and school counselor interview) in the program, and after that the length and complexity of field experiences, and assignments increase with student program progression.

Faulkner University
School Counseling Program
Field Experience Progression Chart

Field Experience One – COU 6311 Introduction to School Counseling

Field Experience Time Commitment: 8 hrs. (one hour interview with school counselor, and seven hours of observation in the school setting; with observation of at least three large group sessions in the classroom conducted by host school counselor.

The Field Experience Application Assignment (1) is designed to introduce the school counseling student to considerations related to meeting the needs of all students.

The School Counselor Interview and Professional Self-Reflection Paper is designed for students to consider what professional attributes are important to possess as a professional school counselor.

Students must seek diversity in school settings and in student populations served. School site choices are pre-approved by the school counseling program director to ensure diverse settings are chosen for each experience. Site diversity is documented on the field experience form and diversity in student population is documented and addressed in the field experience assignment (see documents in field experience folder).

Assignments connected to field experience:

- Field Experience Application Assignment
- School Counselor Interview and Professional Self-reflection Paper.

Field Experience Two – COU 6595 Clinical Training for School Counseling

Field Experience Time Commitment at Site: 18 hours in the school setting (6 hours in elementary, middle, and high school settings.)

Students in the school counseling program complete the course, COU 6695 Clinical Training for School Counseling. This course provides training in individual and group work skills development on campus for four days. Students also have course work in Canvas to complete across the clinical training course semester. There is a field experience requirement in this course where students complete a field experience requirement in the elementary, middle, and high school setting for six hours in each of the three settings. These experiences are separate from the on-campus visit. Students are expected to find three schools for their field experiences where they will observe school counselors conducting large group for each of these settings. Students will respond to self-reflection prompts for all three settings that challenge them to consider differentiation of large-group counseling delivery in each of these settings. Then at one of the three schools the school counseling student will secure permission to co-lead one large group session with the school counselor on the day of the field experience. The student will develop a lesson plan based on the large group session topic and answer self-reflection questions related to the co-leading experience and meeting diverse student population needs. This assignment introduces the school counseling student to diverse school settings and student populations, and the consideration and planning needed to meet all students' needs. This 2nd field experience takes place in the 2nd semester of the program.

Students must seek diversity in school settings and in student populations worked with in field experiences. School site choices are pre-approved by the school counseling program director to ensure diverse settings are chosen. Site diversity is documented on the field experience form and in the field experience assignment.

Assignment Connected to field experience:

- Field Experience Application Assignment
- Field Experience Form

Field Experience Three – COU 6390 COU 6390 Counseling Practicum

Field Experience Time Commitment at Site: 100 hours

This is the first long-term field placement for students in the school counseling program. Students in this course complete 100 hours in a university approved school setting. This field experience consists of 40 hours of direct counseling service in individual counseling, large group, and small group counseling. Students must have direct

counseling experiences in all three of these areas. Students receive three forms of supervision during the practicum experience: (1) individual supervision from a university supervisor (one hour weekly), (2) individual supervision from site supervisor (one hour weekly), and (3) group supervision class in Zoom 1 ½ hours weekly. These supervision experiences assist students in professional growth and counseling skills development. This third field experience takes place in the fourth semester in the program. Students must inform the school counseling program director prior to the practicum semester if they plan to do their practicum field experience in elementary or middle/high school. They must complete time in both settings. For example, if practicum is in the elementary setting, then internship would be in the middle/high school setting. This ensures students are prepared to work in all grade level configurations.

Students must complete at least 8 recorded sessions with clients or provide 8 1 session observation forms completed by the site supervisor if recording is not allowed. To record sessions, a permission to record form must be signed by a consenting client.

GoReact, an encrypted phone app is used to record sessions, and also provides university supervisors with access to the student recordings for the purpose of feedback related to counseling skills development.

Students must seek diversity in school settings and in student populations served. School site choices are pre-approved by the school counseling program director to ensure diverse settings are chosen.

Students in the practicum semester are required to develop a comprehensive school counseling plan based on their site placement, and the ASCA National Model, submit lesson plans, and self-reflect on their professional experiences in large group, small group, and individual counseling experiences.

Assignments Connected of field experience:

- School Counseling Plan
- Lesson Plan Submissions
- Large Group, and Small Group Experience Self-Reflections
- Students must pass the Praxis II (School Counseling) to be able to progress to Internship.

Field Experience Four– COU 6695 Internship in Counseling

Field Experience Time Commitment 600 hours (240 direct counseling service hours, 360 indirect counseling service hours)

Internship in Counseling is a 600 hour intensive clinical experience in the school setting where school counselors-in-training complete 360 indirect counseling hours and 240 direct counseling hours. Direct counseling experiences include large group, small group, and individual counseling services. School counselors-in-training receive one and a half hours of weekly group supervision via Zoom from the course instructor, and one hour of individual supervision from their site supervisors. The cumulative project for this course is the Internship Final Project: School Counseling Intervention and Leadership Plan.

Students must seek diversity in school settings and in student populations served. School site choices are pre-approved by the school counseling program director to ensure diverse settings are chosen.

Assignment Connected to Field Experience:

- Internship Final Project
- Lesson Plan Submissions

Program Matriculation, Time Limits, and Completion Requirements

Students must complete the School Counseling program within 5 years of their first semester enrolled in courses and meet the following criteria to become a School Counselor in the State of Alabama:

1. At least a valid Class B Professional Educator Certificate in a teaching field, a valid Class A Professional Leadership Certificate, or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.
2. An official transcript from an institutionally accredited institution documenting an earned master's or bachelor's degree.
3. Meet Rule 290-3-3-.47(4) (b).
4. A minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved school counseling program.
5. A Practicum of at least 100 clock hours in a school-based setting, including a minimum of 40 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary or secondary school students.

6. A supervised elementary or secondary school-based internship of at least 600 clock hours, begun subsequent to the completion of the practicum and including a minimum of 240 clock hours in direct service work with early childhood/elementary and secondary school students.
7. Students must have experience in both the elementary, middle, and high school setting across their field experiences. Practicum and Internship should have one field experience in the elementary setting, and one in the secondary setting. (Ex. Practicum at an elementary school would then require the student to have internship experience in a secondary school setting.)
8. Must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP). A passing score is 159 or higher. The Praxis must be passed before the semester of internship.

Application for Degree

Application for graduation should be made when registering for the last semester of course work and the student should notify Chair of the Graduate Counseling Department of his/her intention. The application date and form can be obtained in the Registrar's Office.

Academic Policies Pertaining to Grading, Transcripts, and Transfer Policies

Faulkner University, by its mission statement, is well known as a Christian university. Each student should know, understand, and accept the academic expectations as policies of the University. Each student is responsible for meeting the different requirements for the Master of Education in School Counseling Program. Students with matters of concern should consult with the Chair of the Department of Graduate Counseling.

Transcripts

Faulkner University has authorized Parchment to provide transcript ordering via the Web. You can order transcripts using any major credit card. Your card will only be charged after your order has been completed.

To order an official and/or unofficial transcript(s), go to Parchment.com. The site will walk you through placing your order, including delivery options and fees. You can order as many transcripts as you like in a single session. A processing fee will be charged per recipient

Audit

Students are permitted to audit a course provided that there is room in the classroom and the number of auditors is not more than 20% of the class enrollment. A fee of \$300.00 per course is charged, but no credit is granted. With permission of the professor, a student may change his or her registration from credit to audit or audit to credit during the first three weeks of the semester. After this time, his or her options are to continue as registered or withdraw from the course.

Transfer Credits

A student who has earned graduate credit in a master's program from other institutions will be evaluated by the graduate counseling program committee to ascertain courses which can be applied to Faulkner's program. Students from an institutionally accredited institution may transfer a maximum of 12 semester hours for four courses into the Master of Education in School Counseling program. The director of the school counseling program must approve transfer hours.

Units of Credit

The unit of credit is the semester hour. One semester hour of credit represents approximately fifteen hours of lecture /discussion activity and examinations.

Student Load

Full-time load: For academic purposes, a student enrolled for six graduate semester hours is classified as a full-time student in the master of school counseling program.

Maximum Load

Maximum Load: No student may register for more than four courses per semester. The only exception is the first semester of the program which requires four 3 hour courses, and the 1 hour school counseling orientation course.

Advisement

The Chair of the Graduate Counseling Program will assign an advisor to provide the student with assistance in planning for his or her program, with registration and with evaluation of his/her progress. The advisor should approve each semester's schedule and any changes made or for seeking written approval of any exceptions. It is the student who bears responsibility for directing his or her progress through the program.

Grade Point Average

Scholarship level is expressed in terms of grade point average (GPA) calculated by dividing total quality points earned by credit hours attempted. Semester and cumulative

averages are recorded on the permanent academic record and on semester grade reports. Averages are used to determine honors, academic probation, and suspension, renewal of academic scholarships, and eligibility for certificates and degrees.

Grade Reports

Final grade reports will be posted on-line. The student should review low grades promptly with his or her advisor. Official notice of academic honors, probation, or suspension will be reported by the Registrar's Office.

Class Attendance

Regular class attendance is a requirement of the degree program. Because of the theoretical, experiential, and social learning that will take place in the program, students are strongly encouraged to be in the on-line classroom several times during each week of the semester. Class attendance is an academic matter and absences will result in academic penalty.

Good Academic Standing

Students must maintain a minimum GPA of 3.25 in all courses in the Alabama State Board of Education approved school counseling program.

Academic Review and Remediation

Should the student's GPA on the first six (6) hours of graduate work be below 3.0, he or she will be placed on academic probation. A student on academic probation will not be able to enroll for more than six hours during any term in which the probation applies. The student on academic probation must achieve a 3.00 cumulative GPA by the time they have earned the next six hours of graduate work. Failure to do so will result in suspension for the next regular term. A course in which the student has earned a grade of C or below may be repeated. In addition to maintaining an acceptable GPA, students are evaluated based on their skills growth, knowledge and disposition (see below). Each disposition is measured at 3 different points in master of education school counseling program. At the first and last points of evaluation the students are expected to self-assess. In the orientation course students are first introduced to expected dispositions and asked to rate themselves. Dispositions are evaluated by core faculty at the student evaluation meeting following the Clinical Training experience. The evaluation feedback from this faculty evaluation is shared in follow up meetings with students who attended clinical training. Dispositions are also measured at the end of

student's practicum experience. Students are again asked to evaluate themselves and they are also evaluated by their University Supervisor.

Dispositions Assessment Schedule

COU 6100 School Counselor Orientation	Student Self Assessment
COU 6596 Clinical Training for School Counseling	Faculty Assessment
COU 6390 Practicum	Student Self-Assessment & Faculty Assessment

Eight Measures of Disposition

1. Integrity
2. Emotional stability
3. Professionalism
4. Awareness of self and others
5. Openness to growth
6. Flexibility
7. Compassion
8. Coping and Self-Care

If during the student's matriculation through the program the faculty concludes that the student's progress is unacceptable, a formal Remediation Plan may be required. The expectations for the Remediation Plan may vary by case but would typically include special projects related to the remediation issue, repeated coursework, or outside continuing education and/or participation in personal counseling. The Remediation Plan must be successfully completed for the student to progress to graduation.

Remediation also occurs at the University level through the office of Online Student Success (OSS) office using a program called SOAR. Each term, faculty work with OSS to identify students who are falling behind in attendance and participation. The following is an outline of the steps taken to reengage students:

1. Professors (online or ground classes) who have students who are not attending classes regularly or struggling academically in a course log into SOAR. The professors look up the student and answer a few questions to let us know what the issue is.
2. Once the referral (Send Alert) or non-attendance is submitted it generates an email that comes to OSS. We are the online student success advisors.
3. OSS reads through the information and follows up with the student.
4. Staff in the OSS office is trained as case managers and attempt to reach out to the student up to 3 times (via email and phone).
5. Once OSS staff communicate with students, they attempt to advise them on their potential options and help them get in touch with any resources or offices on

campus that are appropriate. The OSS office will follow up with students as needed.

On the departmental level, students are reviewed on an ongoing basis and faculty regularly communicate about students who are struggling or in need of remediation. Also, each program student is reviewed in an official capacity at the late Fall and late Spring department meetings. Program faculty develop a remediation plan specific to the student's needs and issues.

School Counseling Specific Program Checkpoints

Spring Semester (Year 1)

Clinical Training 1

- At the conclusion of Clinical Training for School Counseling, students are evaluated by the core faculty based on their skills, knowledge, and professional dispositions (see above). A letter is sent to students in need of support and/or a remediation plan.

Fall Semester (Year 2)

Counseling Practicum

- Mid-term Evaluation Form
- Final Evaluation Form
- Hours Log
- Passing Score on School Counselor Praxis II required for matriculation to internship experience as well as satisfactory completion of course work and site hours.

Spring Semester (Year 2)

Internship

- Mid-term Evaluation Form
- Final Evaluation Form
- Hours Log

Academic Monitoring

If a student's GPA drops below a 3.25, a letter is sent to them offering support and/or remediation.

M.Ed. in School Counseling

COU 6100 Orientation to School Counseling

COU 6310 Counseling Theories
COU 6311 Introduction to School Counseling
COU 6320 Lifespan Development
COU 6325 Career and Guidance Counseling
COU 6330 Counseling Diverse Populations
COU 6335 Child and Adolescence Counseling
COU 6350 Group Counseling
COU 6360 Measurement and Assessment
COU 6375 Legal and Ethical Issues
COU 6385 Substance Abuse
COU 6355 Crisis Intervention in Counseling
COU 6595 Clinical Training for School Counseling

Survey of Special Education Course: (3 hours)

(If course was taken for prior level certification, another approved diversity course is required.)

FED 6345 Differentiated Instruction

Or

FED 6342 Multicultural Education

Additional Courses (6 hours)

FED 6380 Action Research

COU 6380 Diagnosis and Treatment

Electives (Choose One): (3 hours)

COU 6315 Marriage and Family Therapy

COU 6370 Integrations of Theology and Counseling

COU 6345 Counseling in the Community

COU 6340 Analysis of the Helping Relationship

Practicum for School Counseling (3 hours) and Internship: (9 hours)

COU 6390 Counseling Practicum

COU 6695 Internship in Counseling

Total Hours Required for Graduation

60

COLLEGE OF HEALTH SCIENCES

The College of Health Sciences (CHS) is Faulkner's newest and fastest-growing academic unit. CHS was initiated in August 2018 with the opening of the first health science program, a Master of Science and Master of Arts in Speech-Language Pathology. The Master of Science in Physician Assistant Studies opened in October 2020, the Doctor of Physical Therapy opened in August 2021, and the Doctor of Occupational Therapy accepted its first cohort in August of 2022. All graduate degree programs in CHS are designed to lead to professional licensure to practice in the healthcare system as competent, compassionate, Christian healthcare providers.

Mission

The mission of Faulkner University's College of Health Sciences is to train competent and compassionate healthcare professionals who use current knowledge and best practices to glorify God by being the hands and feet of Christ to the community.

Department of Occupational Therapy

Department Mission

The mission of Faulkner University's Occupational Therapy Doctoral Program is to glorify God by preparing students to become occupational therapists who exhibit excellence in clinical practice, research, and servant leadership in order to holistically treat patients and serve the communities in which they live and work.

Department Vision

The vision of Faulkner University's Occupational Therapy Doctoral Program is to earn a reputation as a leading contributor to the field of occupational therapy by graduating exceptional occupational therapists who have a heart for service, advancing the field through the development of distinguished faculty members, promoting academic research, and serving the local community through exemplary therapy services.

Program Goals

In order to achieve our mission and fulfill our vision, the OT program has set the following program goals:

1. Teach students to apply research skills and the principles of evidence-based practice in order to provide relevant, quality services to all patients.
2. Train students to engage in inter-professional practice and the integration of faith into clinical practice to serve the community with holistic healthcare services.
3. Prepare graduates to be servant-leaders in their communities and professionals of integrity by promoting the values and ethics of occupational therapy.
4. Provide a quality academic experience that encourages retention and matriculation rates of 80% or above for each cohort.
5. Graduate students with the knowledge and skills necessary to achieve a first-time pass rate on the National Board for Certification in Occupational Therapy Examination (NBCOT) at or above 80% within twelve (12) months of graduation.
6. Produce competent therapists, as evidenced by an employment rate within twelve months of graduation at or above 80%.

Student Learning Outcomes

In order to fulfill the intent to teach students via implementation of the experiential learning theory, the program developed the following Student Learning Outcomes:

1. Synthesize foundational knowledge, theories, and basic tenets of occupational therapy for entry-level practice across the lifespan and the continuum of care.
2. Conduct the clinical process, including referral, screening, assessment, diagnosis, intervention, and discharge, in order to deliver client-centered, evidence-based, and occupation-based services.
3. Apply knowledge of professional issues, including ethics, values, and responsibilities, to leadership and management of all service delivery contexts.
4. Employ interpersonal and communication skills necessary to effectively communicate and collaborate with all healthcare team members, as well as communicate with patients and their families to provide optimal interprofessional care.
5. Engage in qualitative and quantitative research in order to describe and interpret the scope of the profession, build research capacity, establish new knowledge, and apply this knowledge to practice.
6. Utilize knowledge and skills to serve the local and global community to be the hands and feet of Christ.

Admission Requirements

Degree Requirements

Applicants must complete a Bachelor's degree from an accredited institution prior to starting the OTD program.

Prerequisite Courses

Course	Lab Requirement	Credit Hours
Biological or Physical Science	No	3
Anatomy and Physiology, I & II	Yes	8
Psychology	No	6
Statistics	No	3

All applicants must complete each of the above prerequisites with a grade of "C" or better. Applicants may choose to repeat a course, and the grades will be averaged and only the first retake will be used.

Application Requirements

1. Faulkner Graduate application and OTCAS application
2. 3.0 GPA or greater on a 4.0 scale
3. *Letters of Recommendation*: Three letters of recommendation are required with the application
 - a. One must be from a professor
 - b. One must be from a licensed occupational therapist
 - c. One must be from clergy or a member of the community (coach, mentor, former employer, etc.)
4. *Observation Hours*: Applicants are required to complete a minimum of 40 clinical observation hours in a minimum of at least 2 different settings.
5. *Essay*: Introductory essay introducing themselves and their desire to become occupational therapists.
6. *Interview*: Applicants are selected for interviews based on a holistic evaluation of their application and supporting materials.
7. *Additional Requirements*: Community service activities and leadership activities will be considered along with other factors as part of a holistic admission process.

Background Check Policy

Graduation from the Doctor of Occupational Therapy Program at Faulkner University requires students to interact with others in a variety of settings both in and out of the

classroom. One requirement of graduation is the successful completion of the fieldwork education component of the curriculum. Because many clinical education sites are required to perform background checks on all individuals who interact with patients, background checks are often required in order for students to be accepted in a fieldwork education experience. Therefore, a criminal background check is required of all students admitted in the Department of Occupational Therapy. Students may be required to have additional background checks during matriculation depending on the requirements of the fieldwork education site they are assigned to for their full or part-time fieldwork education experiences.

Graduation Requirements

In order to qualify for the Doctor of Occupational Therapy Degree, the following conditions must be met:

1. The student must complete all Institutional requirements for graduation, including meeting all financial obligations, and completing all required courses, including the Capstone, with requisite grades.
2. The student must successfully complete all of the Occupational Therapy required courses in the curriculum with a grade of “C” or better and a cumulative 3.0 GPA or higher.
3. The student must earn a passing rate on their fieldwork assessments (Fieldwork Performance Evaluation: FWPE) at the completion of their fieldwork experiences.
4. Students should complete all program requirements according to the Degree-Plan Course Sequence guide. The program is aware that circumstances may arise that would require an extension of the time needed to complete the program course requirements. However, students must complete all Level II fieldwork and the doctoral capstone within 12 months following completion of the didactic portion of the program. (A.4.7.)

Degree Requirements

Year 1: Semester 1 (Fall)

	Course Name	Credit Hours
OTD 6520	Basic Science I: Human Anatomy	5
OTD 6312	Movement Science I	3
OTD 6313	Pathology and Medical Management	3
OTD 6330	Basic Tenets of OT Practice I	3

OTD 6240	Service in Occupational Therapy I	2
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Year 1: Semester 2 (Spring)

	Course Name	Credit Hours
OTD 6420	Basic Science II: Neuroscience	4
OTD 6333	Basic Tenets of OT Practice II	3
OTD 6434	OT Across the Lifespan: Adult Population	4
OTD 6352	Treatment Techniques to Enhance Performance	3
OTD 6120	Fieldwork IA	1

Year 1: Semester 3 (Summer)

	Course Name	Credit Hours
OTD 6331	Evidence-Based Practice	3
OTD 6350	Quantitative Research Methods	3
OTD 6200	Ethics, Service, and Multiculturalism in OT	2
OTD 6121	Fieldwork IB	1
OTD 6430	OT Across the Lifespan: Pediatric Population	4
OTD 6432	OT Across the Lifespan: Mental Health Population	4

Year 2: Semester 4 (Fall)

	Course Name	Credit Hours
OTD 7433	OT Across the Lifespan: Aging Population	4
OTD 7353	Adaptive Equipment and Patient Care Concepts	3
OTD 7350	Qualitative Research Methods	3
OTD 7212	Clinical Communications	2
OTD 7300	Fieldwork Preparation	3
OTD 7122	Fieldwork IC	1

Year 2: Semester 5 (Spring)

	Course Name	Credit Hours
OTD 7920	Fieldwork IIA	9

Year 2: Semester 6 (Summer)

	Course Name	Credit Hours
OTD 7255	Wellness and Health within the Community	2

OTD 7342	Current Policies and Social Systems Related to OT	3
OTD 7256	Faith, Health, and Quality of Life	2
OTD 7257	Servant Leadership	2
OTD 7241	Service in Occupational Therapy II	2

Year 2: Semester 7 (Fall)

Course Name		Credit Hours
<u>Module 1 (12 weeks)</u>		
OTD 7922	Fieldwork IIB	9
<u>Module 2 (4 weeks)</u>		
OTD 8360	Doctoral Capstone Project	3

Year 3: Semester 8 (Spring)

Course Name		Credit Hours
OTD 8140	Doctoral Capstone	14

Total Hours for Degree 110

Department of Physician Assistant Studies

Department Mission

The mission of Faulkner University's Department of Physician Assistant Studies is to train competent and caring medical professionals, in a Christian environment, to address the physical, mental, emotional, and spiritual needs of individuals in the communities where they live and work

Department Vision

The vision of the Department of Physician Assistant Studies is to earn a reputation as one of the leading contributors to the field of healthcare by graduating outstanding Physician Assistants, developing distinguished faculty members, and serving the local community by providing increased access to quality medical providers

Graduate Offerings

The MS in PAS consists of 105 semester hours of coursework (beyond the baccalaureate degree) taught in seven sequential semesters of 15 hours each. Program hours are a combination of didactic courses and supervised clinical practice experiences (SCPEs) to ensure students gain both knowledge and skills to become practicing clinicians. All courses are designed to meet the standards delineated by ARC-PA.

Students enter the program as a cohort. Each cohort progresses through the first four semesters together in lock step, completing 60 hours of didactic coursework in on-ground courses. In the last three semesters, students will rotate through 45 weeks—earning 45 hours of credit—of supervised clinical practice experiences (SCPEs) which will expose them to patients across the lifespan, covering acute, chronic, and emergent settings.

Graduates must pass the national licensing exam, called the PANCE, in order to become licensed physician assistants.

Program Goals

In order to fulfill our mission and achieve our vision, the PAS program has set the following goals:

1. Prepare students with the knowledge and skills necessary to deliver health care to diverse, underserved populations.
2. Train compassionate healthcare providers in a Christian environment to address the physical, mental, emotional, and spiritual needs of individuals in the communities where they live and work.
3. Model commitment to lifelong learning and professional development.
4. Train and graduate students with the knowledge and skills to be successful entry-level practitioners.
5. Promote graduates to be active in personal and professional organizations in order to be advocates for the PA profession.

Admission Requirements

1. All Physician Assistant prospective students must apply through CASPA and Faulkner University. (\$75 fee)
2. Personal Statement

3. Academic transcript(s) including evidence of an earned bachelor's degree from a regionally accredited institution, or verified US equivalency if completed internationally.
4. The following prerequisites are required:
 - a. 7-8 semester hours of general biology for science majors (lab required) 4 semester hours of microbiology (lab required)
 - b. 8 semester hours of human anatomy and physiology with lab
 - c. 8 semester hours of general chemistry for science majors (lab required)
 - d. 3 semester hours of statistics
 - e. 6 semester hours of psychology (general, abnormal, or developmental)
 - f. 1 semester hour of medical terminology
5. Undergraduate GPA of 3.0 or higher
6. Prerequisite GPA of 3.0 or higher
7. Three letters of recommendation
8. Technical ability to complete the program (See Physician Assistant Education Association (PAEA) Competencies and “Technical [Performance] Standards”)
9. Minimum of 100 Direct Patient Care Experience Hours
10. Minimum of 40 shadowing hours with a PA

Graduation Requirements

- Successful completion of all courses
- Minimum of 1,200 clinical hours.

Student Load

A student in the MS PAS program is considered full time when registered for six (6) or more credit hours. However, due to the lockstep nature of this program, the hours taken each semester must reflect those assigned to the degree plan.

Degree Plan

Course #	Semester 1 (Fall)	Hours
PAS 5500	Human Anatomy with Lab	5
PAS 5410	Foundations of Health and Disease I	4
PAS 5210	Professional Development	2
PAS 5211	Clinical and Technical Skills I	2
PAS 5111	Clinical and Technical Skills Lab I	1
PAS 5112	Pharmacology I	1
Total Hours Semester 1		15

Course #	Semester 2 (Spring)	Hours
PAS 5215	Neuroanatomy	2
PAS 5220	Foundations of Health and Disease II	2
PAS 5120	Professional Development II	1
PAS 5221	Clinical and Technical Skills II	2
PAS 5121	Clinical and Technical Skills II	1
PAS 5113	Clinical Medicine - Dermatology	1
PAS 5122	Clinical Medicine - Hematology	1
PAS 5233	Clinical Medicine - Infectious Disease	2
PAS 5244	Clinical Medicine - Pulmonology	2
PAS 5455	Behavioral Medicine and Social Sciences	4
PAS 5123	Pharmacology II	1
Total Hours Semester 2		19

Course #	Semester 3 (Summer)	Hours
PAS 5320	Foundations of Health and Disease III	2
PAS 5130	Professional Development III	1
PAS 5231	Clinical and Technical Skills III	2
PAS 5131	Clinical and Technical Skills Lab III	1
PAS 5160	Clinical Medicine - EENT	1
PAS 5270	Clinical Medicine - Neurology	2
PAS 5280	Clinical Medicine - MSK/Rheumatology	2

PAS 5490	Clinical Medicine - Cardiology/ECG	4
PAS 5128	Geriatrics	1
PAS 5132	Pharmacology III	1
Total Hours Semester 3		17

Course #	Semester 4 (Fall)	Hours
PAS 5240	Foundations of Health and Disease IV	2
PAS 5140	Professional Development IV	1
PAS 5241	Clinical and Technical Skills IV	2
PAS 5141	Clinical and Technical Skills Lab IV	1
PAS 5260	Clinical Medicine - Gastroenterology	2
PAS 5125	Clinical Medicine - Urology	1
PAS 5133	Clinical Medicine - Nephrology	1
PAS 5143	Clinical Medicine - Endocrinology	1
PAS 5250	Clinical Medicine - Women's Health	2
PAS 5217	Pediatrics	2
PAS 5142	Pharmacology IV	1
PAS 5100	Clinical Phase Preparation	1
Total Hours Semester 4		17

Course #	Semesters 5, 6, 7 (Clinical Rotations)	Hours
PAS 6508	Women's Health	5
PAS 6509	Behavioral and Mental Health	5
PAS 6510	Elective I	5
PAS 5150	Professional Development V	1
PAS 6503	Internal Medicine	5
PAS 6501	Pediatrics	5
PAS 6502	Family Medicine	5
PAS 5161	Professional Development VI	1
PAS 6504	General Surgery	5
PAS 6511	Elective II	5
PAS 6505	Emergency Medicine	5
PAS 5170	Professional Development VII	1
PAS 5099	Summative Seminar	0
Total Hours Semester 4		48

**SCPE courses may be taken in any combination and sequence throughout the clinical year.*

**Professional Development (PD) courses will be taken in numerical order with one PD course per semester.*

Curriculum	Total Credit Hours
Didactic	68
Clinical	48
Overall	116

Department of Physical Therapy

The Physical Therapy Department is housed within the College of Health Sciences at Faulkner University. The Doctor of Physical Therapy degree is a post-baccalaureate, entry level degree, that allows graduates to apply for licensure to practice as physical therapists, which is required in all states. Graduates will be prepared to practice as generalists in diverse environments and as leaders in their profession, community and as part of the interprofessional healthcare team.

Department Mission

The mission of Faulkner University's Department of Physical Therapy is to glorify God by educating the whole person to become independent physical therapy practitioners and leaders who are committed to addressing the changing needs of the individual, the profession, and a global society with compassion, integrity and best evidence in order to optimize health and movement. The department fulfills its mission

as follows:

1. Creating a collaborative, learner centered Christian environment; where every student matters everyday (PG 2)
2. Fostering innovation, creativity, and leadership; (PG 3).
3. Facilitating critical inquiry; (PG 1)
4. Developing skills for self-directed, lifelong learning; (PG 1, SG 4)
5. Cultivating mutual respect for all persons and their differences; (SG 2)
6. Providing unique opportunities to learn and practice in diverse environments and settings. (PG 3, SG1)

Department Vision

The vision of the Department of Physical Therapy is to become a destination for students and faculty who aspire to become:

1. Leaders, collaborators, and lifelong learners who strive for excellence in order to advance the science and profession of physical therapy;
2. Advocates for the profession and those it serves;
3. Servant leaders representing the hands and feet of Jesus in the community and beyond.

The Doctor of Physical Therapy is a new program in the College of Health Sciences at Faulkner University. The Doctor of Physical Therapy degree is a post-baccalaureate degree that allows graduates to apply for licensure to practice as physical therapists, which is required in all states. Graduates will be prepared to practice as generalists in diverse environments and as leaders in their profession, community and as part of the interprofessional healthcare team.

Student Learning Outcomes

Upon completion of the curriculum, students will be able to:

1. Demonstrate knowledge, skills and behaviors necessary for entry level practice of physical therapy that is legal, professional, safe, and ethical.
2. Perform a physical therapy examination using evidence-based tests and measures and evaluate examination data to make clinical judgments in order to determine a diagnosis and prognosis that guides patient management.
3. Design and implement physical therapy plans of care that are effective, safe, and based on current best evidence, and competently modify the plan of care as needed, throughout the course of interventions.
4. Demonstrate effective written, oral, verbal and non-verbal communication that is professional, accurate, culturally sensitive and congruent with the situation, audience and best evidence.
5. Demonstrate knowledge, skills, and behaviors necessary to practice independently as well as in a collaborative manner with other members of the healthcare team.
6. Practice responsibilities associated with the physical therapy profession, including community and professional service, and professional development.

Admission Requirements

Degree Requirements

Applicants must complete a Bachelor's degree from an accredited institution prior to starting the DPT program. All Physical Therapy prospective students must apply through PTCAS and Faulkner University (\$75 fee).

Prerequisite Courses

Course	Lab Requirement	Credit Hours
*Human Anatomy / A&P I with Lab	Yes	4
*Human Anatomy / A&P II with Lab	Yes	4
Biology I and II	Yes	8
General Chemistry I and II	Yes	8
General Physics I and II	Yes	8
General Psychology	No	3
Statistics	No	3
**Precalculus trigonometry or higher	No	3
English Composition I and II	No	6

All applicants must complete each of the following prerequisites with a grade of "C" or better. However, a "B" or better is strongly recommended. Applicants may choose to repeat a course; however, the grades will be averaged and only the first retake will be used.

*Course must be in department of biology, neuroscience, anatomy, physiology (not kinesiology).

**This course will be waived for any student who can demonstrate through the course description and syllabus that the content was taught inside their physics course.

All science courses must be taken within 10 years of the admission cycle year. Credit for courses older than 10 years may be made through validation by examination or other appropriate mechanism. All courses must also be from an accredited institution.

GPA requirements

Applicants must have a minimum prerequisite grade point average (GPA) of 3.0 or greater on a 4.0 scale as well as at least a 3.0 GPA in the last 60 hours of academic coursework. Overall GPA will also be considered; therefore it is strongly recommended that the overall GPA be at least a 3.0 as well. Graduate work is not used to calculate GPA.

Official Test Scores

All applicants are strongly encouraged to take the Graduate Record Examination (GRE) within 5 years of the admission cycle year. While there is no minimum score required, scores are considered along with other data in the application. We recommend that all students take the GRE in order to supplement their application.

Letters of Recommendation

Two letters of recommendation are required with the application. One must be from a professor who can speak to your academic ability to matriculate successfully through a graduate professional program. The other must be from a licensed physical therapist who can speak to your professional demeanor, ability to function in a complex environment, communicate effectively, and collaborate with others.

Observation Hours

Applicants are required to complete a minimum of 40 hours of observation of physical therapy services within the past two years of the admission cycle year. These observation hours must occur in a minimum of 2 different settings (outpatient, acute care, home health etc.).

Interview

Successful completion of an admission interview. Applicants are selected for interviews based on a holistic evaluation of their application and supporting materials. Submission of all required application material does not guarantee an interview.

Additional Requirements

The holistic evaluation process includes review of leadership activities, community service, advanced education and patient care experiences. Students are strongly encouraged to spend time observing physical therapists in various practice settings in order to gain an understanding of the profession. Both observation hours and employment in a clinical facility will be considered.

****Completion of minimum requirements does not guarantee admission. The Faulkner*

University PT Program Admissions Process is a competitive process; final decisions for admission are based on the recommendations of the Admissions Committee.

Graduation Requirements

In order to qualify for the Doctor of Physical Therapy Degree, the following conditions must be met:

1. The student must complete all requirements of Faulkner University for graduation, including no outstanding financial obligations, and grades must be assigned in every course.
2. The student must successfully complete all of the Physical Therapy required courses in the curriculum with a grade of “C” or better and a cumulative 3.0 GPA or higher. This expectation includes completing all Individual Development Contracts (IDCs) and Remediation Plans.
3. The student must earn a rating of entry level or above on all components of the CPI at the completion of their clinical experiences.
4. The student must be recommended for graduation by the Department of Physical Therapy Faculty.

Degree Plan

PHT 6520 Basic Science I
PHT 6312 Movement Science I
PHT 6210 Introduction to the Clinical Sciences
PHT 6224 Exercise Physiology
PHT 6350 Principles of Clinical Practice I
PHT 6222 Pathology and Medical Management I

PHT 6421 Basic Science II
PHT 6351 Principles of Clinical Practice II
PHT 6313 Movement Science II
PHT 6211 Basic Examination
PHT 6323 Pathology and Medical Management II
PHT 6230 Professionalism and Leadership I

PHT 6214 Movement Science III
PHT 6480 Foundation of Clinical Sciences: Physical Therapy Through the Lifespan IA
PHT 6581 Foundation of Clinical Sciences: Physical Therapy Through the Lifespan II
PHT 7282 Foundation of Clinical Sciences: Physical Therapy Through the Lifespan IIIA
PHT 6340 Evidence Based Practice I

PHT 7200 Integrated Clinical Experience
PHT 7273 Advanced Clinical Sciences: Pediatrics
PHT 7371 Advanced Clinical Sciences: Neurological Rehabilitation
PHT 7360 Advanced Clinical Sciences: Clinical Reasoning in Rehabilitation
PHT 7480 Foundation of Clinical Sciences: Physical Therapy Through the Lifespan IB
PHT 7233 Spiritually Integrated Physical Therapy

PHT 7483 Advanced Clinical Sciences: Physical Therapy Management of the Spine
PHT 7382 Foundation of Clinical Sciences: Physical Therapy Through the Lifespan IIIB
PHT 7201 Community Health
PHT 7361 Advanced Clinical Sciences: Inpatient Rehabilitation
PHT 7190 *Elective*
PHT 7384 Advanced Clinical Sciences: Primary Care

PHT 7202 Experiences in Clinical Practice
PHT 7362 Advanced Clinical Sciences: Outpatient Rehabilitation
PHT 7385 Advanced Clinical Sciences: Special Populations
PHT 7232 Professionalism and Leadership II
PHT 7141 Evidence Based Practice II

PHT 8590 Experiential Learning I
PHT 8591 Experiential Learning II

PHT8135 Professional Seminar
PHT 8142 Evidence Based Practice III

PHT 8692 Experiential Learning III OR:
PHT 8392 Experiential Learning III A
PHT 8393 Experiential Learning III B

Students will be enrolled in either PHT 7200, 7201 and 7202 in the Fall, Spring or Summer of year 2.

Department of Speech Language Pathology

Department Mission

The mission of Faulkner University's Department of Speech-Language Pathology is to prepare students, through excellence in instruction, research, and clinical practice, to be leading speech- language pathologists who glorify God by serving others.

Department Vision

The Faulkner University Department of Speech-Language Pathology will earn the reputation of a leading contributor to the field of speech language pathology by:

- graduating outstanding speech-language pathologists,
- developing distinguished faculty members,
- generating relevant research, and
- serving the local community with excellent therapy services

Graduate Offerings

The Master of Arts and Master of Science degree in Speech-Language Pathology prepares students for clinical and supervisory positions as speech language pathologists (SLPs) in healthcare and education. Through skillful leadership and individualized instruction, graduate students develop competency as speech-language pathologists and are prepared to:

- Assess and treat individuals with a wide range of communication disorders and feeding and swallowing disorders.
- Counsel families, educators and other professionals on how to interact effectively with children and adults who use sign language, hearing aids, augmentative communication systems or similar supportive technology, alternate means of feeding/nutrition, and tracheostomies.
- Work collaboratively with school and medical interdisciplinary teams.

The graduate program offers 2 tracks, the Master of Arts (online and on-ground) and the Master of Science (only on-ground). The academic and clinical requirements are identical for both tracks. The MA program will culminate with an evidence-based practice portfolio in which the student delves into the existing literature and learns to apply it in clinical cases, and comprehensive exam. The MS will culminate with a thesis

in which the student conducts a publishable research study and is required to present it at a reputable conference, per thesis chair discretion. Candidates who are interested in pursuing the thesis option must have a score of 3 or greater on the writing section of the GRE and must meet with potential thesis advisor to determine whether the thesis is a viable option for the student. Candidates who complete the thesis option will also be required to submit the final thesis for presentation at a conference at the discretion of the Thesis Supervisor. Graduates of both tracks must pass the national Praxis Examination in order to become licensed, certified SLPs. However, this exam is not a requirement for graduation.

Program Goals

In order to fulfill our mission and achieve our vision, the SLP program has set the following goals:

1. Prepare students to become “generalist” clinicians with the knowledge and skills to competently manage diverse caseloads.
2. Teach students to become “scientist” clinicians who apply the principles of EBP to every patient. Train students to serve others by using the knowledge and skills they have acquired.
3. Maintain student outcome data for timely graduation, Praxis passing score rate, and employment within 1 year of graduation at 85% or above.

Admission Requirements

- Graduate application: All Speech Language Pathology prospective students must apply through CSDCAS and complete the supplementary Faulkner University application.
- Letter of introduction: submitted through CSDCAS; the letter should be written to introduce the student, address why the student wants to be an SLP, and why the student would like to attend Faulkner’s program.
- Academic transcript indicating an earned bachelor's degree from an accredited institution – submitted through CSDCAS
- Evidence of successful completion of academic coursework in:
 - Biological science
 - Physical science (physics or chemistry)
 - Social/behavioral science

- Statistics
- A CSD/SLP undergraduate degree or academic coursework/leveling coursework in:
 - Normal language development
 - Phonetics
 - Anatomy and physiology of speech and hearing
 - Speech science
 - Phonological and articulation disorders
 - Language disorders
 - Audiology
- All SLP prerequisite courses and statistics must be taken within 10 years of the admission cycle year unless the applicant has been working in the field of SLP. All courses must also be from an accredited institution.
- Undergraduate GPA of 3.0 or higher as calculated by CSDCAS
- SLP GPA of 3.0 or higher as calculated by CSDCAS
- Three letters of recommendation (1 of which must stem from an academic source at the undergraduate level; exceptions will be made in extreme extenuating circumstances)
- Signed Essential Functions document
- Qualified applicants will undergo an interview, which will be conducted via teleconference (i.e., Zoom, Google Meet). Applicants are selected for interviews based on a holistic evaluation of their application and supporting materials. Submission of all required application material does not guarantee an interview.
- Submission of evidence of completion of 25 guided observation hours under an ASHA certified SLP who has the ability to supervise
- No transfer credit hours are allowed

Additional Requirements

The holistic evaluation process includes a review of both academic and nonacademic factors. No one factor guarantees admission into the program. These include leadership activities, community service, advanced education, and patient care experiences. Students are strongly encouraged to spend time observing speech pathologists in various practice settings in order to gain an understanding of the profession. Both observation hours and employment in a clinical facility will be considered.

Graduation Requirements

- Completion of all courses with a “B” or higher and an overall GPA of 3.0 or higher
- Minimum of 375 clinical clock hours (plus 25 guided observation hours under an ASHA certified SLP who has the ability to supervise)
- All coursework must be completed at Faulkner; no transfer credit is allowed.
- Passing grade on Thesis (MS track) or EBP Portfolio (MA track)
- Passing score on Comprehensive Exam (MA track only)
- Passing grade on SLO 5 Portfolio
- Meet ASHA’s Standards I-V for CCC-SLP per the Standards for CCC-SLP Tracking Form

Degree Plan

Course Number	Course Name	Credit Hours
<i>Fall 1</i>		
SLP 6320	Advanced Speech Sound Disorders	3
SLP 6351	Neurogenic Disorders I	3
SLP 6280	Research Methods	2
SLP 6360	Dysphagia - Adult	3
SLP 6391	Clinical Methods Practicum I	3
<i>Spring 1</i>		
SLP 6352	Neurogenic Disorders II	3
SLP 6310	Advanced Child Language Disorders	3
SLP 6330	Voice and Resonance Disorders	3
SLP 6365	Dysphagia - Pediatric	3
SLP 6392	Clinical Methods Practicum II	3
<i>Summer 1</i>		
SLP 6205	Augmentative and Alternative Communication	2
SLP 6215	Autism and Social Communication	2
SPL 6270	Aural Rehabilitation	2
SLP 6240	Fluency Disorders	2
SLP 6393	Clinical Methods Practicum III	3
<i>Fall 2</i>		
SLP 6991	Internship 1 (off-campus)	9

SLP 6381	Research Experiences in SLP (off-campus)	3
SLP 6101	Praxis Preparation	1
<i>Spring 2</i>		
SLP 6992	Internship 2	9
SLP 6382	Research Experiences in SLP (off-campus)	3
SLP 6120	Professional and Contemporary Issues	1
Total Hours Needed to Graduate		66

PhD in Health Sciences

Program Mission

The mission of Faulkner University is to glorify God through education of the whole person, emphasizing integrity of character in a caring, Christian environment where every individual matters every day. The mission of Faulkner University's College of Health Science is to train competent and compassionate healthcare professionals who use current knowledge and best practices to glorify God by being the hands and feet of Christ to the community.

Program Goals

The goals of the program are to prepare doctoral level health science professional to:

1. advance quality healthcare through novel research (SLOs 1, 2, and 4)
2. promote interprofessional evidence based practice (SLOs 4 and 5)
3. assume leadership roles in academic and clinical settings (SLOs 3 and 4)

Program Student Learning Outcomes

Graduates of the interdisciplinary PhD program in Health Sciences will be able to:

1. Identify, appraise, synthesize, and ethically apply existing high-quality literature
 - a. HS8301, HS8302, HS8303, HS8304, HS8305, HS8306, HS8309
2. Design, conduct, and analyze an original and ethical research project
 - a. HS9301, HS9302, HS9303, HS9304, HS9305,
3. Articulate ethical decision-making, global thinking, and leadership skills in the roles of researcher, administrator, clinician, and/or educator
 - a. HS8302, HS8306, HS8307, HS8310

4. Apply effective written and oral communication skills to function in academic and clinical environments
 - a. HS8301, HS8302, HS8303, HS8305, HS8306, HS8307, HS8308, HS8310
5. Collaborate on multidisciplinary teams to engage in effective interprofessional education, research, and practice
 - a. HS8301, HS8302, HS8303, HS8305, HS8306, HS8307, HS8309, HS8310

Program Description

The PhD in Health Sciences is an accelerated, fully online doctoral program designed to prepare healthcare practitioners for advanced roles in administrative, academic, and clinical environments. The program challenges the student to examine the current state of healthcare both locally and globally; apply sophisticated knowledge of research design, biostatistics, and epidemiology to the literature of their core discipline; develop ethical leadership skills for inter-professional environments; and design and conduct original research in healthcare.

This fully online graduate program consists of 10 didactic courses totaling 30 credit hours, followed by 5 dissertation courses totaling 15 credit hours. Students can complete the didactic phase in just 1 year, and the dissertation phase in as little as 6 months. Students may begin the program at 10 entry points during the year. The program is designed to allow working healthcare professionals to complete their degree while maintaining their full-time jobs.

Admission Requirements

Prospective students who wish to enroll in the PhD HS program must meet the following admission requirements:

1. A completed graduate application
2. A graduate degree (such as a master's or clinical doctorate) with a minimum 3.0 GPA from an accredited university in a field related to health sciences
3. Official transcripts from all institutions attended must be submitted. Official (unopened) transcripts must be received. Hand-delivered copies, photocopies, and printouts of a grade report are not acceptable.
4. A resume which includes both education and work experience.
5. A letter of intent summarizing your career, goals for pursuing a PhD, and research interest areas.
6. Three letters of recommendation from a combination of former professors and work supervisors

Any exceptions to the admissions criteria above are considered by the PhD HS program and the administration of the College of Health Sciences.

Graduation Requirements

To graduate from the PhD HS program, students must have successfully completed the program with:

1. A grade point average of 3.0 or higher.
2. No more than 3 “C” grades and no grade of “D” or “F” in the entire program of study. Unacceptable examples include, but are not limited to:
 - a. If a student earns a fourth course grade of “C” or any grade of “D” or “F”, the student may have 1 opportunity to re-take the course and replace the grade. The student may not re-take a course a third time, or re-take 2 different classes to replace grades.
3. Earn a “pass” on the final dissertation (this includes the written document and the dissertation defense).
4. No holds on any financial accounts. All financial accounts must be cleared by the Student Accounts and/or Financial Aid offices prior to receiving a diploma.
5. Students must complete the process of applying for graduation in order to have their degree conferred and receive a diploma.

Degree Plan

Fall		Hours
HS 8301	Evidence-Based Practice	3
HS 8302	Bioethics in Clinical Practice and Research	3
HS 8303	Single-Subject Research Designs	3
Spring		
HS 8304	Clinical Statistics	3
HS 8305	Quantitative Research Models	3
HS 8306	Leadership in Healthcare and Academia	3
HS 8307	Health Promotion & Disease Prevention	3
Summer		
HS 8308	Grants and Publication	3
HS 8309	Qualitative Research Methods	3

HS 8310	Instructional Methods for Health Professionals	3
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Dissertation Phase

HS 9301	Dissertation 1	3
HS 9302	Dissertation 2	3
HS 9303	Dissertation 3	3
HS 9304	Dissertation 4	3
HS 9305	Dissertation 5	3

Doctor of Health Science (DHSc)

Program Mission

The mission of Faulkner University is to glorify God through education of the whole person, emphasizing integrity of character in a caring, Christian environment where every individual matters every day. The mission of Faulkner University's College of Health Science is to train competent and compassionate healthcare professionals who use current knowledge and best practices to glorify God by being the hands and feet of Christ to the community.

Program Goals

The goals of the program are to prepare doctoral level health science professionals to:

1. Advance quality healthcare through novel research (SLOs 1, 2, and 4)
2. Promote interprofessional evidence based practice (SLOs 4 and 5)
3. Assume leadership roles in academic and clinical settings (SLOs 3 and 4)

Program Student Learning Outcomes

Graduates of the interdisciplinary DHSc program will be able to:

- Identify, appraise, synthesize, and ethically apply existing high-quality literature
 - HS8301, HS8302, HS8303, HS8304, HS8305, HS8306, HS8309
- Design, conduct, and analyze an original and ethical applied research project
 - HS9301, HS9302, HS9303, HS9304, HS9305

- Articulate ethical decision-making, global thinking, and leadership skills in the roles of
- researcher, administrator, clinician, and/or educator
 - HS8302, HS8306, HS8307, HS8310
- Apply effective written and oral communication skills to function in academic and clinical
- environments
 - H8301, HS8302, HS8303, HS8305, HS8306, HS8307, HS8308, HS8310
- Collaborate on multidisciplinary teams to engage in effective inter-professional

Admission Requirements

1. A completed graduate application
2. A graduate degree (such as a master's or clinical doctorate) with a minimum 3.0 GPA from an accredited university in a field related to health sciences
3. Official transcripts from all institutions attended must be submitted. Official (unopened) transcripts must be received. Hand-delivered copies, photocopies, and printouts of a grade report are not acceptable.
4. A resume which includes both education and work experience.
5. A letter of intent summarizing your career, goals for pursuing a DHSc, and research interest areas.
6. Three letters of recommendation from a combination of former professors and work supervisors.

Graduation Requirements

To graduate from the DHSc HS program, students must have successfully completed the program with:

1. A grade point average of 3.0 or higher.
2. No more than 3 "C" grades and no grade of "D" or "F" in the entire program of study.
 - a. Unacceptable examples include, but are not limited to:
 - i. *If a student earns a fourth course grade of "C" or any grade of "D" or "F", the student may have 1 opportunity to re-take the course and replace the grade. The student may not re-take a course a third time, or re-take 2 different classes to replace grades.
3. Earn a "pass" on the final capstone (this includes the written document and the capstone presentation).

4. No holds on any financial accounts. All financial accounts must be cleared by the Student Accounts and/or Financial Aid offices prior to receiving a diploma.

Students must complete the process of applying for graduation in order to have their degree conferred and receive a diploma.

Degree Plan

Fall		Hours
HS 8301	Evidence-Based Practice	3
HS 8302	Bioethics in Clinical Practice and Research	3
HS 8303	Single-Subject Research Designs	3
Spring		
HS 8304	Clinical Statistics	3
HS 8305	Quantitative Research Models	3
HS 8306	Leadership in Healthcare and Academia	3
HS 8307	Health Promotion & Disease Prevention	3
Summer		
HS 8308	Grants and Publication	3
HS 8309	Qualitative Research Methods	3
HS 8310	Instructional Methods for Health Professionals	3
Capstone Phase		
HS 9307	Capstone 1	3
HS 9308	Capstone 2	3
 Total Hours		 36

FAULKNER ONLINE

Faulkner University's online programs provide more than just a degree. Each curriculum is inspired by the school's mission and values, which stay true to the university's proudly Christian heritage. No matter what sort of subject matter your courses cover, our institution's deep-rooted Christian ideals will be instilled throughout.

Therefore, in order to complement our extensive list of on-campus programs, we're proud to offer students the following array of degree programs that can be completed online. Any residency requirements will be specified in the degree's catalog section. Each program provides a flexible, individualized experience, an in-depth curriculum and the same quality of education for which our on-campus programs are known.

Undergraduate Offerings

Associate of Arts, Associate of Science in Liberal Arts – Emphasize the importance and versatility of a liberal arts education. The degrees allow students to obtain a post-secondary credential while preparing them for entrance to the University's various bachelor degree programs.

Associate of Science in Computer Information Science – Emphasizes the importance and versatility of a liberal arts education. The program provides a solid foundation in computer programming language and paradigms like object-oriented, visual, and database concepts.

Bachelor of Arts in Biblical Studies – Provides students the opportunity to deepen their Bible knowledge, to develop skills in studying and understanding God's word, and to gain tools to better serve Christ. You can combine your heart for the Bible and God's people with abilities to better serve in God's kingdom.

Bachelor of Arts in Humanities – Helps students explore what it means to be truly human. The degree includes courses in philosophy, literature, the arts, foreign languages, and the cultural heritage of the West.

Bachelor of Science in Business – Provides a versatile academic foundation in a range of business and management topics, as well as four different elective areas. The program surveys accounting, economics, and marketing while examining Christian values and ethics in business, as well as international culture to round out your business skills.

Bachelor of Science in Counseling Psychology – Guides students through both psychology and counseling courses to help prepare them for careers in counseling, psychology, human services, and some areas of ministry. This degree is also a good choice for students who plan to pursue a graduate degree in counseling or marriage and family therapy.

Bachelor of Criminal Justice – A degree-completion program specifically designed for current professionals seeking to advance their careers. The program enhances field knowledge in various areas, including law enforcement, corrections, and legal and private security. It also supports professional development through continued learning.

Bachelor of Fire Science Management – A degree-completion program specifically designed for current professionals seeking to advance their careers. The program enhances field knowledge in various areas to meet the demands of first responders and emergency personnel. It also supports professional development through continued learning.

Bachelor of Science in Forensic Psychology – Provides students with the core competence in psychology and is specifically designed for students who desire to work in areas of law enforcement, legal systems or with rehabilitation and correction of juvenile and adult offenders. The degree includes a selection of courses in criminal justice to provide students with knowledge in the area of forensics and criminal justice to apply to the core psychology learned in the program.

Bachelor of Science in General/Clinical Psychology – Helps students explore a variety of interests in psychology as well as prepare those who are looking to pursue further graduate studies in psychology or research. The degree offers many elective options and includes courses to prepare students with a broad range of skills in psychology.

Bachelor of Science in Health & Rehabilitation Psychology – Geared toward students interested in working in psychology areas of health and rehabilitation. It combines studies in areas of psychology with additional science requirements to give students a well-rounded knowledge of both the mind and body and how they work together.

Bachelor of Science in Sports Psychology – Prepares students to be qualified professionals with professional sports franchises, gyms, athletic clubs, high school or college athletic programs, and fitness training centers. The degree can also become sports or lifestyle coaches, athletic directors, or exercise program coordinators.

Bachelor of Science in Human Resource Management – In a business world of globalization, outsourcing, and constant technological change, education and flexibility have never been so vital. HRM is a degree completion program that combines both, in a degree designed for the working adult.

Graduate Offerings

Master of Arts in Biblical Studies – Reflects the University's efforts to study and communicate the knowledge of God's Word and foster professionals with a deep understanding of Christian principles and ethics. The program provides strong preparation for effective church service and a solid foundation for additional training in biblical studies and practices.

Master of Arts in Family Life Ministry – Equips students to provide family life education programs and interventions designed to improve the functioning of children and their families, to strengthen interpersonal and family relationships, and to solve personal and family problems.

Master of Arts in Humanities – Prepares great leaders and thinkers using the same core Christian principles and ethics in instruction and course structure as the University's Honors College. The program helps students think critically, creatively, and analytically to understand the relationship of Christian thought to the themes of the Great Books and the Great Tradition.

Executive Master of Business Administration – Provides students with the knowledge and skills needed to advance in the business world. This innovative, executive program prepares students to make a difference at the executive level within for-profit and nonprofit organizations, or wherever they are called to serve.

Master of Education in Elementary Education – Earns the candidate a Traditional Class A certificate with required school field experiences. The degree blends professional courses with teaching field courses for a balanced curriculum and familiarizes students with the technology of learning, philosophy, and ethics as it applies to the elementary classroom.

Master of Education in Curriculum and Instruction – Allows students to learn the skills and values that will enhance your career. Our curriculum combines professional courses with teaching field courses for a well-rounded curriculum. As a result, you

become a more efficient, effective educator, with enhanced abilities to lead classrooms and design school curricula.

Master of Education in School Counseling – Prepares students to adequately serve youth with the professional tools necessary to assist with social, academic and family situations.

Master of Education in Elementary Education (Alternative A Certification) – The route for those with degrees in other areas to move into the education field through ALSDE elementary certification. In addition to classroom work, a higher degree in education opens up doors across the field for additional opportunities.

Master of Education in Social Science with Secondary Education (Alternative A Certification) – The route for those with degrees in other areas to move into the education field through ALSDE certification. In addition to classroom work, a higher degree in education opens up doors across the field for additional opportunities.

Master of Education in English with Secondary Education (Alternative A Certification) – The route for those with degrees in other areas to move into the education field through ALSDE certification. In addition to classroom work, a higher degree in education opens up doors across the field for additional opportunities.

Master of Justice Administration – Prepares students for career advancement within their chosen criminal justice field through the acquisition of new skills and superior knowledge. The program strengthens students in various areas related to justice administration.

Master of Science in Clinical Mental Health Counseling – Bridges traditional academia with practical experiences and explores various areas of counseling and mental health while integrating Christian principles to the profession. The program has been developed to meet the state and national regulatory criteria, leading to licensure and certification of professional counselors.

Master of Science in Management – Provides a strategic management perspective, applies leading-edge management theory to real-world problems and issues, and addresses ethical issues vital to today's business infrastructure. It focuses on teamwork and the empowerment process by providing a dynamic forum for new ideas and broadened perspectives. Qualified individuals, willing to accept an academic and knowledge-building challenge, will find this program to be one of their best lifetime investments.

Master of Science in Psychology (General Track) – An excellent choice for students who want to continue their education and skill set in psychology and other human services fields, or who want to begin their career in an area that emphasizes working with people including mental health, human services, law enforcement, public relations, business, military, ministry, and social services.

Master of Science in Psychology (Disability Services Track) – Prepares students to provide and coordinate services and accommodations for the disabled, disadvantaged, and other special needs populations, meet legal and facility requirements for accommodations, and advocate for the disabled in society, employment, and public access

Graduate Certificate in Disability Services – Provides skills and knowledge related to the provision of disability services for those whose career aspirations do not require the complete master's degree in disability services.

Master of Theology – Provides further preparation for teaching, scholarly enhancement of ministry, or additional progress toward graduate study at the doctorate level. It is often a helpful, intermediate step between a first graduate degree in a ministerial or related field and the doctorate.

Doctor of Philosophy in Biblical Studies – Prepares well trained, morally oriented, and ethically driven scholars for their chosen fields. The program provides students essential knowledge in key areas of biblical studies and prepares them for scholarly endeavors.

Doctor of Philosophy in Humanities – Provides an academic path to a career in Christian education and offers a challenging opportunity for students to expand their minds and experiences. Rooted in the Great Tradition of the Western World, the curriculum follows the Great Books to facilitate students' intellectual and spiritual engagement.

Even when offered online, each degree program and course is housed within its respective academic unit.

The Faulkner Online homepage is at <https://www.faulkner.edu/online/>. For assistance with matters related to online classes, please contact the relevant degree program director or onlinesuccess@faulkner.edu.

COURSE DESCRIPTIONS

Courses are grouped alphabetically by department.

Bible

BFAM 5150 Orientation to Graduate Family Studies

An orientation to major bibliographical and reference sources relevant to the discipline of family studies and to religious literature pertinent to family life ministry. An orientation to the professional publication manual (APA) and other guidelines needed for effective writing of graduate-level research papers. Must be completed within the first six hours of one's program. Offered on demand.

BFAM 5360 Family Dynamics: Theoretical Foundations

This course examines a variety of theoretical and conceptual frameworks which can be utilized to describe and explain the dynamics of human development, human behavior and interpersonal relationships in the context of family life in order to facilitate optimal individual and family functioning over the life course. Offered fall of odd years.

BFAM 5362 Family Life Ministry: Contexts and Methods

This course examines family life ministry including the challenges of ministry to contemporary families by exploring the historical, sociological, theological, and biblical contexts of ministry and the methodologies of family life ministry/education. Offered spring of even years.

BFAM 5364 Family Life Cycle: Diversity and Complexity

This course examines the process of change in couples and families as they move across various stages of the family life cycle with an emphasis on a diversity of family forms in society and the unique challenges thereof. Offered spring of odd years.

BFAM 5370 Marital and Family Strengths

This course explores the history of family strengths research and examines the contributions of contemporary researchers to the study of how families succeed. The course examines the formation of a healthy personal identity, the process of mate selection, and the building of a strong marriage and faithful family all in accordance with God's design. Offered spring of even years.

BFAM 5372 Parent and Character Education

This course provides a comprehensive model for effective parenting and character development of children including the etiology of child behaviors, dysfunctional parenting styles, and mechanisms of behavior change. Offered fall of even years.

BFAM 5374 Human Intimacy and Sexuality

This course examines sexual development and behavior from a biblical and biopsychosocial perspective with an emphasis on healthy versus unhealthy sexual attitudes and behaviors. Students are equipped with an ability to address a multitude of sexual issues in a variety of life and cultural contexts. The spiritual meaning of human sexuality including sex as a place of spiritual warfare is explored. Offered spring of odd years.

BFAM 5376 Men in Contemporary Society

This course examines a social/cultural definition of masculinity as compared to a biblical model of masculinity with an emphasis on the role of men as spiritual leaders in the context of marriage and family life (i.e., men as husbands and fathers). Offered fall of even years.

BFAM 5378 Personal and Family Finances

This course provides students with effective money and resource management skills including a biblical perspective of family finances, work, and resource management relevant to both their professional and personal interests. Offered summer of even years.

BFAM 5380 Christian Counseling: The Skilled Helper

This course is designed to introduce students to the field of Christian counseling and basic counseling skills. Biblically-based foundations and approaches to counseling will be examined and students will have an opportunity to develop skills related to active listening, reflecting emotions accurately, joining with a client, asking a variety of questions, and distinguishing between content and process. Offered summer of even years.

BFAM 5382 Counseling Families in Crisis

This course equips students to work effectively with children and families that are experiencing stress and crises for which church and community resources are designed and employed as interventions. Offered summer of odd years.

BFAM 5384 Couple, Family, and Church Assessments

This course introduces students to a variety of models and tools utilized to assess individual, couple, parent-child, family, and church functioning. Offered summer of odd years.

BI 5089 Comprehensive Examination

A synthesis of the MA(BS) curriculum through written and oral examinations. Offered on demand

BI 5090 Comprehensive Examination

A synthesis of the MACM curriculum through written and oral examinations. Offered on demand

BI 51002 Orientation to Biblical Literature

A survey of the Old and New Testaments, giving special attention to providing a contextual framework of the biblical literature. Offered every semester.

BI 51003 Orientation to Critical Studies

A survey of the critical issues in biblical studies, giving special attention to particular scholars, critical terms, and historical developments within the field of biblical studies. Offered every semester.

BI 5300 Introduction to Graduate Biblical Studies

Systematic examination of major bibliographical and reference sources in the area of religious literature needed for effective research and writing. Includes instruction in basic biblical and theological research methods and the writing of graduate level research papers. Must be completed within the first 12 hours of the program. Offered every fall and spring.

BI 5301 Biblical Interpretation

A study of the basis, history, methods and art of biblical interpretation. Attention is given to grammatico-historical exegesis, biblical criticism, interpretation of narrative, recent hermeneutical trends and twenty-first century application. Offered in conjunction with PhD course BI 7310 Advanced Studies in Biblical Hermeneutics. Offered every spring.

BI 5305 Advanced Introduction to the Old Testament

A general introduction to the Old Testament and a special introduction to each section and each book. Special attention is given to revelation, inspiration, canonicity, manuscripts and versions. Attention is given to authorship, date,

background, interpretations and critical problems of each book. Offered fall of even years.

BI 5306 Old Testament Theology

A systematic study of the major doctrinal themes of the Old Testament. Offered spring of odd years.

BI 5307 Readings in the Hebrew Old Testament

Selected readings in the Hebrew Old Testament with special attention to syntax and vocabulary building. Offered every fall.

BI 5308 Exegesis of the Hebrew Bible

The interpretation of selected passages from the Hebrew Bible with specific attention to methods and tools for Hebrew language exegesis. **Prerequisite:** BI 5307 Readings in the Hebrew OT – or permission of instructor. Offered every spring.

BI 5309 Seminar in Select Old Testament Text

Research and discussion on a selected Old Testament book(s) or type(s) of Old Testament literature. Offered in conjunction with PhD OT Textual Seminar. Offered every spring.

BI 5310 Seminar in Elective Old Testament Text

Like BI 5309, but with the choice of different Old Testament selections. **Prerequisite:** Consent of instructor. Offered in conjunction with PhD Old Testament Textual Seminar. Offered every spring.

BI 5312 Studies in the Intertestamental Literature

An exegetical and theological examination of the books of the Old Testament Apocrypha and Pseudepigrapha and their relation to the Old Testament canon. Offered every summer.

BI 5314 Biblical Aramaic

A study of elementary biblical Aramaic with special attention to grammar, syntax and vocabulary building. Introduction to the syntax of the language followed by reading the Aramaic portions of the Hebrew Bible. **Prerequisite:** BI 5307 Readings in the Hebrew OT – or permission from the instructor. Offered every summer as an intensive course.

BI 5318 Studies in Biblical Backgrounds

A study of the historical, social, political, and religious backgrounds that intersect with the biblical text. Special emphasis will be given to the impact of the history and literature of the ancient Near East and the Greco-Roman period upon the culture and theology of ancient Israel and the early church. Offered in conjunction with PhD course BI 7312 Advanced Studies in Biblical Backgrounds. Offered every spring.

BI 5320 Advanced Introduction to the New Testament

A general introduction to the New Testament and a special introduction to each section and each book. Special attention is given to revelation, inspiration, canonicity, manuscripts and versions. Attention is given to authorship, date, background, interpretations and critical problems of each book. Offered fall of odd years.

BI 5321 New Testament Theology

An in-depth thematic study of major doctrinal themes in the New Testament. Offered spring of even years.

BI 5322 Readings in the Greek New Testament

Selected readings from the Greek New Testament emphasizing vocabulary, grammar and syntax. Offered every semester.

BI 5323 Exegesis of the Greek New Testament

The interpretation of difficult passages of the New Testament with an emphasis on history, methods and tools of New Testament exegesis. **Prerequisite:** BI 5322 Readings in the Greek NT– or permission from instructor. Offered every spring.

BI 5324 Seminar in Select New Testament Text

Research and discussion on a selected New Testament book(s) or type(s) of New Testament literature. Offered in conjunction with PhD New Testament Textual Seminar. Offered every fall.

BI 5325 Seminar in Elective New Testament Text

Like BI 5324, but with the choice of different New Testament selections. **Prerequisite:** Consent of instructor. Offered in conjunction PhD New Testament Textual Seminar. Offered every spring.

BI 5328 Biblical Hebrew I

A study of elementary biblical Hebrew with special attention to grammar, syntax and vocabulary. Reading of simple prose sections of Hebrew Bible. Offered every spring as an intensive course.

BI 5329 Biblical Hebrew II

A continuation of BI 5328—A study of elementary biblical Hebrew with special attention to grammar, syntax and vocabulary. Reading of simple prose sections of Hebrew Bible. **Prerequisite:** 5328 Biblical Hebrew I. Offered every spring as an intensive course.

BI 5330 Introduction to Akkadian

A study of elementary Akkadian with special attention to grammar, syntax and vocabulary. **Prerequisites:** BI 5307 Readings in the Hebrew OT and BI 5308 Exegesis of the Hebrew Bible. Offered every summer.

BI 5332 Elementary NT Greek I

A study of elements of NT Greek with emphasis on grammar, syntax and vocabulary. Offered every fall as an intensive course.

BI 5333 Elementary NT Greek II

A continuation of BI 5332—A study of elements of NT Greek with emphasis on grammar, syntax and vocabulary. Offered every fall as an intensive course.

BI 5353 Supervised Practice of Ministry

Supervised ministry experience within the local church that provides practical experience and application of new insights gained through classroom and library research in ministry. Offered on demand.

BI 5366 The Gospel and Islam

An advanced study of Islam and the application of missiological principles in the formulation of the gospel message to the Muslims, including a history of Christian missions to Muslims and the current status of Muslim evangelization. Offered summer of even years.

BI 5367 World Religions

This course will provide a historical survey of the origin and development of major world religions, highlighting their worldviews, beliefs and practices with an

emphasis on their comparison with Christian beliefs and practices. Offered summer of odd years.

BI 5395 Thesis Proposal

Initial step in formulating a research topic, methodology, bibliography, and research proposal. Students will also submit a draft of chapter one of the thesis, which includes a review of literature. Offered on demand.

BI 5396 Thesis – Research and Writing

Continuation of thesis process begun in BI 5395. Students will write draft chapters of the thesis (redrafting allowed). Students may, with the director's approval, continue research and drafting of various chapters of the thesis for up to four semesters. Pre-requisite: BI 5395 Thesis Proposal. Offered on demand.

BI 7100 Introduction to Post-graduate Biblical Studies

An introduction to postgraduate work in biblical studies. The course focuses on tools, resources, and processes that provide a strong foundation for work in biblical studies at the postgraduate level. Students entering in the fall take BI 7100 the prior summer. Students entering in the spring take BI 7100 the prior fall. Students must successfully complete BI 7100 before enrolling in a textual elective seminar. Offered in module 2 of every summer and fall. Students may register late up until the end of the 15th day before the end of module 2.

BI 7301 Biblical Scholarship and Christian Ministry

This course is an advanced study of the inter-relationship of academic research and Christian ministry. The course also orients new students to the doctoral program and to advanced research methods in biblical studies. Offered every fall.

BI 7310 Advanced Studies in Biblical Hermeneutics

This course analyzes the principles of interpretation as they relate to ascertaining the meaning of the biblical text and its application to the contemporary world. Content includes evaluation of hermeneutical methods employed by both ancient and modern scholars (rabbinical, classical, modern, and post-modern). The course also explores ways genre recognition (e.g., law, narrative, parable, epistle, apocalyptic, etc.) affects the hermeneutical process. Offered every spring.

BI 7312 Advanced Studies in Biblical Backgrounds

This course is a study of the history, cultures, languages, literatures, and religions of the ancient Near East from 3000 B.C. to Early Christianity (2nd century A.D.).

This study provides background information for understanding ancient Israel, emergent Judaism, and their sacred literature, as well as the politics, society, culture, philosophies and religions of the Greco- Roman world of the time of Christ. Offered every spring.

BI 7316 Advanced Studies in Biblical Theology

This course is a systematic study of major biblical themes with an attempt to relate them to current issues and to people living in the contemporary world. The course addresses background questions like concepts of biblical authority and hermeneutical theory. Methodological approaches will be historical, comparative, and constructive. Offered every fall.

BI 7318 Advanced Studies in Religious History

This course involves the historical investigation of a particular individual, movement, issue, or theme with the specific focus being the biblical interpretation involved in the subject under study. The course addresses the development, context, culture, consequence, and influence of the particular subject. Offered every fall.

BI 8311 Advanced Studies in Restoration Theology

This course explores a particular movement, person, issue, or theme in the biblical interpretation and/or theology of the Restoration movement (broadly conceived). The course gives Special attention to the historical development, cultural context, and consequences of the subject under study. Investigation will include primary and secondary sources chosen to deepen the students' understanding of ways those in the Restoration movement have understood and applied scripture. Offered every spring.

BI 8313 Advanced Studies in Biblical Languages

This course will analyze the linguistic diversity (Hebrew, Aramaic, Greek, and Latin) of the ancient world as it relates to the biblical text and will incorporate a systematic process of memorizing Hebrew and Greek words. Students will also study the etymology of significant words and ideas, review grammatical concepts, and give an exegesis of selected biblical texts. The course gives Special attention will be given to the Hellenistic expansion in the ancient world precipitated by Alexander the Great and the emergence of Koinē Greek. Offered every fall.

BI 8320 Advanced Studies in Biblical Textual Criticism

This course involves advanced research in the text of the Hebrew Old Testament and the Greek New Testament. Special attention is given to learning about ancient

manuscripts, ancient versions of the Bible, the history of textual criticism, the use of current critical texts, and the basic criteria for evaluating variant readings. **Prerequisite:** BI 8313 Advanced Studies in Biblical Languages. Offered every spring.

BI 9040 Biblical Language Proficiency Exam: Hebrew/Aramaic

Written/Oral examination designed to measure proficiency in the primary biblical languages of Hebrew and Aramaic. Offered on demand

BI 9042 Biblical Language Proficiency Exam: Greek

Written/Oral examination designed to measure proficiency in the primary biblical language of Greek. Offered on demand.

BI 9044 Secondary Language Proficiency Exam

Written/Oral examination designed to measure proficiency of a secondary research language. Offered on demand.

BI 9046 Comprehensive Examination for Doctor of Philosophy

Written and oral examinations designed to measure the synthesis of the biblical studies curriculum. Offered on demand.

NT 8321 Seminar in the Epistle to the Hebrews

This course will involve a close critical reading of selected portions of the Epistle to the Hebrews in Greek. Besides an exposure to the critical, historical, and doctrinal issues that modern scholars have raised about this book and its interpretation (e.g., authorship, destination, the relationship between the Old and New Covenants, the possibility of apostasy, etc.), students will gain a better understanding of the book's message and an appreciation for the practical application of its teachings to the church and to individuals living today. Offered fall of even years.

NT 8323 Seminar in the Pauline Letters

This course incorporates advanced research in Romans, 1 & 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 & 2 Thessalonians, 1 & 2 Timothy, Titus, and Philemon with a specific examination in the primary text of one or more of these books. The course gives Special attention to revelation, inspiration, canonicity, manuscripts and versions, authorship, date, the Greco-Roman and Jewish backgrounds of Paul's writings, critical issues,

theological issues, and relevance for the twenty-first century biblical scholar and Christian. Offered summer of even years.

NT 8325 Seminar in the Book of Acts

Besides reading selected portions of the Book of Acts in Greek, students will explore questions of authorship, the date of composition, and the purpose for which this book was written. The course gives attention to the narrative with an emphasis on its historical reliability and on ways the events recorded relate to the Epistles of Paul. Students consider and discuss Practical implications for the modern church. Offered fall of odd years.

NT 8327 Seminar in the Gospels

This course incorporates advanced research in Matthew, Mark, Luke, and John with a specific examination in the primary text of one of these books. Special attention is given to revelation, inspiration, canonicity, manuscripts and versions, authorship, date, source theories, the Greco- Roman and Jewish background of the gospels, critical issues, theological issues, and relevance for the twenty-first century biblical scholar and Christian. Offered spring of even years.

NT 8329 Seminar in the General Epistles and the Johannine Literature

This course involves an advanced reading of selected Greek texts in the books of James, 1 Peter, 2 Peter, 1 John, 2 John, 3 John, Jude, and Revelation and an application of their message to the contemporary world. Students will also explore the background of New Testament prophecy, apocalyptic literature, and Gnosticism (Nag Hammadi library) and the critical, theological, hermeneutical, and historical issues as they relate to the General Epistles and the Johannine Literature. Offered spring of odd years.

NT 8331 Seminar in the Epistle to the Romans

This course is an in-depth study of the Apostle Paul's Epistle to the Romans involving a careful exegesis of the Greek text with special attention given to theological problems and critical issues that modern scholars have raised about the book (e.g., salvation by faith, God's sovereignty in election, predestination, and man's free will). Students will also explore practical applications of the epistle's teachings to the church and to the contemporary world. Offered spring of even years.

OT 8320 Seminar in the Wisdom Literature

This course incorporates advanced research in Job, Proverbs, Ecclesiastes, and Canticles with a specific examination in the primary text of one of these books. The

course gives Special attention to revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, interpretative and critical issues, and relevance for the twenty-first century biblical scholar and Christian. Offered fall of even years.

OT 8322 Seminar in the Historical Literature

This course incorporates advanced research in Joshua, Judges, Ruth, 1 & 2 Samuel, 1 & 2 Kings, 1 & 2 Chronicles, Ezra, Nehemiah, and Esther with a specific examination in the primary text of one or more of these books. The course gives Special attention to revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, critical issues, and relevance for the 21st century biblical scholar and Christian. The course gives specific attention is given to narrative exegesis. Offered spring of odd years.

OT 8324 Seminar in the Major Prophets

This course incorporates advanced research in Isaiah, Jeremiah-Lamentations, Ezekiel, and Daniel with a specific examination in the primary text of one or more of these books. Focus includes the nature of prophecy, revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, critical issues, and relevance for the 21st century biblical scholar and Christian. The course gives specific attention to narrative and poetic exegesis. Offered spring of even years.

OT 8326 Seminar in the Torah

This course incorporates advanced research in Genesis, Exodus, Leviticus, Numbers, and Deuteronomy with a specific examination in the primary text of one or more of these books. Focus includes revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, critical issues, and relevance for the 21st century biblical scholar and Christian. The course gives specific attention to narrative and poetic exegesis. Offered fall of odd years.

OT 8328 Seminar in the Psalms

This course incorporates advanced research in the book of Psalms, also known as the Psalter, with a specific examination in the primary text of selected psalms. Focus includes revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, critical issues, and relevance for the 21st century biblical scholar and Christian. The course gives specific attention to poetic exegesis and to comparison of the piety of the Psalter to the piety of Christian prayer and song. Offered summer of odd years.

OT 8330 Seminar in the Minor Prophets

This course incorporates advanced research in Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi with a specific examination in the primary text of one or more of these books. Focus includes the nature of prophecy, revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ANE background, critical issues, and relevance for the 21st century biblical scholar and Christian. The course gives specific attention to narrative/poetic exegesis. Offered summer of even years.

RD 9320 Dissertation I

This course serves as the initial step in formulating a research topic, methodology, bibliography, and research proposal. Student receives approval of the dissertation proposal, which includes a review of literature demonstrating the distinctiveness of the project's contribution to scholarship. Offered on demand.

RD 9321 Dissertation II

This course serves as a continuation of the dissertation process. Student works on the project as described in the approved proposal under the guidance of the chair and, where appropriate, the broader dissertation committee. Offered on demand.

RD 9322 Dissertation III

This course serves as a continuation of the dissertation process. Student works on the project as described in the approved proposal under the guidance of the chair and, where appropriate, the broader dissertation committee. Offered on demand.

RD 9025 Dissertation Continuation

This course serves as a continuation of the dissertation process for students who (a) need additional time to complete the requirements of their dissertations, (b) have already completed RD 9320, RD 9321, and RD 9322, but (c) are not yet ready to register for and complete RD 9323 in a single term in the judgment of their dissertation supervisors. Students in this situation must register for RD 9025 in each successive term until they receive permission from their supervisors to register for RD 9323. Students who do not successfully complete RD 9323 in a single term (e.g., in cases requiring revision and resubmission of the dissertation) must also register for RD 9025 in each successive term until they successfully pass the dissertation phase. Offered on demand.

RD 9323 Dissertation IV

This course serves as the conclusion of the dissertation process. Student completes the dissertation, makes all necessary corrections and revisions of dissertation, and successfully completes an oral defense of the dissertation. Offered on demand.

Counseling

COU 6310 Introduction to Counseling Theories

This course will provide an overview of the field of counseling which emphasizes theories and philosophies underlying current practices in the field of counseling. Course content will cover the history of the counseling profession, contemporary practices in community mental health, and future projections for the counseling profession.

COU 6311 Introduction to School Counseling

This course is the foundation course for those planning to enter the school counseling profession. The course covers organization, planning, management, and evaluation of comprehensive school counseling programs; appropriate roles and functions of school counselors at various school levels, coordination of professional services; and professional issues such as ethics and associations as they specifically relate to school counseling are included.

COU 6315 Marriage and Family Theory

Introduction to systems, social learning, and psycho-dynamic marital theory. Attention given to dysfunctional manifestations within family systems and factors related to family strengths. Emphasis placed on the counseling approaches of Marriage and Family Therapy.

COU 6320 Life Span Development

An introduction to the basic principles of human development with a focus on development across the life span. The course addresses the theoretical foundations and the pragmatic implications found the developmental psychology. Emphasis placed on the application to professional counseling.

COU 6325 Career and Guidance Counseling

This course includes a study of career development theories and models, the processes involved in career-decision making, the diverse life-roles and their interaction with work and other roles. Students will participate in career interest inventories and discussion of contemporary career choices in the profession of counseling.

COU 6330 Counseling Diverse Populations

This course will introduce the history and development of counseling individuals from diverse backgrounds and cultures. Professional issues such as ethics, research, and theories of counseling will be discussed.

COU 6335 Child and Adolescent Counseling

This course prepares counselors to address the specific needs of children and adolescents, with emphasis on developmental needs, specific therapeutic interventions, and common emotional issues. Group and individual counseling techniques and treatment planning are included.

COU 6340 Analysis of the Helping Relationship

A study of the techniques of counseling with an emphasis in gathering, analyzing and interpreting case data. Includes an analysis of the dynamics of counselor/counselee relationship. Special attention is given to helping each student develop a personal theory and techniques.

COU 6345 Counseling in the Community

This course will provide an overview of the field of counseling which emphasizes theories and philosophies underlying current practices in the field of counseling. Course content will cover a history of the counseling profession. Contemporary practices in community mental health, and future projections for the counseling profession.

COU 6350 Group Counseling

This course provides a broad understanding of group development, dynamics, and counseling theories; leadership styles; basic and advanced methods of conducting groups in a counseling setting.

COU 6355 Crisis Intervention in Counseling Professions

This course will cover the development of skills and knowledge for crisis intervention and management in counseling, including prevention planning, intervention strategies and evaluation.

COU 6360 Measurement and Assessment

Introduction to the history and theory of measurement and assessment as it applies to counselors. This section of the course will be tailored to professionals who may interact with other professionals across the wide range of settings to include schools, universities, hospitals, and community mental health centers.

COU 6365 Research Methods

This course covers the different methodologies that apply in conducting research in the counseling profession.

COU 6370 Integrations of Theology and Counseling

An in-depth examination of the principles and practices for integration of values in counseling. The course will address the historical influence of theology on the development of counseling theories, and practices. The course will also address the issues, concerns, and criticisms of the integration of theology and counseling.

COU 6375 Legal and Ethical Issues

An in-depth study of the theories and principles of ethics and moral development and the impact of these upon individuals, families, communities, professional, and public decisions/ policies. The study will also examine the relevant dilemmas faced in the delivery of professional behavioral, family, and social services to individuals, families, and groups in today's health-care systems.

COU 6380 Diagnosis and Treatment

This course of study provides an introduction to the process of diagnosing and treating individuals with mental disorders. Emphasis is placed on using the DSM-IV-TR as well as recent relevant literature to inform the diagnostic and treatment process.

COU 6385 Substance Abuse Counseling

This course is a graduate-level introduction to the field of substance abuse counseling. The course is designed to help the student understand the etiology of substance use, to facilitate the development of addiction counseling competencies, and to increase the student's level of confidence relative to providing substance abuse evaluation, education and treatment. Emphasis will be placed on developing and practicing substance abuse counseling skills.

COU 6390 Counseling Practicum

This course is designed to provide part-time practical experience while completing hours in a clinical setting. Counselors-in-training will be placed in mental health settings (such as community agencies and substance abuse treatment programs). Historical, philosophical, psychological, and sociological foundations of community counseling will also be discussed. Course enrollment requires consent of advisor and Graduate Counseling Program Director.

COU 6395 Suicide Intervention and Counseling

This graduate-level course will address the epidemiology of suicide, demographic and incidence information about at-risk groups, risk factors, protective factors, warning signs, assessment of emergency risk and chronic risk, intervention strategies, nomenclature, national strategy planning, prevention advocacy, and attention to the bereaved and complicated mourning and subsequent postvention.

COU 6595 Clinical Training for School Counseling

This course serves as the on-campus portion of the school-counseling program. Students will engage in lecture, experiential learning, and didactic skills training. This course also includes a field experience expectation in elementary and secondary schools.

COU 6596 Clinical Training I

Clinical Training I is a four (4) day intensive experience for the purpose of face-to-face interaction, further orientation to the counseling professions and preparation for field work in the students practicum and internship courses. The training will specifically focus on skills development, multicultural issues, legal and ethical issues in counseling practice, and group work. Academic Advising will also be available during this time. Clinical Training I must be completed before the student can participate in Practicum (COU 6390) or Internship (COU 6695).

COU 6597 Clinical Training II

Clinical Training II is a four (4) day intensive experience for the purpose of face-to-face interaction that is designed to address more advanced issues in counseling; such as supervision and consultation, the licensing process, professional identity development, and career exploration. Clinical Training II is designed to be concurrent with enrollment in either Practicum (COU 6390) or Internship (COU 6695).

COU 6695 Internship in Counseling

This course is a pre-professional course, designed to culminate the studies in the profession of counseling and to prepare you for a future employment or further graduate study through clinical experience. Counselor-in-training will be placed in mental health settings on a full-time basis. Course enrollment requires consent of advisor and Graduate Counseling Program Director.

DHSc (Doctor of Health Sciences)

HS 8301 Evidence-based Practice

This course provides a working knowledge of evidence-based practice in an interdisciplinary environment. Cases will be used as the backbone of this course to assist the student in analyzing data to justify the treatments used in clinical practice. Students will also learn to critically appraise the literature, evaluate diagnostic test performance, design clinical pathways and standards of care, and implement evidence-based practice findings in their own clinical or administrative setting.

HS 8302 Bioethics in Clinical Practice and Research

This course introduces students to ethical concepts as they apply to clinical practice and conducting research with human subjects. The aim is to increase students' awareness of and ability to reason through ethical issues that arise in human subjects research and clinical practice. The course will draw upon historical examples, codes, declarations, and other sources of ethical guidance.

HS 8303 Single Subject Research Designs

This course will focus on applications and interpretations of single-case research designs and the analysis of human behavior in academic, healthcare, and community settings. It will cover a number of specific topic areas, including behavioral measurement, single subject research designs, data analysis methods, critical analysis, and evaluation of single-case research articles. Practiced skills will include designing single-subject research projects using various single-subject research designs.

HS 8304 Clinical Statistics

The course will cover statistical concepts used by healthcare practitioners and academicians in both appraising literature and conducting research. This will include descriptive statistics, parametric group comparison statistics, basic non-parametric statistics, linear modeling, probability, ANOVA, regression analysis, and chi-square tests. The focus of this course is on understanding, interpreting, and accurately applying statistical tests, such as selecting the correct test when designing a research project and appraising research

literature using the given statistics. The relationship between statistical significance vs clinical significance is also stressed.

HS 8305 Quantitative Research Methods

The course will cover the basic methods and approaches used in quantitative research in clinical and academic settings. A major emphasis of the course will be on the conceptualization and design of research studies, including theoretical underpinnings and application of concepts. Students will learn formulation of research questions, study design, reliability, validity, sampling, measurement, and interpretation of research findings. Practiced skills will include appraising published quantitative literature and designing quantitative studies related to health issues.

HS 8306 Leadership in Healthcare and Academia

This course explores the various methods of leadership and management, both in academia and healthcare environments, and their impact on productivity, profitability, and employee satisfaction. Students will demonstrate competency of the various types of leaders and systems, as well as critique various leadership and management theories. Practiced skills will include applying leadership theories and concepts to their own personal growth and in their employment settings.

HS 8307 Public Health Promotion and Disease Prevention

This course develops the knowledge and skills needed to work with communities to improve health status of the community. Students will examine the concepts of health and wellness, the determinants of health behavior, national health status, the history of health education, and the role of health promotion for disease prevention.

HS 8308 Grants and Publication

This course is designed to provide writing experiences which prepare the learner for manuscript and grant proposal submissions. This introductory experience into the grant process will include identification of funding sources, proposal writing, project management, and funding challenges. The course will also cover the process of publication, including selecting a journal, preparing the manuscript, submission, revision, and acceptance. Other course topics include writing abstracts, responding to a call for papers, and constructing poster presentations.

HS 8309 Qualitative Research Methods

This course will focus on the knowledge and skills needed to conduct qualitative research in clinical and academic settings. Students will explore the epistemology, theory, ethics,

methodology, and procedures of qualitative research. Practiced skills will include appraising qualitative research articles and conceptualizing and designing qualitative research studies related to health issues.

HS 8310 Healthcare Professionals as Academic and Clinical Instructors

In this course, students examine theoretical principles of teaching and learning for adult learners. Students will explore a variety of teaching methods with a particular emphasis on the educational roles health care professionals assume in both academic and clinical settings. Practiced skills will include formulating instructional plans for adult learners and apply instructional skills in real contexts.

HS 9307 Doctoral Capstone 1: Research Design. (3)

Through the capstone course series, the student will work with their capstone chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student and capstone chairperson will determine which steps of the research process will be completed in each course while ensuring that the defined learning outcomes for each course are being met.

HS 9308 Doctoral Capstone 2: Research Methods (3)

This course provides an overview of research methodology including concepts employed in quantitative and qualitative research. This course series aligns the development through execution of a doctoral project suitable for peer-reviewed publication or presentation.

Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

HS 9309 Capstone Continuation (1)

Students will enroll in this course if they have not successfully defended their Capstone by the end of HS 9307. The student will continue to work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student must enroll in this course every semester until they have successfully defended their dissertation or until they have reached the completion deadline, which is 3 years from the date of their first Capstone course (whichever comes first).

PhD in Health Sciences

HS 8301 Evidence-based Practice

This course provides a working knowledge of evidence-based practice in an interdisciplinary environment. Cases will be used as the backbone of this course to assist the student in analyzing data to justify the treatments used in clinical practice. Students will also learn to critically appraise the literature, evaluate diagnostic test performance, design clinical pathways and standards of care, and implement evidence-based practice findings in their own clinical or administrative setting.

HS 8302 Bioethics in Clinical Practice and Research

This course introduces students to ethical concepts as they apply to clinical practice and conducting research with human subjects. The aim is to increase students' awareness of and ability to reason through ethical issues that arise in human subjects research and clinical practice. The course will draw upon historical examples, codes, declarations, and other sources of ethical guidance.

HS 8303 Single Subject Research Designs

This course will focus on applications and interpretations of single-case research designs and the analysis of human behavior in academic, healthcare, and community settings. It will cover a number of specific topic areas, including behavioral measurement, single-subject research designs, data analysis methods, critical analysis, and evaluation of single-case research articles. Practiced skills will include designing single-subject research projects using various single-subject research designs.

HS 8304 Clinical Statistics

The course will cover statistical concepts used by healthcare practitioners and academicians in both appraising literature and conducting research. This will include descriptive statistics, parametric group comparison statistics, basic non-parametric statistics, linear modeling, probability, ANOVA, regression analysis, and chi-square tests. The focus of this course is on understanding, interpreting, and accurately applying statistical tests, such as selecting the correct test when designing a research project and appraising research literature using the given statistics. The relationship between statistical significance vs clinical significance is also stressed.

HS 8305 Quantitative Research Methods

The course will cover the basic methods and approaches used in quantitative research in clinical and academic settings. A major emphasis of the course will be on the conceptualization and design of research studies, including theoretical underpinnings

and application of concepts. Students will learn formulation of research questions, study design, reliability, validity, sampling, measurement, and interpretation of research findings. Practiced skills will include appraising published quantitative literature and designing quantitative studies related to health issues.

HS 8306 Leadership in Healthcare and Academia

This course explores the various methods of leadership and management, both in academia and healthcare environments, and their impact on productivity, profitability, and employee satisfaction. Students will demonstrate competency of the various types of leaders and systems, as well as critique various leadership and management theories. Practiced skills will include applying leadership theories and concepts to their own personal growth and in their employment settings.

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This course is designed to provide writing experiences which prepare the learner for manuscript and grant proposal submissions. This introductory experience into the grant process will include identification of funding sources, proposal writing, project management, and funding challenges. The course will also cover the process of publication, including selecting a journal, preparing the manuscript, submission, revision, and acceptance. Other course topics include writing abstracts, responding to a call for papers, and constructing poster presentations.

HS 8309 Qualitative Research Methods

This course will focus on the knowledge and skills needed to conduct qualitative research in clinical and academic settings. Students will explore the epistemology, theory, ethics, methodology, and procedures of qualitative research. Practiced skills will include appraising qualitative research articles and conceptualizing and designing qualitative research studies related to health issues.

HS 8310 Healthcare Professionals as Academic and Clinical Instructors

In this course, students examine theoretical principles of teaching and learning for adult learners. Students will explore a variety of teaching methods with a particular emphasis on the educational roles health care professionals assume in both academic and clinical

settings. Practiced skills will include formulating instructional plans for adult learners and apply instructional skills in real contexts.

HS 9301 Dissertation 1

Through the dissertation course series, the student will work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student and dissertation chairperson will determine which steps of the research process will be completed in each course while ensuring that the defined learning outcomes for each course are being met.

HS 9302 Dissertation 2

Through the dissertation course series, the student will work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student and dissertation chairperson will determine which steps of the research process will be completed in each course while ensuring that the defined learning outcomes for each course are being met.

HS 9303 Dissertation 3

Through the dissertation course series, the student will work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student and dissertation chairperson will determine which steps of the research process will be completed in each course while ensuring that the defined learning outcomes for each course are being met.

HS 9304 Dissertation 4

Through the dissertation course series, the student will work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student and dissertation chairperson will determine which steps of the research process will be completed in each course while ensuring that the defined learning outcomes for each course are being met.

HS 9305 Dissertation 5

Through the dissertation course series, the student will work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student and dissertation chairperson will

determine which steps of the research process will be completed in each course while ensuring that the defined learning outcomes for each course are being met.

HS 9106 Dissertation- Continuation

Students will enroll in this course if they have not successfully defended their dissertation by the end of HS 9305. The student will continue to work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student must enroll in this course every semester until they have successfully defended their dissertation or until they have reached the completion deadline, which is 3 years from the date of their first dissertation course (whichever comes first).

Education

EED 6140 Health and PE

This course is designed to address the techniques of teaching Physical Education and Health to children, including appropriate levels of games and activities, as well as developmentally appropriate instruction and program development, as well as understand the relationship and contributions of physical education and health education programs within the elementary school curriculum and process. Participants will be able to identify historical, philosophical, and social perspectives on education issues and legislation and to understand the emotional and health-related needs of today's children.

EED 6324 Early Literacy Instruction

A survey of the methods for teaching emergent literacy skills and strategies in the elementary classroom. Field experience is required.

EED 6326 Reading Skills and Comprehension

The course focuses on the current trends and techniques in diagnosing pupil needs in reading, evaluating formal and informal reading assessment instruments, and identifying reading skills required in content areas.

EED 6328 The Science of Learning

This course is intended to provide an overview of the theories and principles from psychology related to education. Specifically, the course addresses motivation, learning, and development as well as an introduction into the research and theory of reading

instruction. It is designed to provide insights into further elementary education courses in content, methodology and practice.

EED 6332 Teaching Elementary Language Arts

Designed to increase and strengthen the knowledge and competencies of experienced teachers of language arts and skills in the elementary school.

EED 6336 Teaching Elementary Social Studies

A critical study focused on current trends in elementary school studies, with particular attention to innovative instructional modes and relating learning to the learners' social environment.

EED 6341 Teaching Elementary Mathematics

Methods and materials of teaching elementary school math. Current research is emphasized, as is theory concerning facilitation of the development of mathematical skills and concept.

EED 6368 Teaching Elementary Science

Methods and materials of elementary school science and selected science topics. Workshop days on campus will be required.

FED 6000 Orientation to Teacher Education

An introduction to education, including an overview of professional practice and program requirements.

FED 6301 Ethics for Educators

Theories of value and evaluation, ethical discourse and arguments and other uses of ethics in education case studies are the basis of this course.

FED 6322 Curriculum Design and Instructional Methods

This course explores the systematic application of instructional design methods within a broad range of learning environments. Includes practical experience in selecting appropriate modes of instruction based on clearly defined objectives.

FED 6330 Assessment for Teaching and Learning

Tests and assessment are an essential part of the instructional process. When properly done, they cannot only effectively evaluate but also enhance students' learning and teachers' instruction. This course examines how to effectively use assessment for learning in classrooms today.

FED 6340 Legal Issues in Education

This course will survey legal basis and practices in the policy administration of education and review significant court decisions pertaining to educational operations. This course emphasizes the rights and responsibilities of teachers and students and legislation related to multicultural institutional operations. Successful completion of this course will give the learner a strong basis in the legal foundations of education.

FED 6342 Multicultural Education

Students are engaged in considering critical issues, developing a deeper understanding of themselves as cultural beings, and acquisition of a deep knowledge base and skills in multicultural education. Provides key information and strategies on how culture affects learning.

FED 6345 Differentiated Instruction for Diverse Learners

Designed to help educators develop an understanding of principles and practices related to effectively addressing academic diversity in contemporary classrooms.

FED 6349 Advanced Classroom Management

Designed to enable the teacher to perform as a manager within the classroom and school. Areas of emphasis include preparing and teaching routines, the first days of school, effectively managing power control issues of students, and positive school-wide behavior support.

FED 6350 Technology of Learning

This course introduces students to the selection and use of computer-based media, multimedia, and conventional media in the preparation of materials for educational purposes.

FED/EED 6380 Action Research

This course provides opportunities to review action research literature, explore both quantitative and qualitative paradigms in action research, and develop basic skills in action research methodology.

Humanities

BIO 6229 Materials and Methods in Biology or General Science

The course focuses on the materials and methods of teaching as related to the field of Biology and the purposes of education and characteristics of adolescents.

EH 6229 Materials and Methods in English Language Arts

The course focuses on the materials and methods of teaching as related to the field of English and the purposes of education and characteristics of adolescents.

EH 6315 Shakespeare in Print, Performance, and Practice

A study of the major plays including histories, tragedies, and comedies, as well as the sonnets.

EH 6346 Adolescent Literature

A study of literature appropriate for the adolescent reader. The course includes an overview of the history of young adult literature; an analysis of individual titles and characteristics; reading patterns and major concerns of adolescents; and methods for teaching reading and writing as they relate to literature in the secondary school.

EH 6302 Rhetoric, Grammar, and Composition

Emphasizes clear, consistent, logical writing with emphasis on topics appropriate for students in graduate and professional programs.

EH 6350 Issues and Topics in English Literature

An introduction to the study of the English language, including the history of English. Emphasis will be placed on how the language works and on ways to describe it. Designed primarily for students interested in English, communications, and foreign languages.

EH 6361 Readings in British Literature

This course features readings of selected works by British writers of fiction, poetry, drama, or essay. Course content may vary with repeated offerings and may focus on specific authors, genres, recurring themes, or literary periods.

EH 6362 Readings in American Literature

This course features readings of selected works by American writers of fiction, poetry, drama, or essay. Course content may vary with repeated offerings and may focus on specific authors, genres, recurring themes, or literary periods.

EH 6390 Directed Study

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the university. Under directed study, the student and qualified instructor work collaboratively.

FNA 8317 Examining Fine Arts: Great Ideas Readings

This course examines the history and philosophy of the nature the arts using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Aristotle's Poetics, Augustine's On Music, Goethe's Poetry and Truth, Tolstoy's What is Art?, Shaw's Sanity of Art, Dewey's Art as Experience, Adler's Art and Prudence, Thiessen's Theological Aesthetics: A Reader, and Scruton's Beauty.

HU 5308, 5309, 5310, 5311 Independent Tutorials

This course is a focused study of an author, idea(s), problem, theme, specific topic, or historical era. The course will be designed between a student and tutor and will be approved by the Head of the Honors College. Readings, intellectual goals, and research will be determined based on the student's interests and course of study. The course can be taken four times (12 credit hrs. total) with different content.

HU 5311 Introduction to Humane Letters and Learning

This course examines the history and philosophy of Humane learning using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to Ecclesiastes, Hugh of St. Victor's Didascalicon, Dante's Paradiso, John of Salisbury's Metalogicon, Bruni's The Study of Literature, Guarino's A Program of Teaching and Learning, Vico's On Humanistic Education, and Barzun's House of Intellect.

HU 5312 Thesis

The Master thesis is the pinnacle of this academic program in Humane learning. The thesis must demonstrate serious engagement with the Great Tradition, manifest a broad understanding of the curriculum, and also show some level of unique interaction of the authors, ideas, and readings studied in the program.

HU 5326 Great Ideas, Authors, and Writings: Understanding Humane Letters

This course examines the history and philosophy of Humane Letters using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to Job, Aristotle's Ethics and Politics, Sophocles's Oedipus the King and Antigone, Aeschylus's

Prometheus Bound, Virgil's Aeneid, Dante's Inferno, Chaucer's Canterbury Tales, Dostoevsky's The Brothers Karamazov and Wilbur's Collected Poems.

HU 7311 Introduction to Humane Letters and Learning

This course examines the history and philosophy of Humane learning using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Ecclesiastes, Hugh of St. Victor's Didascalicon, Dante's Paradiso, John of Salisbury's Metalogicon, Bruni's The Study of Literature, Guarino's A Program of Teaching and Learning, Vico's On Humanistic Education, and Barzun's House of Intellect.

HU 8312, 8313, 8314 Independent Tutorials

This course is a focused study of an author, idea(s), problem, theme, specific topic, or historical era. The course will be designed between a student and tutor and will be approved by the Head of the College. Readings, intellectual goals, and research will be determined based on the student's interests and course of study. The course can be taken four times (12 credit hrs. total) with different content.

HU 8326 Understanding Humane Letters: Great Ideas, Authors, Writings

This course examines the history and philosophy of Humane Letters using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Job, Aristotle's Ethics and Politics, Sophocles's Oedipus the King and Antigone, Aeschylus's Prometheus Bound, Virgil's Aeneid, Dante's Inferno, Chaucer's Canterbury Tales, Dostoevsky's Brothers Karamazov, Bradbury's Dandelion Wine, and Wilbur's Collected Poems.

HU 9301, 9302 Dissertation

The doctoral dissertation is the pinnacle of this academic program in Humane letters and learning. The dissertation must demonstrate serious engagement with the Great Tradition, manifest a broad understanding of the curriculum, and also show some level of unique interaction of the authors, ideas, and readings studied in the program.

HY 5308, 5309, 5310, 5311 Independent Tutorials

This course is a focused study of an author, idea(s), problem, theme, specific topic, or historical era. The course will be designed between a student and tutor and will be approved by the Head of the Honors College. Readings, intellectual goals, and research will be determined based on the student's interests and course of study. The course can be taken four times (12 credit hrs. total) with different content.

HY 5312 Thesis

The Master thesis is the pinnacle of this academic program in Humane learning. The thesis must demonstrate serious engagement with the Great Tradition, manifest a broad understanding of the curriculum, and also show some level of unique interaction of the authors, ideas, and readings studied in the program.

HY 5315 Great Ideas, Authors, and Writings: Historical Investigations

This course examines select historical works from a philosophical and historical perspective using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to Old Testament (Joshua–Esther), Herodotus’s Histories, Thucydides’s The History of the Peloponnesian War, Plutarch’s Lives, Tacitus’s Annals, Acts, Huizinga’s Waning of the Middle Ages, and Dawson’s Dynamics of World History.

HY 6229 Materials and Methods in History or Social Science

The course focuses on the materials and methods of teaching as related to field of History and the purposes of education and characteristics of adolescents.

HY 6315 Philosophy and Theory of History

A detailed study of History as a distinct discipline and its related field of historical interpretation and application.

HY 8312, 8313, 8314 Independent Tutorials

This course is a focused study of an author, idea(s), problem, theme, specific topic, or historical era. The course will be designed between a student and tutor and will be approved by the Head of the College. Readings, intellectual goals, and research will be determined based on the student’s interests and course of study. The course can be taken four times (12 credit hrs. total) with different content.

HY 8315 Historical Investigations: Great Ideas, Authors, and Writings

This course examines select historical works from a philosophical and historical perspective using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Old Testament (Joshua–Esther), Herodotus’s Histories, Thucydides’s History of the

Peloponnesian War, Plutarch’s Lives, Tacitus’s Annals, Acts, Huizinga’s Waning of the Middle Ages, and Dawson’s Dynamics of World History.

HY 9301, 9302 Dissertation

The doctoral dissertation is the pinnacle of this academic program in Humane letters and learning. The dissertation must demonstrate serious engagement with the Great Tradition, manifest a broad understanding of the curriculum, and also show some level of unique interaction of the authors, ideas, and readings studied in the program.

LIT 5308, 5309, 5310, 5311 Independent Tutorials

This course is a focused study of an author, idea(s), problem, theme, specific topic, or historical era. The course will be designed between a student and tutor and will be approved by the Head of the Honors College. Readings, intellectual goals, and research will be determined based on the student's interests and course of study. The course can be taken four times (12 credit hrs. total) with different content.

LIT 5312 Thesis

The Master thesis is the pinnacle of this academic program in Humane learning. The thesis must demonstrate serious engagement with the Great Tradition, manifest a broad understanding of the curriculum, and also show some level of unique interaction of the authors, ideas, and readings studied in the program.

LIT 5324 Great Ideas, Authors, and Writings: Literary Analysis

This course examines the history and philosophy of literary theory using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to Psalms, Plato's Republic, Aristotle's Poetics, Cicero's De Oratore, Quintilian's Institutio Oratori, Horace's Ars Poetica, Longinus's On the Sublime, Augustine's On Christian Teaching, Dante's Literature in the Vernacular, Sidney's An Apology for Poetry, and Blamires's A History of Literary Criticism.

LIT 7324 Literary Analysis: Great Ideas, Authors, and Writings

This course examines the history and philosophy of literary theory using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Psalms, Plato's Republic, Aristotle's Poetics, Cicero's De Oratore, Quintilian's Institutio Oratori, Horace's Ars Poetica, Longinus's On the Sublime, Augustine's On Christian Teaching, Dante's Literature in the Vernacular, Sidney's Apology for Poetry, and Blamires's History of Literary Criticism.

LIT 8312, 8313, 8314 Independent Tutorials

This course is a focused study of an author, idea(s), problem, theme, specific topic, or historical era. The course will be designed between a student and tutor and will be approved by the Head of the College. Readings, intellectual goals, and research will be

determined based on the student's interests and course of study. The course can be taken four times (12 credit hrs. total) with different content.

LIT 9301, 9302 Dissertation

The doctoral dissertation is the pinnacle of this academic program in Humane letters and learning. The dissertation must demonstrate serious engagement with the Great Tradition, manifest a broad understanding of the curriculum, and also show some level of unique interaction of the authors, ideas, and readings studied in the program.

IDS 5301 Scholarly Inquiry and Writing in the Humanities

This course examines graduate-level scholarly inquiry and writing in the humanities using primary texts in whole and excerpts and using contemporary research tools. Readings may include, but not necessarily be limited to Aristotle's Poetics, Organon, and Rhetoric; Cicero's On Invention and Rhetorica ad Herennium; Lucian's How to Write History; Gadamer's Truth and Method; Lewis's "Meditation in a Toolshed" and "Bulverism"; Derrida's Of Grammatology; and Barzun and Graff's Modern Researcher. Contemporary research tools may include, but not necessarily be limited to Google Apps for Education, Google Books, and library databases.

IDS 7301 Scholarly Inquiry and Writing in the Humanities

This course examines postgraduate-level scholarly inquiry and writing in the humanities using primary texts in whole and excerpts and using contemporary research tools. Readings may include, but not necessarily be limited to Aristotle's Poetics, Organon, and Rhetoric; Cicero's On

Invention and Rhetorica ad Herennium; Lucian's How to Write History; Gadamer's Truth and Method; Lewis's "Meditation in a Toolshed" and "Bulverism"; Derrida's Of Grammatology; and Barzun and Graff's Modern Researcher. Contemporary research tools may include, but not necessarily be limited to Google Apps for Education, Google Books, and library databases.

IDS 7310/IDS 8310 Interdisciplinary Studies Seminar

This course consists of readings from a range of disciplines. Special attention is given to seeing connections and relationships between ideas, authors, and readings in this course. Interdisciplinary or multidisciplinary readers are used in this course.

MU 6229 Materials and Methods in Music, Instrumental or Choral

The course focuses on the materials and methods of teaching as related to the field of Mathematics and the purposes of education and characteristics of adolescents.

NMS 8328 Math and Scientific Reasoning: Great Ideas, Authors, Writings

This course examines the history and philosophy of mathematical and scientific reasoning using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Plato's Meno, Euclid's Elements, Archimedes's On the Equilibrium of Planes, Nicomachus's Introduction to Arithmetic, Ptolemy's Almagest, Kepler's Epitome of Copernican Astronomy, Galileo's Two New Sciences, Bacon's Novum Organum, Newton's Mathematical Principles of Natural Philosophy, Huygens's Treatise on Light, and Lavoisier's Elements of Chemistry.

PHL 5308, 5309, 5310, 5311 Independent Tutorials

This course is a focused study of an author, idea(s), problem, theme, specific topic, or historical era. The course will be designed between a student and tutor and will be approved by the Head of the Honors College. Readings, intellectual goals, and research will be determined based on the student's interests and course of study. The course can be taken four times (12 credit hrs. total) with different content.

PHL 5312 Thesis

The Master thesis is the pinnacle of this academic program in Humane learning. The thesis must demonstrate serious engagement with the Great Tradition, manifest a broad understanding of the curriculum, and also show some level of unique interaction of the authors, ideas, and readings studied in the program.

PHL 5313 Great Ideas, Authors, and Writings: Philosophical Inquiries

This course examines select philosophical works from a historical perspective using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to Proverbs, Plato's Apology, Xenophon's Apology, Aurelius's Meditations, Boethius's Consolation of Philosophy, Aquinas's Summa, Heidegger's What is Philosophy?, and Polanyi's Personal Knowledge.

PHL 7313 Great Ideas Readings: Philosophical Inquiries

This course examines select philosophical works from a historical perspective using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Proverbs, Plato's Apology, Xenophon's Apology, Aurelius's Meditations, Boethius's Consolation of Philosophy, Aquinas's Summa Theologica, Heidegger's What Is Philosophy?, Sarte's Existentialism Is a Humanism, and Polanyi's Personal Knowledge.

PHL 8312, 8313, 8314 Independent Tutorials

This course is a focused study of an author, idea(s), problem, theme, specific topic, or historical era. The course will be designed between a student and tutor and will be approved by the Head of the College. Readings, intellectual goals, and research will be determined based on the student's interests and course of study. The course can be taken four times (12 credit hrs. total) with different content.

PHL 9301, 9302 Dissertation

The doctoral dissertation is the pinnacle of this academic program in Humane letters and learning. The dissertation must demonstrate serious engagement with the Great Tradition, manifest a broad understanding of the curriculum, and also show some level of unique interaction of the authors, ideas, and readings studied in the program.

REL 5308, 5309, 5310, 5311 Independent Tutorials

This course is a focused study of an author, idea(s), problem, theme, specific topic, or historical era. The course will be designed between a student and tutor and will be approved by the Head of the Honors College. Readings, intellectual goals, and research will be determined based on the student's interests and course of study. The course can be taken four times (12 credit hrs. total) with different content.

REL 5308, 5309, 5310, 5311 Independent Tutorials

This course is a focused study of an author, idea(s), problem, theme, specific topic, or historical era. The course will be designed between a student and tutor and will be approved by the Head of the Honors College. Readings, intellectual goals, and research will be determined based on the student's interests and course of study. The course can be taken four times (12 credit hrs. total) with different content.

REL 5312 Thesis

The Master thesis is the pinnacle of this academic program in Humane learning. The thesis must demonstrate serious engagement with the Great Tradition, manifest a broad understanding of the curriculum, and also show some level of unique interaction of the authors, ideas, and readings studied in the program.

REL 5322 Great Ideas, Authors, and Writings: Exploring Religion

This course examines the history and philosophy of religious studies using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to Genesis, Exodus, Plato's Euthyphro, The Gospel of Matthew, Cicero's On the Nature of the Gods, Augustine's Confessions, Tertullian's Apology, Anselm's Cur Deus Homo?, Chesterton's Orthodoxy, Dawson's Enquires Into Religion and Culture, and Lewis's Mere Christianity.

REL 8312, 8313, 8314 Independent Tutorials

This course is a focused study of an author, idea(s), problem, theme, specific topic, or historical era. The course will be designed between a student and tutor and will be approved by the Head of the College. Readings, intellectual goals, and research will be determined based on the student's interests and course of study. The course can be taken four times (12 credit hrs. total) with different content.

SOS 5320 Principles of Government and Economics

This course includes the interrelationship of local, state, national, and international governments and their effects on markets and world economies.

SOS 5385 Global Environment and Culture

The study of the interconnectedness of history and culture between various global environments and human behaviors.

SOS 6329 Materials and Methods in Social Science

The course focuses on the materials and methods of teaching as related to the field of Social Science and the purposes of education and characteristics of adolescents.

SOS 6369 Graduate Seminar in Social Science

This course is a broad overview of the interrelationship of disciplines in the Social Sciences

SSC 7319 Great Ideas Readings: Reflection on Social Scientific Thought

This course examines the history and philosophy of social thinking using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Proverbs, Plato's Phaedo, Aristotle's On the Soul, Plutarch's Of Bashfulness, James's Principles of Psychology, Freud's A General Introduction to Psycho-analysis, Veblen's Theory of the Leisure Class, Tawney's Acquisitive Society, and Weber's Essays in Sociology.

Justice Administration

JA 5370 ETHICS

This course applies foundational ethical principles to current ethical challenges within the criminal justice areas of policing, courts, corrections, and legal services. Material related to deontological and teleological ethics is presented. Consideration of the six major ethical views is provided. Cases of ethical violations committed by attorneys in

various jurisdictions are evaluated as they relate to codes of ethics. Consideration is also given to various variations in some attorney ethics rules among jurisdictions.

JA 5301 PROBLEM ORIENTED POLICING

The purpose of this course is to focus on policing strategies which involve the identification and analysis of crime and disorder problems in order to develop effective responses. This course offers a critical look at management issues that include community concerns as well as strategies for working with the special needs population. Course materials will include contemporary studies useful to individuals and agencies seeking solutions to begin the important work of engaging those in diverse populations.

JA 5302 RESEARCH AND WRITING

Students will learn problem-solving techniques to prepare effective professional communications. They will learn concepts to help them appropriately respond in writing to various situations within and outside the workplace. Students will write various documents, such as emails, cover letters, résumés, and police reports. Students will also learn best practices for law enforcement's use of social media. Additionally, this course covers preparing community surveys and performing internet research for factual investigations.

JA 5303 ORGANIZATIONAL DEVELOPMENT

This course provides a project-based curriculum in which the student will identify an opportunity for organizational based improvement through analysis of a chosen organization. Students complete a review of literature to identify alternatives to improve the organization and collect data to further inform the development of the implementation plan.

JA 5304 MANAGING HUMAN RESOURCES IN CRIMINAL JUSTICE

This course focuses on the challenges criminal justice professionals encounter in their duties as managers and supervisors regarding human resources with a focus on policy development, labor laws, supervising the difficult employee, internal discipline, recruitment, training, retention issues, and working with minority issues and cultural issues.

JA 5320 LAW AND JUSTICE

This course traces the development of law in the United States, contrasts different legal forums, reviews the trial process and appellate review, and examines methods of deciding civil and criminal cases. Various legal forums are evaluated in their respective

roles in the American legal system. Trial process, appellate review, and case decision methodology are explored.

JA 5305 PUBLIC POLICY

The course discusses the challenges that are currently being faced by criminal justice organizations. Political influence certainly impacts decisions made at all levels of government; it is highly visible at local levels. This course is not “organizational change”; that is covered in another course. This course is specifically focusing on how policy is developed; how budget funding is allocated or reallocated; and how other disciplines can assist in public safety.

JA 5306 STRATEGIC COMMUNICATIONS

The course will examine practice and theory for effective communications for law enforcement agencies. The course will consider influences on public opinion and the growing numbers of communications channels which are available including media and social media. Case studies of either historical or theoretical nature will be used to develop techniques to manage situations which are urgent, long-term, or a combination of both; preparation and organization of strategic communications will be emphasized.

JA 5350 CORRECTIONS

This course provides a comparative study of corrections and the issues facing the over-crowded and expensive correctional system in place today. Topics covered in this course include: the structure and use of the corrections system; the U.S. Constitution and its role in sentencing; the impact of U.S. policies on the corrections system; sentencing options and alternatives to incarceration; the impact of socioeconomics on incarceration; and the on-going debate of rehabilitation vs. punishment. This course also explores the social world of the corrections industry including the day today workings of the system, violence and assaults, living conditions for the incarcerated, and prisoner rights.

JA 5360 COURTS

This course is designed to provide the student with an understanding of the American Judicial System at the state and federal level, the influence of the Constitution on those systems, and the history, traditions, and philosophy underlying our system of justice as it is played out in the criminal court. This course also focuses on the dynamics of the courthouse and judicial players.

Business Administration

MBA 6310 Managerial Economics

A study of economic theory and criteria for decision making. Attention will be given to how market structure and economic conditions affect the decision process at the managerial level. This course emphasizes application of economic principles to business analysis from both qualitative and quantitative perspectives. Offered in the fall every year.

MBA 6320 Organizational Behavior

A study of human behavior in organizations in the context of organizational business systems. An overview of managerial challenges including the global environment and work force diversity. Focus on decision-making, group dynamics and conflict resolution. Offered in the fall every year.

MBA 6330 Legal Environment of Business

This course is a review of the legal system, common law and its development, organizational structures and the regulatory environment. Many concepts, including the federal and state court system, partnerships, corporations, torts, and contracts will be discussed in the context of managerial functions. Emphasis will be on the legal process as it affects and shapes the business environment. Offered in the fall every year.

MBA 6340 Quantitative Analysis

Quantitative methods of analysis. An overview of the concepts of operations research and statistical methods. Emphasis upon techniques most useful in their application to managerial problems. Critical evaluation of modeling techniques. Offered in the spring every year.

MBA 6350 Managerial Finance

This course provides managers and entrepreneurs with decision-making tools used in planning and problem solving in their organizations. Students will explore contemporary theories of finance as applied to the solution of management problems identified in selected cases. The focus of the applications activity is on policy formulations and decision-making under conditions of uncertainty. Offered in the spring every year.

MBA 6360 Marketing Management

Examining marketing management with emphasis on management of marketing units within business enterprises. The social environment within which marketing problems occur will also be discussed. Exposure to the developing perspectives of marketing as a function and a discipline. Offered in the spring every year.

MBA 6370 Management Information Systems

A survey of business information systems generally required for management. Includes overview of Business Spreadsheets and Presentation software. Special topics for discussion include information systems lifecycle phases, project management tools and other current topics. Offered in the spring every year.

MBA 6380 Managerial Accounting

This course will familiarize the students with the function of accounting as it pertains to managerial decision making. It will focus on the role of cost information and strategic decision making. Offered in the summer every year.

MBA 6390 International Management Perspectives

A study of trends in international business. This course will include a review of issues that are relevant to the role of the business executive in the global economy. A particular focus will be given to the study of multinational cultures and how this can affect management practices. Offered in the summer every year.

MBA 6395 Strategic Management

This business strategy course provides students with interrelated issues for study and analysis. It provides a better understanding of the “integrated management function” within a business enterprise. Offered in the summer every year.

Master of Science in Management

MSM 6001 Internship I

An experimental application of principles introduced in the first semester of the program. This ongoing activity consists of smaller, regularly documented tasks in some combination of the environments of business management, integration, and application of technology, administrative oversight, marketing, financial management, human resource management, and operations management.

MSM 6002 Internship II

An experimental application of principles introduced in the second semester of the program. This ongoing activity consists of smaller, regularly documented tasks in some combination of the environments of business management, integration, and application of technology, administrative oversight, marketing, financial management, human resource management, and operations management.

MSM 6003 Internship III

An experimental application of principles introduced in the third semester of the program. This ongoing activity consists of smaller, regularly documented tasks in some combination of the environments of business management, integration, and application of technology, administrative oversight, marketing, financial management, human resource management, and operations management.

MSM 6004 Internship IV

An experimental application of principles introduced in the fourth semester of the program. This ongoing activity consists of smaller, regularly documented tasks in some combination of the environments of business management, integration, and application of technology, administrative oversight, marketing, financial management, human resource management, and operations management.

MSM 6005 Internship V

An experimental application of principles introduced in the fifth semester of the program. This ongoing activity consists of smaller, regularly documented tasks in some combination of the environments of business management, integration, and application of technology, administrative oversight, marketing, financial management, human resource management, and operations management.

MSM 6100 Internship

An experiential application of principles introduced in the program, this ongoing activity consists of smaller, regularly documented tasks in some combination of the environments of business management, integration and application of technology, administrative oversight, marketing, financial management, human resource management, and operations management. Students needing OPT to remain in status with the DHS will register for the internship course each of the program's six semesters.

MSM 6301 Business and Administration Communication

This course has an emphasis on the building blocks of effective messages, letters and memos, interpersonal communication, reports, and job hunting. Email, web sites, power

point, and other contemporary forms of communication are covered. Writing assignments allow the application of building blocks. May be offered to substitute for an existing course per approval by MSM director.

MSM 6320 Organizational Behavior

A study of human behavior in organizations in the context of organizational business systems. An overview of managerial challenges including the global environment and work force diversity. Focus on decision-making, group dynamics, and conflict resolution. Offered in the fall every year.

MSM 6321 Business Analytics

Exploring business decisions with quantitative methods. An overview of operations research and tools for decision making. Emphasis on techniques most useful in their application to managerial problems. Critical evaluation of modeling techniques. Offered in the fall every year.

MSM 6322 Personnel/HR Management

Study of the personnel/human resource function in contemporary business organizations. This course is also a study of the role of managers and supervisors and how they effectively manage human resources as a key component in an organization's long-term strategic plan. Focus is placed on the identification, analysis and integration of human resource policies with strategic planning in relation to the environment, the organization and the individual. Offered in the fall every year.

MSM 6323 Marketing Perspectives for Management

Examines marketing management with emphasis on management of marketing units within business enterprises. The social environment within which marketing problems occur will also be discussed. Exposure to the developing perspectives of marketing as a function and a discipline. Offered in the fall every year.

MSM 6324 Employment Law for Management

A study of the legislation, case law, and administrative regulations intended to provide nondiscriminatory treatment of individuals in employment relationships. The course examines the various civil rights acts, safety laws, executive orders, and related legal cases at the Federal and State levels. Offered in the spring every year.

MSM 6325 Financial Management

This course provides managers and entrepreneurs with decision-making tools used in planning and problem solving in their organizations. Students will explore contemporary

theories of finance as applied to the solution of management problems identified in selected cases. The focus of the applications activity is on policy formulations and decision-making under conditions of uncertainty. Offered in the spring every year.

MSM 6326 Ethics for Business and Management

A study of principles and concepts for building and enhancement of ethical and managerial paradigms for corporate operations. Focus on integrity in organizational cultures. Offered in the spring every year.

MSM 6327 Global Business Perspectives

A study of trends in international business. This course will include a review of issues relevant to the role of the business executive in the global economy. A particular focus will be given to the study of multinational cultures and how this can affect management practices. Offered in the spring every year.

MSM 6328 Management Information Systems

A survey of business information systems generally required for management. Includes overview of Business Spreadsheets and Presentation software. Special topics for discussion include information systems lifecycle phases, project management tools and other current topics. Offered in the summer every year.

MSM 6329 Integrative Business Perspectives

An integrative overview of various functional areas of Business, including Management, Marketing, policy framing, Financial Perspectives, and Strategic Dimensions. The course adopts an interdisciplinary approach to Business decision making and operations. Offered in the summer every year.

MSM 6331 Quantitative Analysis

Quantitative methods of analysis. An overview of the concepts of operations research and statistical methods. Emphasis on techniques most useful in their application to managerial problems. Critical analysis of modeling techniques. Offered in the summer every year.

MSM 6332 Web Analytics

This course explores the managerial aspects of e-business, including online business models, infrastructure, web marketing, and security, with specific focus on web analytics. Offered in the summer every year.

MSM 6390 Managerial Accounting

This course will familiarize the students with the function of accounting as it pertains to managerial decision making. It will focus on the role of cost information and strategic decision making. May be offered to substitute for an existing course per approval by MSM director.

MSM 6341 Information Systems Infrastructure

A study of information systems infrastructure, with a focus on architecture, platforms, database systems, and network technologies needed to support organizational processes and functions.

MSM 6342 Current and Emerging Technology

A study of the latest trends and developments in the field of Information Technology. This includes coverage of various IT domains, such as artificial intelligence, cloud computing, big data, blockchain, internet of things, cybersecurity, and other emerging technologies.

MSM 6343 Information Systems Security

A study of the principles and practices used to secure information systems. This course examines aspects of information security, including network security, risk management, cybersecurity, and compliance with legal and ethical standards.

MSM 6351 Data Management for Data Science

This course provides an overview of database management systems, data models, and query languages. The goal of this course is to prepare students to design and implement solutions based on user and data requirements.

MSM 6352 Applied Data Science & Analysis

This course examines fundamental concepts of data science. The focus is on acquisition, analysis, and interpretation of data to extract knowledge and make informed decisions.

MSM 6353 Python for Data Science

This course introduces Python programming in the context of statistics and data science to solve complex problems. Emphasis is placed on the analysis and manipulation of data to identify patterns and relationships.

MSM 6354 Data Visualization

This course examines the theoretical and practical elements of data visualization. Emphasis is placed on the translation of complex data into actionable insights using modern visualization tools.

Occupational Therapy

OTD 6520 Basic Science I: Human Anatomy (5 hours)

This course is an advanced, detailed examination of the structure and function of the human body. Special emphasis will be on the musculoskeletal, neurological, cardiovascular, and respiratory systems. A variety of learning opportunities will be provided to gain a better understanding of the systems and their interrelationships.

OTD 6312 Movement Science I (3 hours)

The course introduces the fundamental concepts underlying human movement. In this course, the principles of anatomy, functional anatomy, biomechanics, and kinesiology will provide a basis for understanding normal and abnormal movement in the human body. Ergonomic assessment and analysis will also be introduced.

OTD 6313 Pathology and Medical Management (3 hours)

This course focuses on the pathogenesis, clinical presentation, prognosis, and medical intervention of diseases encountered in occupational therapy practice. The relevance of medical imaging and laboratory values in diagnosis and management will be covered. Students will be introduced to the pharmacological management of various conditions and the implications related to Occupational therapy practice will be discussed.

OTD 6330 Basic Tenets of OT Practice I (3 hours)

This course will analyze OT history, philosophical base, theory, frames of reference, Vision 2025, and the sociopolitical climate and their importance in meeting society's current and future occupational needs. Students will also be introduced to documentation and will learn basic documentation skills.

OTD 6240 Service in Occupational Therapy I (2 hours)

This course introduces students to information necessary for service-based occupational interventions. This course will focus on entry-level clinical practice as it relates to service in local, national, and international organizations and agencies. This course explores how to serve the community drawing upon faith-based beliefs and following the guidelines and history of the profession.

OTD 6420 Basic Science II: Neuroscience (4 hours)

This course is an in-depth study of the structure and function of the neurological system and physiology. Students will be introduced to selected pathologies and special tests that facilitate the understanding of how the nervous system affects movement of the human body.

OTD 6333 Basic Tenets of OT Practice II (3 hours)

This course will introduce the interaction of occupation and activity, and the distinct nature of occupation. This course will explore therapeutic use of self, safety of self and others, the process of referrals to specialists, reimbursement, documentation, professional development, and personal and professional responsibilities.

OTD 6430 OT Across the Lifespan: Pediatric Population (4 hours)

This course will provide an overview of pediatric occupational therapy from birth through adolescence (18 years). Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various pediatric standardized and non-standardized assessment tools treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 6432 OT Across the Lifespan: Mental Health Population (4 hours)

This course will provide an overview of occupational therapy for individuals with mental health concerns. Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various

OTD 6120 Fieldwork IA (1 hour)

This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

OTD 6000 Grand Rounds 1 (0 hours)

This course is a “grand rounds” experience in a problem-based learning format. Students develop their clinical decision-making process, as cases increase in complexity, through research, discussion and collaboration. IPE competencies are introduced. Students use the tools necessary to be a successful problem-based learner in the “grand rounds” format. Students will learn how to work effectively as part of a

health care team, how to manage conflict and solve problems while respecting individual differences.

OTD 6331 Evidence-Based Practice (3 hours)

This course is designed for students to gain the knowledge and skills required to become an evidence-based practitioner. The course introduces the foundation of evidence-based practice and the integration of clinical reasoning skills.

OTD 6434 OT Across the Lifespan: Adult Population (4 hours)

This course will provide an overview of occupational therapy for adult patients, ages 18 through 59 years. Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 6350 Quantitative Research Methods (3 hours)

In this course students will be introduced to quantitative research methods. This course provides an overview of research design from the perspective of the hierarchy of levels of evidence, including consideration of validity, strength of methodology, and relevance. Students learn to locate, select, analyze, and evaluate existing scholarly literature using descriptive, correlational, and inferential quantitative statistics, as well as design and implement scholarly studies to advance the literature.

OTD 6200 Ethics, Service, and Multiculturalism in OT (2 hours)

In this course students will be introduced to ethical principles and multicultural awareness as they relate to occupational therapy. Students will discuss the social determinants of health as related to sociocultural factors, socioeconomic factors, diversity factors, and lifestyle choices. Students will explore professional ethics using the AOTA Code of Ethics and Standards of Practice.

OTD 6352 Treatment Techniques to Enhance Performance (3 hours)

This course explores various media and methods to use in treatment. This course provides instruction and hands-on learning for making splints and orthotics and providing appropriate therapy techniques using methods available within various settings. This course will allow students the chance to explore various methods of treatment and will be introduced to activity analysis and grading activities up/down depending on the client. The course is designed to

OTD 6121 Fieldwork IB (1 hour)

This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

OTD 7433 OT Across the Lifespan: Aging Population (4 hours)

This course will provide an overview of occupational therapy for elderly patients (age 60 through end-of-life). Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 7353 Adaptive Equipment and Patient Care Concepts (3 hours)

This course introduces students to various adaptive equipment that may be used with clients. This course also introduces all the latest technology to use when helping and serving clients.

OTD 7350 Qualitative Research Methods (3 hours)

In this course students will be introduced to qualitative research methods. This course provides an overview of research design including hierarchy of levels of evidence, validity, strength of methodology, and relevance. Students learn to locate, select, analyze, and evaluate existing scholarly literature, as well as design and implement scholarly studies, including coding and synthesizing qualitative data, to advance the literature.

OTD 7212 Clinical Communications (2 hours)

In this course students will learn to create professional reports, explore how to develop grant proposals, and develop communication skills for interactions with clients and their families. This course will also teach effective interprofessional collaboration between OT and OTA and interprofessional skills for interprofessional practice.

OTD 7122 Fieldwork IC (1 hour)

This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

OTD 7300 Fieldwork Preparation (3 hours)

This course will review treatment techniques, evaluation techniques, and documentation skills to ensure students are prepared for their Fieldwork experience

OTD 7255 Wellness and Health within the Community (2 hours)

This course will explore sociocultural and socioeconomic factors that apply to occupational therapy service delivery. Students will learn and explore the role of occupational therapy in promoting health and various teaching and learning approaches to promote health literacy within the community. Students will evaluate access to community resources and development of primary care opportunities for occupational therapy within the community.

OTD 7342 Current Policies and Social Systems Related to OT (3 hours)

This course will introduce current policy issues, advocacy to promote occupational therapy, and the system structures that create federal and state regulations for occupational therapy.

OTD 7256 Faith, Health and Quality of Life (2 hours)

This course is designed to examine the complex role of the occupational therapist in interactions with clients, colleagues, families, and the profession. Students gain an understanding of the role and impact of illness, disability, health, spirituality, and other factors on clients as well as their own life. Students will explore what it means to be a Christian in healthcare. Emphasis will be placed on self-awareness as well as awareness of others with respect to illness, pain, addictions, cultural differences and sensitivity, spirituality, and coping strategies. Discussions include faithbased foundations, including the Christian moral transition, sociocultural influences, professional codes, organizational norms, and personal ethical norms.

OTD 7257 Servant Leadership (2 hours)

The Core Competencies of Leadership will be introduced and meaningful ways to apply leadership skills discussed. This course will cover leadership skills related to business aspects of practice, marketing of services, quality management, servant leadership, liability issues, requirements for credentialing and licensure, professional development requirements, supervision of personnel, professional engagement, and organizational ethics. This course also prepares students for entry into and leadership within academic settings.

OTD 7241 Service in Occupational Therapy II (2 hour)

This second course is a continuation of information necessary for service-based occupational interventions. This course will focus on entry-level clinical practice as it relates to service in local, national, and international organizations and agencies. Students will explore the practice of occupational therapy with an emphasis on service and leadership. Pro bono services will be introduced as an act of Christian values and service. This course explores how to serve the community drawing upon faith-based beliefs and following the guidelines and history of the profession

OTD 8360 Doctoral Capstone Project (3 hours)

In this course, students will collaborate with the professor to design their capstone project to develop knowledge in their area of interest. Per ACOTE requirements, preparation for the capstone project will include a literature review, needs assessment, goals/objectives, and an evaluation plan. This course will prepare students for the 14-week doctoral capstone experience which will occur in the final semester of the program.

OTD 7922 Fieldwork IIB (12 weeks) (9 hours)

Students will engage in two full-time 12-week fieldwork placements during the spring and fall semesters. Students will apply their understanding of occupation, professional practice, therapeutic use of self, evidence-based practice, and leadership during these placements. Students will continue to focus on personal transformation as occupational therapists, applying content learned in didactic courses to clinical settings in order to develop the professional competencies of an entry-level occupational therapist.

OTD 8140 Doctoral Capstone (14 hours)

In this course students will complete the capstone experience. The doctoral capstone provides a comprehensive experience in the student's chosen setting for 14 weeks. Completion of a capstone project will also be a part of this course. It will emphasize the comprehensive understanding of the focused area of study.

Physician Assistant Studies

PAS 5500 Human Anatomy with Lab (5 hours)

This is a systems based course that will emphasize the application of anatomical knowledge to clinical practice. This course covers gross anatomy while demonstrating the design inherent in the human body and how alterations from the norm can affect function. Structure-function relationships will be explored at multiple levels of organization, specifically, cell, tissue, organ, and systems

PAS 5410 Foundations of Health and Disease I (4 hours)

This is a systems based course that will emphasize the application of knowledge of human physiology to primary care practice. This is the first of four Foundation courses presented in the didactic year; the subsequent three courses will align with the Clinical Medicine series. The courses cover important foundational information and review content for organ system and disease-specific conditions: anatomy and physiology, approach to the patient, pathophysiologic basis of disease, and genetic basis of disease.

PAS 5210 Professional Development I (2 hours)

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, advocacy, research, the public health system, and the business of medicine with the practice of medicine.

The first semester focuses on the history of the profession, and integrating advocacy and evidence based medicine with the practice of medicine.

PAS 5211 Clinical and Technical Skills I (2 hours)

This course is the first in a sequence of four didactic courses presented in the first year. The in-person course is designed to develop the clinical skills necessary for practice as a physician assistant in primary care. This course introduces the student to the art of obtaining the patient history and performing the physical examination. Lectures will detail how to elicit a medical history, perform a complete physical examination, and correct medical documentation.

PAS 5111 Clinical and Technical Skills Lab (1 hour)

This lab course will complement the Clinical and Technical Skills lecture based course. Weekly small group labs facilitated by the faculty will allow the student to practice and develop history and physical exam skills. Students will ultimately learn the proper techniques in order to perform a comprehensive physical examination.

PAS 5112 Pharmacology I (1 hour)

This course introduces the pharmacologic principles and concepts which are essential for making sound pharmacotherapeutic decisions. This course covers pharmacokinetics, pharmacodynamics, drug metabolism, and pharmacogenomics.

PAS 5215 Neuroanatomy (2 hours)

This course is an in depth study of the structure and function of the neurological system, including gross anatomy, histology, embryology and physiology. Students will be introduced to selected pathologies and special tests that facilitate the understanding of the relationship of the nervous system to function of the human body.

PAS 5220 Foundations of Health and Disease II (2 hours)

This is a systems based course that will emphasize the application of knowledge of human physiology to primary care practice. This is the second of four Foundation courses presented in the didactic year; these courses will align with the Clinical Medicine series. The courses cover important foundational information and review content for organ system and disease-specific conditions: anatomy and physiology, approach to the patient, pathophysiologic basis of disease, and genetic basis of disease.

PAS 5120 Professional Development II (1 hour)

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, advocacy, research, the public health system, and the business of medicine with the practice of medicine.

The second semester focuses on the medical ethics, medical professionalism, and interprofessional collaboration with the practice of medicine.

PAS 5221 Clinical and Technical Skills II (2 hours)

This course is the second in a sequence of four didactic courses presented in the first year. The course is designed to develop the clinical skills necessary for practice as a physician assistant in primary care. This course will enhance the knowledge and skills relevant to obtaining a medical history, conducting a physical examination, formulating a differential diagnosis, and developing an initial management plan. The focus of this course is to develop critical thinking skills as well as procedural skills required in physician assistant practice. Topics included in this course are closely aligned with those in the Clinical Medicine courses. The student will also be introduced to laboratory and imaging basics which will lead to systems-based diagnostic imaging and laboratory medicine concepts to align with the Clinical Medicine courses. In addition, practice in selection and interpretation of routine diagnostics is incorporated throughout this course.

PAS 5314 Pharmacology I (3 Units)

This course is the first in a three-course sequence that is designed to teach students appropriate pharmacotherapeutics in an organ systems-based approach that complements the sequencing in the clinical medicine course.

PAS 5113 Clinical Medicine-Dermatology (1 hour)

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the dermatological system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included.

This course is coordinated with the Foundations of Health and Disease, Pharmacology, and Clinical and Technical Skills courses. Together, these evidence-based courses encompass initial presentation through follow-up care with a patient centered medical model that includes physical, mental, emotional, and spiritual aspects throughout the lifespan.

Lectures present the most common clinical conditions (acute, emergent, and chronic) seen by primary care providers. In addition, the course incorporates patient education, health promotion and disease prevention, and provides opportunities for the student to develop and refine critical thinking skills in preparation for clinical practice.

PAS 5122 Clinical Medicine-Hematology (1 hour)

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the hematologic system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included.

This course is coordinated with the Foundations of Health and Disease, Pharmacology, and Clinical and Technical Skills courses. Together, these evidence-based courses encompass initial presentation through follow-up care with a patient centered medical model that includes physical, mental, emotional, and spiritual aspects throughout the lifespan.

Lectures present the most common clinical conditions (acute, emergent, and chronic) seen by primary care providers. In addition, the course incorporates patient education, health promotion and disease prevention, and provides opportunities for the student to develop and refine critical thinking skills in preparation for clinical practice.

PAS 5233 Clinical Medicine-Infectious Disease (2 hours)

This course uses a generalized approach to study infectious diseases by examining the mechanisms of disease transmission and pathogenicity, methods of diagnosis, antimicrobial pharmacotherapy, common and systemic clinical presentations, and methods for infection control and prevention. Common bacterial, viral, fungal, and parasitic pathogens are explored. Organ system specific infections are primarily discussed in their corresponding clinical science courses.

This course is coordinated with the Foundations of Health and Disease, Pharmacology, and Clinical and Technical Skills courses. Together, these evidence-based courses encompass initial presentation through follow-up care with a patient centered medical model that includes physical, mental, emotional, and spiritual aspects throughout the lifespan.

Lectures present the most common clinical conditions (acute, emergent, and chronic) seen by primary care providers. In addition, the course incorporates patient education, health promotion and disease prevention, and provides opportunities for the student to develop and refine critical thinking skills in preparation for clinical practice.

PAS 5244 Clinical Medicine-Pulmonology (2 hours)

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the pulmonary system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included.

This course is coordinated with the Foundations of Health and Disease, Pharmacology, and Clinical and Technical Skills courses. Together, these evidence-based courses encompass initial presentation through follow-up care with a patient centered medical model that includes physical, mental, emotional, and spiritual aspects throughout the lifespan.

Lectures present the most common clinical conditions (acute, emergent, and chronic) seen by primary care providers. In addition, the course incorporates patient education, health promotion and disease prevention, and provides opportunities for the student to develop and refine critical thinking skills in preparation for clinical practice.

PAS 5455 Behavioral Medicine and Social Sciences (4 hours)

This course is designed to provide students with a comprehensive understanding of behavioral medicine and social sciences essential for successful clinical practice. Students will develop a solid foundation in medical knowledge, skills, and attitudes crucial for the clinical year. Topics covered will include psychological principles, social

determinants of health, patient communication strategies, cultural competency, and ethical considerations in healthcare. By exploring the intersection of medicine and behavioral sciences, students will be equipped to address the diverse psychosocial factors influencing patient care and outcomes. This course will prepare students to navigate complex clinical scenarios with empathy, professionalism, and a patient-centered approach, setting the stage for a successful transition into the clinical year.

PAS 5123 Pharmacology II (1 hour)

This course is the second in a four course sequence that is designed to teach students appropriate pharmacotherapeutics in an organ systems-based approach that complements the sequencing in the clinical medicine course.

PAS 5230 Foundations of Health and Disease III (2 hours)

This is a systems based course that will emphasize the application of knowledge of human physiology to primary care practice. This is the third of four Foundation courses presented in the didactic year; these courses will align with the Clinical Medicine series. The courses cover important foundational information and review content for organ system and disease-specific conditions: anatomy and physiology, approach to the patient, pathophysiologic basis of disease, and genetic basis of disease.

PAS 5130 Professional Development III (1 hour)

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, advocacy, research, the public health system, and the business of medicine with the practice of medicine.

The third semester focuses on research methods and advocating for the PA profession with the practice of medicine.

PAS 5231 Clinical and Technical Skills III

This course is the third in a sequence of four didactic courses presented in the first year. The course is designed to further develop the clinical skills necessary for practice as a physician assistant in primary care. This course will enhance the knowledge and skills relevant to obtaining a medical history, conducting a physical examination, formulating a differential diagnosis, and developing a management plan. The focus of this course is to develop critical thinking skills as well as procedural skills required in physician assistant practice. Topics included in this course are closely aligned with those in the Clinical Medicine courses. The student will also be introduced to laboratory and imaging basics which will lead to systems-based diagnostic imaging and laboratory medicine concepts

to align with the Clinical Medicine courses. In addition, practice in selection and interpretation of routine diagnostics is incorporated throughout this course.

PAS 5131 Clinical and Technical Skills Lab III (1 hour)

This course is the third in a four course series that will complement the Clinical and Technical Skills Lecture course. It will introduce clinical decision-making skills as well as procedural skills required in physician assistant practice. Topics included in this course are closely aligned with those in the Clinical Medicine and Pharmacotherapeutics courses. Each topic is presented in a variety of formats to include but not limited to small group exercises and laboratory exercises. Clinical case study discussions, led by program faculty, are utilized to develop problem solving skills. Standardized Patients (SPs) and/or Objective Structured Clinical Examinations (OSCEs) prepare the student for clinical patient interactions. The student will be introduced to Simulation which will be utilized in subsequent Clinical Skills blocks in the didactic year.

PAS 5160 Clinical Medicine-EENT (1 hour)

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the EENT system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included.

This course is coordinated with the Foundations of Health and Disease, Pharmacology, and Clinical and Technical Skills courses. Together, these evidence-based courses encompass initial presentation through follow-up care with a patient centered medical model that includes physical, mental, emotional, and spiritual aspects throughout the lifespan.

Lectures present the most common clinical conditions (acute, emergent, and chronic) seen by primary care providers. In addition, the course incorporates patient education, health promotion and disease prevention, and provides opportunities for the student to develop and refine critical thinking skills in preparation for clinical practice.

PAS 5270 Clinical Medicine-Neurology (1 hour)

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the neurological system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included.

This course is coordinated with the Foundations of Health and Disease, Pharmacology, and Clinical and Technical Skills courses. Together, these evidence-based courses encompass initial presentation through follow-up care with a patient centered medical model that includes physical, mental, emotional, and spiritual aspects throughout the lifespan.

Lectures present the most common clinical conditions (acute, emergent, and chronic) seen by primary care providers. In addition, the course incorporates patient education, health promotion and disease prevention, and provides opportunities for the student to develop and refine critical thinking skills in preparation for clinical practice.

PAS 5280 Clinical Medicine-MSK/Rheumatology (2 hours)

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the musculoskeletal and rheumatological system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included.

This course is coordinated with the Foundations of Health and Disease, Pharmacology, and Clinical and Technical Skills courses. Together, these evidence-based courses encompass initial presentation through follow-up care with a patient centered medical model that includes physical, mental, emotional, and spiritual aspects throughout the lifespan.

Lectures present the most common clinical conditions (acute, emergent, and chronic) seen by primary care providers. In addition, the course incorporates patient education, health promotion and disease prevention, and provides opportunities for the student to develop and refine critical thinking skills in preparation for clinical practice.

PAS 5490 Clinical Medicine-Cardiology/ECG (4 hours)

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the cardiological system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included.

This course is coordinated with the Foundations of Health and Disease, Pharmacology, and Clinical and Technical Skills courses. Together, these evidence-based courses encompass initial presentation through follow-up care with a patient centered medical model that includes physical, mental, emotional, and spiritual aspects throughout the lifespan.

Lectures present the most common clinical conditions (acute, emergent, and chronic) seen by primary care providers. In addition, the course incorporates patient education, health promotion and disease prevention, and provides opportunities for the student to develop and refine critical thinking skills in preparation for clinical practice.

PAS 5128 Geriatrics (1 hour)

This course will focus on issues specific to geriatrics, examining the similarities and, primarily, the differences inherent to this population. The process of death and dying and end of life issues will be discussed.

PAS 5132 Pharmacology III (1 hour)

This course is the third in a four course sequence that is designed to teach students appropriate pharmacotherapeutics in an organ systems-based approach that complements the sequencing in the clinical medicine course.

PAS 5240 Foundations of Health and Disease IV (2 hours)

This is a systems based course that will emphasize the application of knowledge of human physiology to primary care practice. This is the second of four Foundation courses presented in the didactic year; these courses will align with the Clinical Medicine series. The courses cover important foundational information and review content for organ system and disease-specific conditions: anatomy and physiology, approach to the patient, pathophysiologic basis of disease, and genetic basis of disease.

PAS 5140 Professional Development IV (1 hour)

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, advocacy, research, the public health system, and the business of medicine with the practice of medicine.

The fourth semester focuses on the public health system and the business of medicine including: health policy, healthcare delivery systems, patient advocacy, and maintenance of population health.

PAS 5141 Clinical and Technical Skills Lab IV (1 hour)

This course is the last in a four course series that will complement the Clinical and Technical Skills Lecture course. It will introduce clinical decision-making skills as well as procedural skills required in physician assistant practice. Topics included in this course are closely aligned with those in the Clinical Medicine and Pharmacotherapeutics courses. Each topic is presented in a variety of formats to include but not limited to small group exercises and laboratory exercises. Clinical case study discussions, led by

program faculty, are utilized to develop problem solving skills. Standardized Patients (SPs) and/or Objective Structured Clinical Examinations (OSCEs) prepare the student for clinical patient interactions. The student will be introduced to Simulation which will be utilized in subsequent Clinical Skills blocks in the didactic year.

PAS 5260 Clinical Medicine-Gastroenterology (2 hours)

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the gastrointestinal system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included.

This course is coordinated with the Foundations of Health and Disease, Pharmacology, and Clinical and Technical Skills courses. Together, these evidence-based courses encompass initial presentation through follow-up care with a patient centered medical model that includes physical, mental, emotional, and spiritual aspects throughout the lifespan.

Lectures present the most common clinical conditions (acute, emergent, and chronic) seen by primary care providers. In addition, the course incorporates patient education, health promotion and disease prevention, and provides opportunities for the student to develop and refine critical thinking skills in preparation for clinical practice.

PAS 5125 Clinical Medicine-Urology (1 hour)

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the urological system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included.

This course is coordinated with the Foundations of Health and Disease, Pharmacology, and Clinical and Technical Skills courses. Together, these evidence-based courses encompass initial presentation through follow-up care with a patient centered medical model that includes physical, mental, emotional, and spiritual aspects throughout the lifespan.

Lectures present the most common clinical conditions (acute, emergent, and chronic) seen by primary care providers. In addition, the course incorporates patient education, health promotion and disease prevention, and provides opportunities for the student to develop and refine critical thinking skills in preparation for clinical practice.

PAS 5133 Clinical Medicine-Nephrology (1 hour)

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the Nephrological system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included.

This course is coordinated with the Foundations of Health and Disease, Pharmacology, and Clinical and Technical Skills courses. Together, these evidence-based courses encompass initial presentation through follow-up care with a patient centered medical model that includes physical, mental, emotional, and spiritual aspects throughout the lifespan.

Lectures present the most common clinical conditions (acute, emergent, and chronic) seen by primary care providers. In addition, the course incorporates patient education, health promotion and disease prevention, and provides opportunities for the student to develop and refine critical thinking skills in preparation for clinical practice.

PAS 5143 Clinical Medicine-Endocrinology (1 hour)

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the endocrine system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included.

This course is coordinated with the Foundations of Health and Disease, Pharmacology, and Clinical and Technical Skills courses. Together, these evidence-based courses encompass initial presentation through follow-up care with a patient centered medical model that includes physical, mental, emotional, and spiritual aspects throughout the lifespan.

Lectures present the most common clinical conditions (acute, emergent, and chronic) seen by primary care providers. In addition, the course incorporates patient education, health promotion and disease prevention, and provides opportunities for the student to develop and refine critical thinking skills in preparation for clinical practice.

PAS 5250 Clinical Medicine-Women's Health (2 hours)

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the reproductive system across the lifespan. Appropriate ordering and interpretation of

diagnostic tests and pharmacological treatment as related to the disease states presented are included.

This course is coordinated with the Foundations of Health and Disease, Pharmacology, and Clinical and Technical Skills courses. Together, these evidence-based courses encompass initial presentation through follow-up care with a patient centered medical model that includes physical, mental, emotional, and spiritual aspects throughout the lifespan.

Lectures present the most common clinical conditions (acute, emergent, and chronic) seen by primary care providers. In addition, the course incorporates patient education, health promotion and disease prevention, and provides opportunities for the student to develop and refine critical thinking skills in preparation for clinical practice.

PAS 5217 Pediatrics (2 hours)

This course is designed to introduce students to pediatric care by providing an overview of specific illnesses, diagnostic tests, terminology and treatment in this special population while emphasizing the role of the PA in a general pediatric practice. The course will explore normal growth and development and immunization recommendations and, also, provide an overview of the similarities and differences between pediatric and adult populations.

PAS 5142 Pharmacology IV (1 hour)

This course is the last in a four course sequence that is designed to teach students appropriate pharmacotherapeutics in an organ systems-based approach that complements the sequencing in the clinical medicine course.

PAS 5100 Clinical Phase Preparation (1 hour)

This course is designed to equip students with the essential knowledge and skills necessary for a successful transition into the clinical year of their physician assistant program. This includes: understanding policies and procedures governing the clinical year, safety in the clinical setting, effective preparation for clinical rotations, understanding student and preceptor expectations, and professional and legal requirements for practice as a student.

PAS 6508 Women's Health SCPE (5 hours)

This course is a five week supervised clinical practice experience in women's health, including prenatal and gynecologic care in various clinical settings, and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

PAS 6509 Behavioral Health SCPE (5 hours)

This course is a five week supervised clinical practice experience in behavioral and mental health in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

PAS 6510 Elective I SCPE (5 hours)

This course is a five week supervised clinical practice experience designed to allow students to explore new areas of PA practice or reinforce and strengthen areas of perceived deficits. Students may also choose to utilize the elective rotation to evaluate, and be evaluated by, a potential employer.

PAS 5150 Professional Development V (1 hour)

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, advocacy, research, the public health system, and the business of medicine with the practice of medicine.

The fifth semester focuses on the provider wellness, patient safety, prevention of medical error, quality improvement, and risk management within the practice of medicine.

PAS 6503 Internal Medicine SCPE (5 hours)

This course is a five week supervised clinical practice experience in internal medicine and is designed to provide exposures to patients across the lifespan of adults and elderly. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

PAS 6501 Pediatrics SCPE (5 hours)

This course is a five week supervised clinical practice experience in general pediatric care providing exposure to patients across the lifespan of infants, children, and adolescents. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

PAS 6502 Family Medicine SCPE (5 hours)

This course is a five week supervised clinical practice experience in family medicine and is designed to provide exposures to patients across the lifespan of infants, children, adolescents, adults, and elderly. Education may occur in varied clinical settings and is

designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

PAS 5161 Professional Development VI (1 hour)

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, advocacy, research, the public health system, and the business of medicine with the practice of medicine.

The sixth semester focuses on PA professional practice to include: licensure, credentialing, laws and regulations regarding professional practice and conduct, and policy issues that affect clinical practice.

PAS 6504 General Surgery SCPE (5 hours)

This course is a five week supervised clinical practice experience in general surgery and is designed to provide exposures to patients across the lifespan and include management of pre-, intra-, and post-operative issues. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

PAS 6511 Elective II SCPE (5 hours)

This course is a four week supervised clinical practice experience designed to allow students to explore new areas of PA practice or reinforce and strengthen areas of perceived deficits. Students may also choose to utilize the elective rotation to evaluate, and be evaluated by, a potential employer.

PAS 6505 Emergency Medicine SCPE (5 hours)

This course is a five week supervised clinical practice experience in emergency medicine and is designed to provide exposures to patients across the lifespan and include management of urgent and emergent issues. Unique opportunities to be an integral part of a multidisciplinary team are expected. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

PAS 5170 Professional Development VII (1 hour)

This course is designed to aid students in pinpointing areas of improvement within clinical practice and inspiring them to conduct research to enhance the delivery of care and patient outcomes. Furthermore, it aims to cultivate an enthusiasm for advancing Physician Assistant scholarship and fostering lifelong learning.

PAS 5099 Summative Seminar (0 hours)

The purpose of this pass/fail seminar is twofold: to comprehensively demonstrate knowledge, patient care skills, and professional competency sufficient to function as an entry-level physician assistant, and to prepare graduation candidates for the physician assistant national certifying examination (PANCE).

Physical Therapy

PHT 6230 Professionalism and Leadership I (2 hours)

This course educates students about the past, present and future directions of the profession and the APTA as well as analyzes the role of the physical therapist as a professional and a leader. Students will analyze APTA and other professional core documents to learn about the practice of physical therapy. Focus areas include health care models, pro bono services, advocacy, public policy, professionalism, and legal and ethical aspects of practice. Development of leadership skills and professional behaviors both in and out of the profession will be presented and meaningful ways to apply leadership skills will be discussed.

PHT 7232 Professionalism and Leadership II (2 hours)

In this course, students examine leadership and administration theories and prepare for the transition from student to professional. Topics include: strategic planning, management, marketing, budgeting, human resources, quality assurance and networking. Current trends in billing and reimbursement will also be discussed. Strategies for building a successful portfolio, career development, lifelong learning and personal financial planning will be covered. The importance of becoming a high-performance, well-balanced professional will be emphasized.

PHT 7141 Evidence Based Practice II (1 hour)

This course requires students to draw upon previous coursework and experiences in order to choose a topic of interest and conduct a systematic review. Students are required to submit a written document and complete an oral presentation.

PHT 6210 Introduction to Clinical Sciences (2 hours)

In this course, the foundations of patient centered holistic care are presented. Problem-based learning and the clinical decision-making process is introduced. Students are educated about the physical therapist's role and responsibility as a member of the health care team and how to work effectively with others, how to manage conflict and

solve problems while respecting individual differences. Strategies for success in the professional graduate program are included.

PHT 6214 Movement Science III (2 hours)

In the final course in the series, exercise prescription and progression strategies will be analyzed utilizing the foundations of movement science. Students will utilize knowledge from previous courses and movement analysis to develop exercise regimes. Clinical reasoning through patient case studies will facilitate student understanding of mechanical concepts.

PHT 6222 Pathology and Medical Management I (2 hours)

The first of two courses that focus on the pathogenesis, clinical presentation, prognosis, and medical intervention of diseases encountered in physical therapy practice. The relevance of medical imaging and laboratory values in diagnosis and management will be covered. Students will be introduced to the pharmacological management of various conditions and the implications related to physical therapy practice will be discussed.

PHT 6224 Exercise Physiology (2 hours)

This course examines the body's physiological response, both acute and chronic, to exercise. Students will learn about the changes in exercise responses through the lifespan and in special populations as well as measurement of oxygen uptake/energy expenditure. This course examines the body's physiological response, both acute and chronic, to exercise. Students will learn about the changes in exercise responses through the lifespan and in special populations as well as measurement of oxygen uptake/energy expenditure.

PHT 6340 Evidence Based Practice I (3 hours)

This course is designed to teach students how to utilize evidence to make clinical decisions. Students are introduced to the foundations of evidence-informed practice and the integration of research into clinical decision making. Topics include: methods of scientific inquiry, ethical and legal aspects of research, statistical analysis, research methods, search strategies, critical appraisal of the literature, grants and funding sources, and integration of research into practice.

PHT 6211 Basic Examination (2 hours)

This course is designed to teach students the foundational concepts and skills required to perform the basic components of a physical therapy examination. Students will draw upon previous knowledge to design a plan given patient case scenarios.

PHT 6312 Movement Science I (3 hours)

The first course in the series provides an introduction to the fundamental concepts underlying human movement. In this course, the principles of anatomy, functional anatomy, biomechanics, and kinesiology will provide a basis for understanding normal and abnormal movement in the human body. Ergonomic assessment and observational gait analysis will also be introduced.

PHT 6313 Movement Science II (3 hours)

In the second course, students will be introduced to theories related to motor control, motor development, motor learning and motor behavior. These concepts will serve as a framework for evaluation and treatment of movement dysfunction throughout the lifespan. The theories and constructs behind the prescription and use of prosthetics and orthotics and their impact on the movement system will also be discussed.

PHT 6323 Pathology and Medical Management II (3 hours)

The second course in the series focuses on the pathogenesis, clinical presentation, prognosis, and medical intervention of diseases encountered in physical therapy practice. The relevance of medical imaging and laboratory values in diagnosis and management will be covered. Students will be introduced to the pharmacological management of various conditions and the implications related to physical therapy practice will be discussed.

PHT 6350 Principles of Clinical Practice I (3 hours)

This two-course series introduces students to foundational skills used in physical therapy clinical practice. Emphasis is placed on analysis and interventions of the movement system, safety and documentation.

PHT 6351 Principles of Clinical Practice II (3 hours)

This two-course series introduces students to foundational skills used in physical therapy clinical practice. Emphasis is placed on analysis and interventions of the movement system, safety and documentation.

PHT 6421 Basic Science II (4 hours)

This course is an in-depth study of the structure and function of the neurological system, including gross anatomy, histology, embryology and physiology. Students will be introduced to selected pathologies and special tests that facilitate the understanding of the relationship of the nervous system to movement of the human body.

PHT 6520 Basic Science I (5 hours)

This course is an advanced, detailed examination of the structure and function of the human body. All systems (cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems) will be studied with special emphasis on the musculoskeletal, neurological, cardiovascular, and respiratory systems. A variety of learning opportunities will be provided to gain a better understanding of the systems and their interrelationships.

PHT 6480 Foundation of Clinical Sciences: Physical Therapy through the Lifespan IA (4 hours)

This two-course series presents an in-depth study into the examination and treatment of movement system disorders of the musculoskeletal system through the lifespan. Medical management of orthopedic conditions is included. Cases presented in a problem-based format facilitate clinical reasoning and content integration. Emphasis is placed on patient-centered, evidence informed, contemporary physical therapy practice. One course focuses on upper extremities conditions and the second on lower extremities.

PHT 6581 Foundation of Clinical Sciences: Physical Therapy through the Lifespan II (5 hours)

Students investigate the foundations of physical therapy for individuals with movement system disorders of the neurological system. Examination focuses on the movement analysis for motor control dysfunction across the lifespan. Management of common neurological conditions is included as well as precautions or special considerations pertinent to physical therapists. Emphasis is placed on patient-centered, evidence informed, contemporary physical therapy practice.

PHT 7142 Evidence Based Practice III (1 hour)

In this course, students will apply knowledge from previous coursework as well as their clinical experiences in order to complete a case study report. Students are required to complete both a written case study and presentation.

PHT 7273 Advanced Clinical Sciences: Pediatrics (2 hours)

This course provides an in-depth study of the unique aspects of pediatric physical therapy. Students will integrate previous coursework and research to improve their ability to provide patient centered, holistic, family centered, collaborative care.

PHT 7200 Integrated Clinical Experience (2 hours)

Students will take this course in either the fall, spring or summer of their second year. This is a part time clinical experience in an outpatient setting. Students will have the opportunity to integrate knowledge and skills from the classroom into the clinic. Students will enroll in this course in either the fall, spring or summer of their second year.

PHT 7201 Community Health (2 hours)

This course is designed to provide students with learning experiences both in the classroom and in the community. Emphasis is placed on population health and methods to incorporate service into their practice and make a lasting difference in their communities. Students will enroll in this course in either the fall, spring or summer of their second year.

PHT 7202 Experiences in Clinical Practice (2 hours)

Students will take this course in either the fall, spring or summer of their second year. This course includes a part-time experience and didactic content that will focus on preparing students for inpatient experiences. Students will have the opportunity to integrate knowledge and skills from the classroom into the clinic through both clinical experiences and simulation. Students will enroll in this course in either the fall, spring or summer of their second year.

PHT 7233 Spiritually Integrated Physical Therapy (2 hours)

This innovative course aims to provide students with the knowledge, skills, and attitudes to integrate spiritual care into their clinical practice, enhancing holistic patient care. It includes discussions on psychosocial aspects of rehabilitation, pain science and foundations of psychologically informed care. Discussions include faith-based foundations, including the Christian moral tradition, sociocultural influences, professional codes, and organizational and personal ethical norms.

PHT 7371 Advanced Clinical Sciences: Neurological Rehabilitation (3 hours)

This course expands upon existing knowledge of the neurological system and neurological disorders and provides students with advanced skills in the examination, evaluation and treatment of adults and older adults with neurological conditions. Clinical scenarios will be utilized to examine complex conditions and students will be encouraged to integrate evidence into proposed assessment and treatment methods.

PHT 7362 Advanced Clinical Sciences: Outpatient Rehabilitation (3 hours)

Outpatient rehabilitation is designed to integrate knowledge and skills from prior courses in the examination, evaluation and treatment of patients/clients typically presenting to physical therapy in private practice, home health, school system and wellness settings. Students are challenged to integrate important considerations such as dynamics of the setting, medical conditions, comorbidities and unique characteristics of the individual in order to provide a comprehensive examination and treatment. Clinical decision making and use of the best evidence will be developed as the learner selects, applies, and justifies treatment interventions for specific patient-centered functional goals for case vignettes presented in increasing levels of complexity.

PHT 7361 Advanced Clinical Sciences: Inpatient Rehabilitation (3 hours)

Inpatient Rehabilitation is designed to integrate knowledge and skills from prior courses in the examination, evaluation and treatment of patients/clients typically presenting to physical therapy in acute care, inpatient rehabilitation, and long-term care. Students are challenged to integrate important considerations such as dynamics of the setting, medical conditions, comorbidities and unique characteristics of the individual in order to provide a comprehensive examination and treatment. Clinical decision making and use of the best evidence will be developed as the learner selects, applies, and justifies treatment interventions for specific patient-centered functional goals for patient vignettes presented in increasing levels of complexity.

PHT 7384 Advanced Clinical Sciences: Primary Care (3 hours)

The focus of this course is the acquisition of knowledge and skills to practice as an independent practitioner of physical therapy. Essential skills include medical screening, integrating diagnostic imaging and laboratory values into a comprehensive examination and interprofessional collaboration. Independent practice in health and wellness is included. Effective clinical decision making will be emphasized throughout the course, using patient case vignettes.

PHT 7483 Advanced Clinical Sciences: Physical Therapy Management of the Spine (4 hours)

This course presents an in-depth study into the examination and treatment of movement system disorders of the spine, sacroiliac joint and temporomandibular joint through the lifespan. Medical management of surgical and non-surgical techniques of common musculoskeletal conditions and the implications for physical therapy practice is included. An evidenced-informed, patient centered approach is emphasized.

PHT 7385 Advanced Clinical Sciences: Special Populations (3 hours)

In this course, students engage in an in-depth study of various special populations encountered in physical therapy practice. Areas of study include but not limited to: gender health across the lifespan, industrial rehabilitation, cancer, and sport specific rehabilitation.

PHT 6282 Foundation of Clinical Sciences: Physical Therapy through the Lifespan III A (2 hours)

This is the first of a two-course series which presents an in-depth study into physical therapy management of individuals through the lifespan with acute medical and surgical conditions, cardiovascular, pulmonary and integumentary pathology. The impact of medical management, including pharmaceuticals are discussed. Emphasis is placed on evidence-informed, patient-centered collaborative care and contemporary practice expectations. The first course will focus on cardiovascular physical therapy and acute care and the second course on pulmonary physical therapy and integumentary dysfunction.

PHT 7360 Advanced Clinical Sciences: Clinical Reasoning in Rehabilitation (3 hours)

This course is designed to teach students how to integrate their knowledge and skills to make evidence informed clinical decisions. Case vignettes in a problem-based learning format are utilized to develop clinical reasoning skills and challenge students to consider setting, medical status, comorbidities and unique characteristics of the individual.

PHT 7480 Foundation of Clinical Sciences: Physical Therapy through the Lifespan I B (4 hours)

This two-course series presents an in-depth study into the examination and treatment of movement system disorders of the musculoskeletal system through the lifespan. Medical management of orthopedic conditions is included. Emphasis is placed on patient-centered, evidence informed, contemporary physical therapy practice. Cases presented in a problem-based format facilitate clinical reasoning and content integration. One course focuses on upper extremities conditions and the second on lower extremities.

PHT 7382 Foundation of Clinical Sciences: Physical Therapy through the Lifespan III B (3 hours)

This is the second of a two-course series which presents an in-depth study into physical therapy management of individuals through the lifespan with acute medical and surgical conditions, cardiovascular, pulmonary and integumentary pathology. The impact of

medical management, including pharmaceuticals are discussed. Emphasis is placed on evidence-informed, patient-centered collaborative care and contemporary practice expectations. The first course will focus on cardiovascular physical therapy and acute care and the second course on pulmonary physical therapy and integumentary dysfunction.

PHT 7190 Elective (1 hour)

Students will be enrolled in 1 of 3 electives offered during semester 5 of the program. Electives will focus on contemporary physical therapy including leadership and advanced education in musculoskeletal and cardiopulmonary physical therapy.

PHT 8135 Professional Seminar (1 hour)

This course is designed to prepare students to enter the profession of physical therapy. Students will prepare for the transition by creating a career development plan, completing their Professional Portfolio and Service Learning Activities as well as preparing for the National Licensure Examination.

PHT 8590 Experiential Learning Experience I (5 hours)

This course is a full time 10 week experience in which students integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States.

PHT 8591 Experiential Learning Experience II (5 hours)

This course is a full time 10 week experience in which students integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States.

PHT 8692 Experiential Learning Experience III (6 hours)

This course is a full time 12-week experience which students can choose to complete their terminal clinical rotation. Students will integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States.

PHT 8392 Experiential Learning Experience III A (3 hours)

During semester 8 of the program, students have the option of choosing either one 12-week rotation or two 6-week rotations for their terminal experience. This is the first, of the two-course series. This is a full time 6-week experience in which students

integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States. Students are required to successfully pass this course prior to enrolling in the second course (PHT 8393).

PHT 8393 Experiential Learning Experience III B (3 hours)

During semester 8 of the program, students have the option of choosing either one 12-week rotation or two 6-week rotations for their terminal experience. This is the second, of the two-course series. This is a full time 6-week experience in which students integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States. Students are required to successfully pass PHT 8393 prior to enrolling in this course.

Psychology

PSY 5310 Foundations of Psychological Science

In this course, students will identify and analyze psychological theories, ethical principles, and historical precedents in the field of psychology. Students will also demonstrate their ability to present information in APA format and utilize scholarly resources for the study and practice of psychology.

PSY 5315 Spiritual Perspectives of Human Development and Behavior

In this course, students will analyze the various psychological aspects of religion and spirituality related to human development and behavior. Students will also be able to critically assess various religious beliefs, theories, and applications related to the psychology of religion and spirituality. Students will critically evaluate these theories and perspectives through the lens of a Christian worldview.

PSY 5341 Cognitive, Affective, and Behavioral Psychology

In this course, students will identify and evaluate areas of cognition, and information processing, human affect, and the applications and influences of behavior. Theories and research of cognition, affect, behavior, which influence applications to the human condition and clinical interventions will be evaluated.

PSY 5345 Ethical and Professional Issues in Psychology

In this course, students will be familiar with historical, current, and emerging ethical issues in psychology. Topics will include both protection of human and nonhuman participants, managing and storing data, ethical authorship and publishing, and application of the various codes of ethics related to psychology. Students will also be able to analyze ethical dilemmas and apply ethical guidelines to professional issues related to the practice of psychology and research.

PSY 5350 Applied Research Methods and Analysis

In this course, students will evaluate research in psychology and the behavioral sciences. Students will be able to identify and analyze professional research, design a research project to answer valid questions, and be able to utilize and interpret basic statistics in the context of research hypothesis testing. An introduction to qualitative analysis and research based grant writing will also be included. *The prerequisite undergraduate courses in research methods and statistics required for full admission must be completed before students can take this course.

PSY 6310 Principles of Psychopathology

In this course, students will be able to distinguish between identified normal versus abnormal behavior, code pathological behavior and diagnoses using adopted coding systems, identify common diagnostic processes using primarily the current edition of the DSM, and evaluate clinical prevention and treatment modalities for abnormal behavior and mental illness.

PSY 6320 Principles of Psychometric Evaluation and Assessment

In this course, students will identify and evaluate principles and concepts of psychological testing and measurement, including, validity, reliability, application, and ethical issues. Students will be able to apply various psychological tests and procedures to clinical research applications, including an introduction to interviews, observations, and non-standardized testing procedures. *The prerequisite undergraduate courses in research methods and statistics required for full admission are required before students can take this course.

PSY 6315 Human Psychology in Social Systems

This course will explore social psychological systems and theories. Research and applications of historical and contemporary social interactions will be explored. Students will be able to identify and evaluate key concepts, and apply those concepts to social, cultural, community, political, economic, mental health, and other socially influenced considerations. Social structure, symbolic interactionism, sociological systems, and human systems theories will be considered.

PSY 6322 Psychopharmacology

This course explores the various considerations, applications, and research related to psychopharmacology. Students will explore the use of drugs and biological interventions used in clinical practice and mental health applications. Students will explore the legal, moral, and treatment efficacy of chemical treatments for emotional and behavioral disorders. Students will identify drugs used to treat various psychological disorders, chemical supplements used to treat or improve psychological issues, and be able to identify the classification of these drugs. Students will review and compare the historical and contemporary research on the effectiveness of various drugs and supplements, explain how drugs work on the brain and body, and explore multi-treatment modality applications.

PSY 6325 Advanced Educational Psychology

This is an advanced study of the cognitive process and the psychological foundations of educational practice and research. Students will learn the principles related to the

development of cognitive skills and conditions of learning, with a variety of educational applications.

PSY 6335 Holistic Human Psychology

This course will explore the human experience from the perspective that psychological phenomena occurs in the context of the whole person. Students will explore the biological, psychological, social, and spiritual interactions on human experiences. An in-depth consideration of the mind/body, nature/nurture, and mind/body/soul/spirit concepts will be studied.

PSY 6347 Psychology of Music, Creativity, and the Arts

In this course, psychological related concepts of music and the arts, aesthetics, and creativity will be explored. Students will be able to identify and evaluate individual differences and neurological processes related to these concepts, the nature and nurture of creativity, mechanics of music theory related to psychological processes, applications to health and well-being, mental health and therapeutic applications, psychosocial aspects, and the cognitive, affective, and behavioral influences of music and the arts.

PSY 6355 Psychology of Addiction

This course will explore the science of addiction, and psychological approaches to treatment and recovery. Students will identify personal, social, familial, and other influences on addiction as well as the influence of addiction on society and others. Psychophysiological processes of the brain will be identified as it relates to addictive processes and personalities. A variety of substances, activities, and objects of addiction will be considered.

PSY 5399/6399 Special Topics in Psychology

In this course, a variety of topics relevant to psychology and/or interdisciplinary topics and applications not otherwise covered in the curriculum will be explored. This may include topics of historical or current importance, or specific applications in psychology. Topics can be suggested by the faculty or students, and must be approved by the department chair. This course may be repeated for differing topics with Department approval.

PSY 6371 Neurodiversity and Concepts of Disabilities

In this course, students will identify and evaluate various issues related to individuals with diverse learning and cognitive processes, and evaluate philosophy and concepts of diversity in light of perspectives of normality/abnormality. Students will also evaluate the spectrum of accommodations, support, facilities, and programmatic needs related to nor

diversity in disability. Students will evaluate accommodations in a variety of settings, including educational, organizational, clinical, employment, and public access.

PSY 6372 Assistive Technologies in Disability Services

Students will identify and evaluate devices, services, and other accommodations to support individuals with disabilities, and other diverse needs in a variety of settings. Students will consider applications of reasonable accommodations, legal and ethical requirements related to accommodations, and identify available assistive technologies in a variety of settings, for a variety of needs.

PSY 6373 Legal and Sociocultural Aspects of Disability Services

Students will evaluate historical and contemporary sociocultural perspectives, including eugenics, disability services provisions, financial considerations, civil-rights, and moral/ethical concepts of disabilities. Students will identify and apply the requirements of applicable disability laws including the American Disabilities Act, American Disabilities law, constitutional law, FERPA, HIPPA, and other legal aspects related to disabilities.

PSY 6374 Disability Services Administration and Application

In this course, students will apply processes for providing accommodations for individuals with disabilities and diverse needs. Issues and challenges related to the administration of services will be explored, as well as creative ideas for improving the administration of services. Students will learn to apply and evaluate the administration of disability services in a variety of settings, including educational, organizational, clinical, employment, and public access.

PSY 6377 Autism, Intellectual and Developmental Disabilities

In this course, learners identify, evaluate, and distinguish between diagnostic criteria related to autism spectrum disorder (ASD), intellectual disabilities, and other developmental disabilities. Students will research and apply proven and emerging assessments and treatment modalities for ASD and other disabilities. Students will develop treatment plans that incorporate various behavioral interventions, compassionate practices, coordination of services, and consideration for the familial and environmental circumstances.

RD 9320 Dissertation I

This course serves as the initial step in formulating a research topic, methodology, bibliography, and research proposal. Student submits a draft of chapter one of the dissertation, which includes a review of literature. Offered on demand

Secondary Education

SED 6328 The Science of Learning

This course is intended to provide an overview of the theories and principles from psychology related to education. Specifically, the course addresses motivation, learning, and development as well as an introduction into the research and theory of secondary instruction. It is designed to provide insights into further secondary education courses in content, methodology and practice.

SED 6000 Orientation to Teacher Education

An introduction to education, including an overview of professional practice and program requirements.

SED 6301 Ethics for Educators

Theories of value and evaluation, ethical discourse and arguments and other uses of ethics in education case studies are the basis of this course.

SED 6322 Curriculum Design and Instructional Methods

This course explores the systematic application of instructional design methods within a broad range of secondary learning environments. Includes practical experience in selecting appropriate modes of instruction based on clearly defined objectives.

SED 6330 Assessment for Teaching and Learning

Tests and assessment are an essential part of the instructional process. When properly done, they cannot only effectively evaluate but also enhance students' learning and teachers' instruction. This course examines how to effectively use assessment for learning in secondary classrooms today.

SED 6342 Multicultural Education

Students are engaged in considering critical issues, developing a deeper understanding of themselves as cultural beings, and acquisition of a deep knowledge base and skills in multicultural education. Provides key information and strategies on how culture affects learning in the secondary classroom.

SED 6345 Differentiated Instruction for Diverse Learners

Designed to help educators develop an understanding of principles and practices related to effectively addressing academic diversity in contemporary secondary classrooms.

SED 6349 Advanced Classroom Management

Designed to enable the teacher to perform as a manager within the classroom and school. Areas of emphasis include preparing and teaching routines, the first days of school, effectively managing power control issues of students, and positive school-wide behavior support.

SED 6399 Secondary Education Capstone

This course is taken simultaneously with the first Internship placement to complete the edTPA assessment. edTPA focuses on planning instruction, implementation of effective instruction, and assessment of student work within a content field. If a student does not pass the edTPA, they would resubmit the edTPA portfolio during their second Internship placement and could retake this course as a means of remediation.

SED 6699 Internship

This course is scheduled to follow Methods coursework and will be completed in the same partnership school to enhance this intensive 15-week, supervised learning experience. The Internship is a 15-week experience to include an eight-week placement and a seven-week placement, one lower classroom setting and one upper grade classroom setting for secondary teaching fields. Within each placement, teacher candidates would have ten days of full-time teaching responsibility. The candidates will have the opportunity to apply the theories and concepts learned during the program, under the guidance of a cooperating teacher and university supervisor. This semester pulls together the experiences and instruction from the previous semesters and supports the candidate as he or she seeks authentic teaching autonomy that is unique to the experience of teaching in the classroom.

SED 6398 Practicum

This course is designed for students who are interning in their own classrooms. A minimum of 40 hours must be completed in a different grade band from the assigned grade band.

SED 6399 Internship

This course is scheduled to follow Methods coursework and will be completed in the same partnership school to enhance this intensive 15-week, supervised learning experience. The Internship is a 15-week experience to include an eight-week placement and a seven-week placement, one lower classroom setting and one upper grade classroom setting for secondary teaching fields. Within each placement, teacher candidates would have ten days of full-time teaching responsibility. The candidates will have the opportunity to apply the theories and concepts learned during the program, under the guidance of a cooperating teacher and university supervisor. This semester

pulls together the experiences and instruction from the previous semesters and supports the candidate as he or she seeks authentic teaching autonomy that is unique to the experience of teaching in the classroom.

Speech Language Pathology

SLP 6310 Advanced Child Language Disorders

Disorders involving semantics, morphology, syntax, and pragmatics in speaking, listening, reading and writing. Pre-linguistic and paralinguistic communication. Social communication. Diagnostic and therapeutic models for language disorders.

SLP 6320 Advanced Speech Sound Disorders

Advanced study of phonological/articulation development and disorders in children. Assessment, classification, analysis, and remediation of phonological and articulation disorders.

SLP 6330 Voice & Resonance Disorders

Anatomical and physiological bases for voice and resonance disorders. Quantitative and qualitative assessment measures. Therapeutic approaches for children and adults.

SLP 6340 Fluency Disorders

Theoretical bases, evaluation procedures, and therapeutic techniques in the treatment of various types and degrees of stuttering and cluttering across the lifespan. Psychosocial aspects of stuttering in children and adults, including counseling of patients and their families.

SLP 6351 Neurogenic Disorders !

Focus on the role of the central nervous system and its component parts that affect the pyramidal and extrapyramidal motor systems in speech production and speech disorders related to abnormalities in these motor systems. Neurological bases and clinical management of the dysarthrias and verbal apraxia.

SLP 6352 Neurogenic Disorders II

Apraxia, Aphasia, and neurolinguistic science, including the related disorders of dementia and right hemisphere pathologies. Neurological bases/causation. Assessment and treatment of apraxia, aphasia, and related disorders.

SLP 6360 Dysphagia - Adults

Anatomical and physiological bases of normal and disordered swallowing in adults. Evaluation and treatment of swallowing disorders, including clinical bedside studies, MBSS and FEES.

SLP 6365 Dysphagia - Pediatric

Anatomical and physiological bases of normal and disordered feeding/swallowing development in infants and children. Role of developmental delays and sensory processing disorders in pediatric feeding/swallowing disorders. Assessment and management strategies for feeding/swallowing disorders in infants and children.

SLP 6205 Augmentative and Alternative Communication

Overview of types of AAC, including low-tech and high-tech. Assessment, device selection, funding/reimbursement, and intervention procedures.

SLP 6215 Autism and Social Aspects of Communication

Advanced study of autism spectrum disorder and social aspects of communication. Course will include in-depth study on identification and diagnosis, assessment, and treatment of ASD.

SLP 6270 Aural Habilitation and Rehabilitation

Diagnosis and treatment of hearing-impaired children, including those with traditional amplification and CI. Therapeutic management of older persons with acquired hearing disorders. Psychosocial aspects of hearing loss in children and adults, including counseling of the hearing-impaired and their families.

SLP 6391 Clinical Methods and Practicum I

Supervised clinical practicum in the university clinical center for diagnostic and therapeutic experience with individuals who exhibit communication disorders. The experience may include assessment, treatment planning, direct treatment provision, report writing, and patient/parent counseling. Includes 1-hour per week discussion with instructor of principles/methods of prevention, assessment, and intervention, EBP, ethical issues, multilingual/multicultural concerns, current healthcare/education trends, SPED.

SLP 6392 Clinical Methods and Practicum II

Supervised clinical practicum in the university clinical center for diagnostic and therapeutic experience with individuals who exhibit communication disorders. The

experience may include assessment, treatment planning, direct treatment provision, report writing, and patient/parent

SLP 6392 Clinical Methods and Practicum II

Supervised clinical practicum in the university clinical center for diagnostic and therapeutic experience with individuals who exhibit communication disorders. The experience may include assessment, treatment planning, direct treatment provision, report writing, and patient/parent counseling. Includes 1-hour per week discussion with instructor of principles/methods of prevention, assessment, and intervention, EBP, ethical issues, multilingual/ multicultural concerns, current healthcare/education trends, SPED. Prerequisite is SLP 6391.

SLP 6991 Internship- Pediatric

Internship in a selected medical center, hospital clinic, private clinic, community agency, or public school. The internship provides the student with an intensive, professional, clinical experience under direct supervision of a qualified and certified SLP. The student will earn a minimum of 200 clinical hours. Prerequisite is SLP 6393.

SLP 6992 Internship- Adult

Internship in a selected medical center, hospital clinic, private clinic, community agency, or nursing home. The internship provides the student with an intensive, professional, clinical experience under direct supervision of a qualified and certified SLP. The student will earn a minimum of 200 clinical hours. Prerequisite is SLP 6393.

SLP 6280 Research Methods

Introduction to research study designs and the research process. Procedures for locating and critical reading of published research for integration into EBP. Students will be expected to select a topic for their capstone research paper/thesis and be guided through their individual research. These individual research projects will be completed over the course of 2 semesters through enrollment in SLP 6381/SLP 6382 - Research Experiences in Speech Language Pathology/Audiology I and II.

SLP 6381 Research Experience in Speech Language Pathology I

Individual work on selected research problems leading to completion of a research thesis or evidence based practice portfolio. The instructor will oversee all phases of research, from identifying a problem to writing conclusions.

SLP 6382 Research Experience in Speech Language Pathology II

Individual work on selected research problems leading to completion of a research thesis or evidence-based practice portfolio. The instructor will oversee all phases of research, from identifying a problem to writing conclusions. Prerequisite is PSL 6381.

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College of Business

Academic Department Chairs

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Business

Academic Program Directors

TBD, Executive Master of Business
Administration

TBD, Master of Science in Management

Ron Lambert, Bachelor of Business
Administration and Bachelor of
Science in Business

Patrick Daly, Bachelor of Science in
Human Resources Management

College of Education

Academic Department Chairs

Carol Tarpley, Elementary Education
Mark Brenneman, Secondary Education
Heath Willingham, Graduate Counseling

Academic Directors

Sandra Luster, Certification Officer
Rebecca Horn, Graduate Programs
Christi Jones, School Counseling
Program

College of Health Sciences

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Physician Assistant Studies

Brittany Syner, Program Director
Lora Emily Banks, Assistant Program
Director

Trudie Seirafi, Clinical Education
Director

Kristi Witcher, Medical Director

Stacy Whitaker, Didactic Education
Director

Physical Therapy

Heather Mount, Program Director
Chris Ireland, Assistant Program
Director

Occupational Therapy

Nikki Raines, Program Director
Tenika Danley, Academic Fieldwork
Coordinator

Sarah Grate, Capstone Coordinator

Speech Language Pathology

Amy Ogburn, Program Director

Stephanie Collum, Assistant Program Director

Amy Hatcher, Clinical Director

Kellie Rine, Online Clinic Director

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Speech Language Pathology

Cody Thompson, Program Director

Jeffrey Williams, Dissertation Director and CHS IRB Chair

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Breanna Yarbrough, Director, Center for Assessment, Research, Effectiveness and Enhancement

Steve Wages, Director, Cloverdale Center for Youth and Family

Jason Jewell, Director, Center for Great Books and Human Flourishing

Andrew Jacobs, Co-Director, Institute of Faith and the Academy

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The Center for Disability Services

Nichole Fussell, Director

Extension Centers

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Lynn Gurganus, Birmingham Center Director

TBD, Huntsville Center Director

Chris Coker, Mobile Center Director

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Libraries

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Peyton Jenkins, Assistant Director of Libraries; Public Services Librarian

Jim Womack, Collection Services Librarian

Deidre Herring-Cole, Electronic Maintenance Librarian Open, Technical Services Librarian

Registrar

Dr. Brannon Lentz, University Registrar

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Baseball

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Basketball

Scott Sanderson, Men's Head Coach
Jacob Roark, Women's Head Coach

Collegiate Bass Fishing

John Pollard, Head Coach

Cross Country

Reed Sutton, Men's & Women's Head Coach

Esports

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Football

Rob Gray, Head Coach

Golf

John Mark Stephenson, Men's & Women's Head Coach

Soccer

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