

GRADUATE CATALOG 2019-2020

CHOOSE

FAULKNER



 **Faulkner University**
A CHRISTIAN UNIVERSITY

TABLE OF CONTENTS

ABOUT FAULKNER

ARTS & SCIENCES

BIBLE

BUSINESS

EDUCATION

HEALTH SCIENCES



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



FAULKNER UNIVERSITY: A CHRISTIAN UNIVERSITY

Faulkner University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane; Decatur, Georgia 30033-4097; telephone number 404-679-4500) to award Associate's, Baccalaureate's, Master's, and Doctoral degrees. The three-fold purpose for publishing the Commission's address and contact number is to enable interested constituents (1) to learn about the accreditation status of Faulkner University, (2) to file a third-party comment at the time of Faulkner University's decennial review, or (3) to file a complaint against Faulkner University for alleged non-compliance with a standard or requirement. Normal inquiries about Faulkner University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Faulkner University and not to the Commission's office.



LETTER FROM THE PRESIDENT

Dr. Michael D. Williams

The cornerstone of Faulkner University is an unwavering commitment to faith and learning. Our chief aim is to engage our students in an academically rigorous pursuit to prepare them for productive lives of service. They are led by a distinguished faculty of Christian scholars who approach their discipline through a Christian worldview. We ask students to give their very best and be committed to academic integrity.

You will find the University to provide a supportive environment where every individual matters every day. We seek to provide services to help students identify their calling, sharpen their skills, and fulfill their personal and professional aspirations. Finally, Faulkner students are encouraged to be deeply engaged in their community using their gifts to improve the lives of others.

We are honored that you are considering this great University. I believe you will find Faulkner to provide a transformative experience, deep meaningful relationships, and an education to prepare you for a life of faith, altruism, and achievement.



LEGAL STATEMENTS

The Faulkner University Graduate Catalog sets forth general academic policy and specific undergraduate academic policy. The University also publishes a separate Undergraduate Catalog, which describes associate and baccalaureate degrees, plus 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 the 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 local 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 arise 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

Student Rights and Responsibilities

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, 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 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, gender, marital status, veteran status, or disability. Faulkner University does not discriminate on the basis of race, color, national or ethnic origin, age, gender, 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 women in certain cases, such as teachers or professors in its College of Biblical Studies, except for a ladies Bible class.

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 as required by religious tenets of the Churches of Christ. Faulkner has an Equal Opportunity Plan available upon request in the Office of Human Resources. 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 (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. This catalog incorporates by reference as if fully set out herein the Harassment Policy of Faulkner University.

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 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 & 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, professional, and career 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 five 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, and the College of Education—and three extended campuses in Birmingham,

Huntsville, and Mobile. Faulkner has two academic research and outreach centers: the Cloverdale Center for Youth and Family Ministry 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 & AFFILIATION

Regional Accreditation

Faulkner University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane; Decatur, Georgia 30033-4097; telephone number 404-679-4500) to award Associate's, Baccalaureate's, Master's, and Doctoral degrees. The three-fold purpose for publishing the Commission's address and contact number is to enable interested constituents (1) to learn about the accreditation status of Faulkner University, (2) to file a third-party comment at the time of Faulkner University's decennial review, or (3) to file a complaint against Faulkner University for alleged non-compliance with a standard or requirement. Normal inquiries about Faulkner University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Faulkner University and not to the Commission's office.

Specialized Accreditation

Education

The College of Education at Faulkner University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs at the Montgomery campus.

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.

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 and Nondiscrimination Statement

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 does not discriminate on the basis of race, color, national or ethnic origin, or age. In a manner consistent with applicable laws and regulations, it does not discriminate on the basis of sex or disability in the administration of its educational policies, programs, and activities, except where required by specific religious tenets held by Faulkner University and its controlling body.

Scope

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

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. It also offers associate, baccalaureate, master, and doctoral degrees in certain liberal arts disciplines. The undergraduate programs are described in the University's Undergraduate 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, Bachelor of Science, Master of Arts, 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 an NCATE-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. It offers baccalaureate and master's degrees. 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.

Extended Campuses

The campuses in Birmingham, Huntsville, and Mobile offer associate degrees and that part of the university core curriculum that fulfills the entrance competencies for the HRM, Executive BBA, Executive BSB, LS and BCJ adult programs. Their enrollment 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, technology and learning resource rooms, and administrative offices.

Mobile Campus

Faulkner University's Huntsville 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, technology and learning resource rooms, and administrative offices.

The 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, the Montgomery Chorale, as well as Faulkner's own Dinner Theatre.

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.

- E. L. Cullom Rotunda houses administrative offices, a large auditorium, and classrooms. Gus Nichols Library houses the University's major collection of books, serials, and digital, film, and other media.
- 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 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 Instructional Support Lab.
- Pop Myers Fine Arts Center provides an auditorium, stage, practice rooms, classrooms, choral rooms, storage rooms and faculty offices for the Department of Fine Arts, 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.
- Faulkner University Dinner Theatre includes a spacious lobby, dinner seating for 90, stadium style theatre seating for 68, a kitchen, storage areas, dressing rooms, and offices for theatre faculty.
- 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.
- Harris-Parker Hall houses V. P. Black College of Biblical Studies and the Cloverdale Center for Youth and Family Ministry. 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.
- Tine W. Davis Gymnasium and the adjacent Freeman-Harrison Multiplex houses offices, classrooms, and other facilities for the Physical Education Department, Intercollegiate Athletics, and Student Activities and the Dean of Students. The Multiplex includes three athletic courts, weight rooms, dressing rooms, a jogging track, racquetball courts, an aerobics room, game and television rooms, 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.



ADMISSIONS

Admission and Admission Status

Applicants should refer to each program in this catalog for particular admissions requirements. 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 the application is incomplete until such notification is received. 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; none will be returned to the applicant.

Academic Credentials

An applicant to any master's programs 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 appropriate office. The official transcripts must be mailed from the school issuing the transcripts directly to Faulkner University. Hand-delivered transcripts, photocopies of transcripts, and print outs of grade reports are unacceptable.

Academic Status

Regular Admission

A student with a bachelor's degree from a regionally accredited college with a major in a relevant field and a GPA that meets the standard set by the degree program and with minimum scores on the GRE or MAT and who has submitted the above specified forms along with the non-refundable application fee will be granted full graduate student status.

Conditional Admission

A student with a bachelor's degree from a regionally accredited college or university with 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 may register under conditional admission. Students granted conditional status may register for a maximum of nine (9) semester hours. Bachelor's degree graduates of foreign, nationally accredited, or pre-accredited (candidates for regional 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 that there is room in the classroom and that the number of auditors is not more than 20% of the class enrollment. A \$100.00 audit fee (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.



STUDENT ACCOUNTS

Tuition and Fees

Program	Rate
M.S. in Management	\$15,300 flat rate for 30 hours
Repeated Courses	\$510 per semester hour
Master of Business Administration	\$525 per semester hour
M.S. in Justice Administration	\$515 per semester hour
M.A. in Biblical Studies	\$510 per semester hour
M.A. in Christian Counseling/Family Ministry	\$510 per semester hour
M.A. in Christian Ministry	\$510 per semester hour
Ph.D. in Biblical Studies	\$520 per semester hour
M.A. in Humanities	\$440 per semester hour
M.S. in Counseling	\$550 per semester hour
Master of Education	\$440 per semester hour
Ph.D. in Humanities	\$610 per semester hour

Student Financial Fees (Non-Refundable)

Fee	Amount
Deferred Payment Fee	\$100
Late Payment Fee (Adult Programs)	\$100
Returned Check Fee	\$30
Record Production Fee (+\$1 per page)	\$25

Student Academic Fees (Non-Refundable)

Fee	Amount
Emergency Response Fee	\$10
Registration Fee (Excluding MEP)	\$110
Registration Fee (Less than full time)	\$55
Change of Course Fee	\$50
MSM Reinstatement Fee	\$100
ID Card Fee (Replacement)	\$25
Graduation Fee	\$150
Late Graduation Fee (Additional)	\$50
Second Diploma Fee	\$15
Late Registration Fee	\$100
Transfer Fee	\$100
Transcripts	\$7.25 or pdf \$9
Audit Fee (Per course)	\$250
Comprehensive Fee	\$250
Online Course Fee	\$55 per semester hour
Thesis Fee	\$500
Eagle I Initiative Fee	\$100
Eagle I Initiative Fee (Less than full time)	\$50
Independent Study	Tuition at regular rate plus \$250 per course
Individualized Study	Tuition at regular rate plus \$300 per course

**The University reserves the right to adjust rates and fees at any time before charges are incurred by the student.*

Payment Policies

- All charges are due at registration according to the registration agreement. Registration is not complete until a student's registration agreement is signed and the Student Accounts Office has given business office approval.
- If the balance is not paid by the first due date listed on the registration agreement for the semester, a deferment fee will be assessed to the student's account. If payment is delinquent, late fees will be assessed to the student's account.
- 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.

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. A deferment fee will be charged. 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.

Past Due Balances

In the event a balance remains after the close of the term in which the charges were incurred, an interest charge of 1.5% monthly will be added to the unpaid balance. This interest charge will continue monthly until the balance is paid in full. Students who are delinquent with payments may not be allowed to continue in classes or register for future classes. 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.

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 via the Withdrawal Form (available from the Registrar or at <https://www.faulkner.edu/undergrad/student-life/living-on-campus/student-services/student-accounts/withdrawing-from-courses/>). If room or board charges apply, these charges will be based on the prorated period of occupancy during each term of residency. All other fees and charges are non-refundable. If the student is using financial aid, refunds will not be available until after financial aid has been adjusted if necessary. If payments have been made by check, refunds are not made until the check has cleared the bank. In addition, refunds are not made until the conclusion of the published refund period as described in the Refund Schedule below.

Drop/Withdrawal	Refund Percentage
Through 7 th day* from start of term	100% less \$110
Through 10 th day* from start of term	50%
After 10 th day* from start of 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.

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), on the main campus, houses a library collection of well over 100,000 volumes and offers an online catalog, online databases, microformat viewing and printing, and interlibrary loan and copy services. GNL has an extensive collection of periodicals and provides a variety of formats such as video cassette, audio cassette, CDs, DVDs and films which support the university's curriculum. Qualified professionals and a friendly staff are available at all times to assist students. Check the library's website for more information— <http://library.faulkner.edu>.

GNL is an institutional member of the American Library Association, the Association for College and Research Libraries, the Alabama Library Association, the Christian College Librarians group, the Network for Alabama Academic Libraries, and Lyrisis. 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: Project Key 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](tel: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

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.

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 which 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 which 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

Faulkner University is a private, nonprofit institution. It must generate income from the following sources: student tuition and fees, grants, private gifts, endowment earnings and auxiliary enterprises. The university reserves the right to adjust fees and rates at any time as deemed necessary.

Financial Assistance

Information concerning loans is available through the Financial Aid Office.

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.

Student Loans

Educational loans provide an excellent source of financial assistance needed to meet the expense of your Faulkner University education. Faulkner offers a variety of loan programs to meet the borrowing needs of our students. 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 the Financial Aid website at www.faulkner.edu, as well as, the other necessary financial aid documents can be obtained from the same site.

Federal Direct Unsubsidized Loans

The federal unsubsidized loans are not awarded on the basis of need. 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).

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.

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.

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 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 appeal to the dean of the professor's college within a month of the occurrence or grade report.

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

- On the first offense, the student will receive a 0 for the examination or assignment.
- 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.
- 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.
- 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.

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:

1. 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.
2. 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.

Grade Symbols Calculated in GPA and Quality Points per Hour

	Scale	Significance	QP
A	90+	Excellent or Outstanding	4
B	80-89	Good or Superior	3
C	70-79	Satisfactory or Average	2
D	60-69	Low Passing	1
F	Below 60	Failure	0

**Unless syllabus specifies otherwise, scale in this chart is understood University scale.*

Grade Symbols Not Calculated in GPA

I	Incomplete
W	Withdrawn
P	Passing, no reference to achievement
FA	Failure for Attendance
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:

- 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.
- 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.
- 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.
- AU is the grade assigned for a course audited or otherwise taken without credit. If an auditor discontinues, a W is assigned.
- 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.
- 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

Regular class attendance by all students is a requirement of the University. Class attendance is an academic matter, and excessive absences result in academic penalty. A grade of FA will be recorded for any class in which the student's absences exceed 25% of the total class meetings for that course. All absences for whatever reason count toward the 25% rule.

Instructors may allow students to make up work missed because of a serious illness of the student, or because of a death in his or her family. Students who are absent because they are away from campus to represent the University may make up work only if such absence is approved in writing by the appropriate dean's office, or by the Vice President for Academics. When a student is allowed to make up a specific test or assignment because of an absence, the absence still counts toward the 25% rule. Individual programs may have more stringent attendance requirements. Instructors post their attendance policies in their syllabi.

Online Attendance

For online classes, attendance is determined by participation in the course. Simply logging on to a learning management system (e.g., Blackboard, Google Sites, vCamp360) does not count as participation. Students must participate in an academically related activity. This includes participating in any assigned

activity, completing interactive tutorials or interactive, computer-assisted instruction, or discussing the course's subject matter (e.g., online with other students, by email with the instructor). Please see the [Online Attendance Policy](#) for more information.

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.

Graduation Requirements for Graduation Degrees

1. 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.
2. The student must complete at least one third of the course work applicable to the degree with Faulkner University.
3. GPA requirements are found in the specific section of each program.

COLLEGE OF

ARTS & SCIENCES



Make the right Choice.
www.myfaulkner.org



INTRODUCTION

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
- Department of Fine Arts
- Department of Humanities
- Department of Kinesiology and Exercise Science
- Department of Mathematics
- Department of Natural and Physical Sciences
- Department of Social and Behavioral Sciences

The college is also home to Faulkner's Evening and Weekend Programs and the Great Books Honors Program.

Please see the undergraduate catalog for details regarding undergraduate offerings, evening and weekend programs and the Great Book Honors Program.

Graduate Offerings

The College of Arts and Sciences offers the Doctor of Philosophy in Humanities with tracks in history, humanities, literature and philosophy; and the Master of Arts in Humanities through the Department of Humanities. The college offers the Master of Science in Justice Administration through the Department of

Criminal Justice and Legal Studies.

Please consult the Graduate Catalog and/or the university's website for admission and graduation requirements, degree plans, course descriptions, and other pertinent academic information related to graduate programs.

Doctor of Philosophy in Humanities

The Doctor of Philosophy in Humanities, Faulkner's first academic doctoral degree, is a 45-hour dissertation degree (39 hours of course work and 6 hours credit for the dissertation). The Doctor of Philosophy (PhD) is a degree with rich roots providing intellectual and spiritual engagement with the Great Tradition of the Western world. This PhD prepares students for service in disciplines such as History, Humanities, Literature, and Philosophy.

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 one foundation course, seven core courses, two interdisciplinary studies courses, three independent tutorials with special focus on the student's research interests, and two dissertation courses.

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, religion, 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.

Master of Arts in Humanities

The Master of Arts in Humanities is a 33-hour thesis degree (30 hours of course work and 3 hours credit for the thesis). The curriculum is based on the Great Books of the Western Tradition and the courses are conversational in form. The degree consists of one foundation course (3 credit hours); five core courses (15 credit hours); independent tutorials (12 credit hours); and a thesis (3 credit hours with at least 3 hours of the tutorials used to prepare specifically for the thesis). 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.
2. The degree serves the mission statement with assertion that all learning has as its end that we may

know and honor Christ.

3. 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.
4. The degree prepares students to pursue doctoral studies in such disciplines as humanities, literature, religion, history, and philosophy.

Hence, the specific outcomes of the Master of Arts in Humanities degree are as follows:

1. Expand the mission of the university by educating the whole person through a broad disciplinary content via distance education,
2. Demonstrate the unity of all learning with its chief end that we may know and honor Christ,
3. Enable students to be conversant about the perennial ideas and issues of mankind,
4. Prepare students for employment and/or further graduate study, and
5. The specific learning objectives reflect the focus on the Great Books curriculum and conversational method through the lens of Christian thought.

Master of Science in Justice Administration (MJA)

The MJA is a fully accredited master's degree that can be completed through an online environment in just over a year. Our program is designed for the self-motivated, disciplined college graduate or professional who prefers the convenience and flexibility of an 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 MJA program is designed to integrate Christian ethical and moral perspectives with value systems within the criminal justice system through a broad-based approach to the study of Criminal Justice for practitioners and undergraduate students with a legal focus at the graduate level. The degree serves to accomplish the following: 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).



CRIMINAL JUSTICE AND LEGAL STUDIES

Faulkner University offers a fully accredited Master's in Administration Justice 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.

M.S. of Justice Administration

Program Description

The MJA program is designed to integrate Christian ethical and moral perspectives with value systems within the criminal justice system through a broad-based approach to the study of Justice Administration. The program will be valuable for current practitioners and undergraduate students with a legal focus seeking advanced study at the graduate level.

Program Objectives

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).

Admission Requirements

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

- A Bachelor's degree in Criminal Justice, Human Resources, Business Administration or a related discipline from a regionally accredited institution, or a bachelor's degree in any field from a regionally accredited institution with three years of work experience in the criminal justice field. Transcripts must be forwarded from all institutions attended to Faulkner.
- The MAT will be the only recognized graduate entrance exam accepted for the MJA program.
- 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.
- The MAT will only be required if the transcript contains less than the required 2.5/3.0 GPA.
- 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: (Overall Grade Point Average X 330) + MAT score must equal or exceed 1,250.
- 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.
- 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.
- A resume to include education and work experience. All of the items above must be sent to: Adult Enrollment, Faulkner University, 5345 Atlanta Highway, Montgomery, AL 36109.
- Completed files will be forwarded to the JA Admissions Committee.

Program Design

The MJA Program has the following features:

- Each MJA course will be five weeks in length, followed by one week off. This will translate to a 14.75 month (59 week) program (not including holidays).
- The MJA Program will consist of 10 courses with no prerequisite course being required.
- 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.
- 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.
- Program Summary:
 - All course work completed as distance education

- Degree completed in approximately 14 months
- 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 14 month 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 5310 Criminal Justice Writing	3
JA 5320 Law and Justice	3
JA 5330 Administration of Justice	3
JA 5340 Policing in America	3

Semester Two

JA 5350 Corrections in Modern Society	3
JA 5360 Courts	3
JA 5370 Ethics	3

Semester Three

JA 5380 Comparative Criminal Justice	3
JA 5390 Research Methods	3
JA 5395 Research Project	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/Blackboard application:

- Platform: Windows 7, 8, or 10
- 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
- Software: Microsoft Word, Microsoft PowerPoint, Microsoft Outlook (or compatible email program), and Microsoft Excel
- Adobe Acrobat Reader or equivalent
- Browser: Firefox 55 or higher (JavaScript & Cookies must be enabled.)
- 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:

- Hold a completed undergraduate degree from a regionally accredited institution.
- Applicants to the PhD program must also hold a similarly accredited graduate degree.
- Hold a minimum cumulative grade point average of 3.0. If the student does not meet this requirement, the student may request conditional admission.
- Request that all schools previously attended send official transcripts directly to the Director of the College. Hand delivered copies, photocopies, and printouts of grade reports are not acceptable.
- 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).
- Submit an acceptable TOEFL score of 500 or above if English is not the applicant's first language.
- 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.

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

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

- A completed application form (MA, PhD);
- Official transcripts from all colleges and universities attended;
- Scores from the GRE or MAT;
- A score from the TOEFL (if applicable);
- Three recommendation letters;
- A personal statement of goals; and
- 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 a regionally accredited institution 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 (MA) is an academic degree 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 Religion. 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:

- Two foundation courses,
- Five core courses,
- Four independent tutorials with special focus on the student's research interests, and
- One thesis course.

To apply, please:

- Review the application checklist,
- Complete and submit an application,
- Complete and submit a transcript request form, and optionally,
- 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.

Foundation Courses

HU 5311 Introduction to Humane Letters and Learning	3
IDS 5301 Scholarly Inquiry and Writing in the Humanities	3

Core Courses - Great Ideas and Authors

HU 5326 Great Ideas, Authors, Writings: Understanding Humane Letters	3
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
REL 5322 Great Ideas, Authors, and Writings: Exploring Religion	3

Independent Tutorials

5308 Independent Tutorials (HU/HY/LIT/PHL/REL)	3
5309 Independent Tutorials (HU/HY/LIT/PHL/REL)	3

5310 Independent Tutorials (HU/HY/LIT/PHL/REL)	3
5311 Independent Tutorials (HU/HY/LIT/PHL/REL)	3
<u>Thesis Course</u>	
5312 Thesis (HU/HY/LIT/PHL/REL)	3

Total Hours Required for Graduation

36 hours

Doctor of Philosophy

Overview

The Doctor of Philosophy (PhD) is an academic degree with rich roots providing intellectual and spiritual engagement with the Great Tradition of the Western world. The PhD prepares students for vocational service in disciplines such as History, Humanities, Literature, Philosophy, and Religion. 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:

- Two foundation courses,
- Seven core courses,
- Two topical interdisciplinary studies courses,
- Three independent tutorials with special focus on the student's research interests, and
- Two dissertation courses.

To apply, please:

- Review the application checklist,
- Complete and submit an application,
- Complete and submit a transcript request form, and optionally,
- 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.

Fellows

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

- Benjamin Lockerd
- Chad Redwing
- David Stark

- Jason Jewell
- Mark Linville
- Matt Roberson
- Mike Young
- Robert Woods
- Tedd Sabir
- Thomas Lindsay

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.

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/REL)	3
8313 Independent Tutorials (HU/HY/LIT/PHL/REL)	3
8314 Independent Tutorials (HU/HY/LIT/PHL/REL)	3

Dissertation

9301 Dissertation (HU/HY/LIT/PHL)	3
9302 Dissertation (HU/HY/LIT/PHL)	3

Total Hours Required for Graduation

48 hours

V.P. BLACK

COLLEGE OF

BIBLICAL STUDIES



Make the right Choice.
www.myfaulkner.org



INTRODUCTION

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 three Master of Arts degree 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."

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

Through its *Master of Arts (Biblical Studies)* program KGST equips students for serious study of the biblical text. In the *Master of Arts in Christian Ministry* program students develop valuable skills and insights for professional Christian service. Training in the *Master of Arts in Christian Counseling and Family Ministry* program equips students with prevention and intervention skills for strengthening families and relationships. KGST's *PhD in Biblical Studies* program, its most advanced research degree 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

G. Scott Gleaves, PhD, DMin, MDiv, MS. Associate Professor of Biblical Studies and Christian Ministry.
Dean, Kearley Graduate School of Theology
Dean, V. P. Black of Biblical Studies
Graduate Biblical Languages, New Testament Studies and Christian Ministry

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

Floyd Parker, PhD, MDiv, MA. Professor of Biblical Studies.
Graduate Greek, Greco-Roman Studies, and New Testament Studies

David Stark, PhD, MA. Associate Professor of Biblical Studies
Winnie and Cecil May Jr. Biblical Research Fellow
Graduate Theology and New Testament Studies

Todd Brenneman, PhD, MA, MA. Associate Professor of Church History
Undergraduate Chair for Biblical Studies
Graduate and Undergraduate Studies in Christian History and Bible Studies

David Hester, PhD, MA. Lecturer in Biblical Studies.
Graduate and Undergraduate Biblical Studies

James Gee, PhD, MDiv, MAR. Assistant Professor of Biblical Studies.
Graduate and Undergraduate Old Testament Studies

Paul Tarence, DMin, MDiv, MS. Professor of Christian Ministry
Graduate and Undergraduate Biblical Studies, Homiletics, and Christian Ministry;

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

Steve Wages, PhD, MMFT, CFLE, CPA. Professor of Family Studies
Director, Cloverdale Center for Youth and Family Ministry
Graduate and Undergraduate Studies in Youth and Family Ministry

Michael Moss, PhD. Adjunct Instructor
Hermeneutics and New Testament Studies

Mark R. Sneed, PhD.; Adjunct Instructor
Old Testament Studies

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 sets of non-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.

The Kearley Graduate School of Theology is a candidate for accreditation
by The Association of Theological Schools.
As a unit of Faulkner University the Kearley Graduate School of Theology is accredited by
The Southern Association of Colleges and Schools,
as detailed in the front of the university's Graduate Catalog.



MASTER OF ARTS PROGRAMS

Kearley Graduate School of Theology Application Process for Master of Arts 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](https://www.faulkner.edu/graduate/graduate_academics/kearley-graduate-school-of-theology/)" link on the KGST web page (https://www.faulkner.edu/graduate/graduate_academics/kearley-graduate-school-of-theology/).

The mailing address is: Faulkner University / Graduate Enrollment / 5345 Atlanta Highway / Montgomery, AL 36109 Phone numbers are 334 386-6343 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 500 words specifying personal goals and stating ways that the Master of Arts program at Faulkner University will contribute to those goals.

Recommendation Forms

Each applicant must provide recommendations from three people who are not relatives of the applicant, including at least one from a church leader. The Office of Graduate Enrollment provides recommendation forms.

English as a Foreign Language Test Scores

Students for whom English is a second language must provide scores demonstrating mastery of the English language. KGST 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 5.0
- College credit for English Composition. Official transcript from a regionally accredited United States college showing credit for English Composition
- ESL (English as a Second Language). Training Official documentation of completion of an appropriate ESL program at a language training center located in the United States

The Office of Graduate Enrollment must receive Test scores directly from the testing agency.

Faculty Review of Application

Representatives of the graduate faculty review admissions files after all forms arrive. After making a decision to accept a student, a faculty member 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. 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

A KGST master's student who is admitted without an undergraduate major in biblical studies must, by the end of the first semester, complete BI 5002 *Orientation to Biblical Literature* and BI 5003 *Orientation to Critical Studies*. BI 5002 and BI 5003 earn zero hours credit and carry no tuition charge. These orientations are required in addition to the course load required of all students. BI 5002 and BI 5003 are online self-study orientations. Each orientation includes a proctored exam and, to continue in the program, a student must score 80 or above on each exam.

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.

- Director approval is required for applying transfer credit to any degree requirement.
- Any transfer credit must be from a regionally accredited institution.
- Courses with grades below B will not transfer.
- 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 3.0. 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 *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 assistance 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. 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

Upon the successful completion of 30 hours of course work a student in the *Master of Arts (Biblical Studies)* program or the *Master of Arts in Christian Ministry* program must register for a Comprehensive Examination in the next semester. A student who chooses a thesis program must pass the comprehensive examination before entering the Thesis stage. A student who chooses a non-thesis program must pass the comprehensive exam before taking the final six hours of coursework.

KGST gives comprehensive exams on the second Friday in April or July, or on the first Friday in December. At least three 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 after 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 take retake the examination. The 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 MACM

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 no acceptable project is developed at the end of a second semesters 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. Redrafting is allowed. Students may continue research and drafting of various chapters of the thesis for up to four semesters. In order to take an additional semester for research a student must petition the thesis committee, and receive approval from them and from the KGST faculty. 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 final draft of the thesis is approved the student and the director set a 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 "pass with minor modifications," "pass with major modifications" or "fail" with specific instructions from the committee regarding the continuance of the thesis, in accordance with *The KGST Thesis 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

- Successful completion of 36 hours required in degree plan
- Cumulative GPA of 3.0 for all graduate credits
- 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 both through traditional on-ground classes and 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 online courses require online students to participate concurrently with traditional-delivery students at the times scheduled for the class. Asynchronous courses do not require meeting at a prescribed time.

Students who choose to participate in web enhanced delivery are strongly encouraged to participate in the live virtual collaboration at the specified meeting times set by the professor. Certain courses require live participation, particularly courses relating to the biblical languages.

See Minimum Technical Requirements for Online Learning through KGST section, following Course Descriptions for PhD in Biblical Studies.

Curriculum for Master of Arts Degree Programs

The Kearley Graduate School of Theology offers two masters degrees: *Master of Arts (Biblical Studies)* and *Master of Arts in Christian Ministry*. With a strong core and a variety of major concentrations, KGST Master of Arts 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 (Biblical Studies)

The MA(BS) degree requires 36-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 MA(BS) 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:

BI 5002 Orientation to Biblical Literature (*zero hours credit*)

BI 5003 Orientation to Critical Studies (*zero hours credit*)

Core MA(BS) 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 5395 Thesis Proposal

BI 5396 Thesis Research and Writing

Comprehensive Examination – BI 5089 MA(BS) Comprehensive Examination (*zero hours credit*)

Degree Plan for Master of Arts in Christian Ministry

The MACM degree requires 36 hours of course work, including an 18-hour core with a strong biblical

emphasis, 15 hours of electives (including, for thesis-option students, 2 thesis courses), and a 3-hour practicum. Each MACM student 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:

BI 5002 Orientation to Biblical Literature (*zero hours credit*)

BI 5003 Orientation to Critical Studies (*zero hours credit*)

Core MACM Courses – 18 hours (six 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 5320 Advanced Introduction to the New Testament

BI 5321 New Testament Theology

MACM Electives – 15 semester hours (five courses, *3 hours each*)

BI 5318 Studies in Bible Backgrounds

BI 5350 Biblical Foundations for Ministry

BI 5351 Church Leadership

BI 5352 Expository Preaching

BI 5354 Evangelism

BI 5355 The Educational Program of the Church

BI 5360 Evangelism **and** Church Planting

BI 5366 The Gospel and Islam

BI 5367 World Religions

BI 5380 Marital and Family Strengths

BI 5381 Individual Development and Family Relations

BI 5382 Family Research Methods

BI 5384 Family Dynamics: Theoretical Foundations

BI 5395 Thesis Proposal

BI 5396 Thesis—Research and Writing

MACM Practicum – BI 5353 Supervised Practice of Ministry – 3 semester hours (one course)

Comprehensive Examination – BI 5090 MACM Comprehensive Examination (*zero hours credit*)



DOCTOR OF PHILOSOPHY IN BIBLICAL STUDIES

The PhD in Biblical Studies consists of 54 semester hours of course work beyond the master's degree. All students must take the foundational course, Biblical Scholarship and Christian Ministry, and a seven -course core which 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 may choose to take up to 12 hours in one testament, but must choose at least 6 hours from the other testament, in order to facilitate interdisciplinary exposure in biblical studies. Students must also pass language proficiency exams in the biblical languages (Hebrew, Aramaic, and Greek) before registering for textual seminars. They must take an exam in one secondary research language (German, French, Spanish, Latin, etc.) before taking the comprehensive examination. A student must 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 conference call) their doctoral dissertation.

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 (M.Phil.) degree. To qualify the student must have exhibited suitable research, maintained a 3.0 grade point average, and passed the comprehensive exam. The M.Phil. degree is essentially a milestone on the way to the PhD in Biblical Studies. The M.Phil. is not a free-standing degree program within the Kearley Graduate School of Theology. A doctoral student who withdraws after receiving the M.Phil. degree is ineligible to reapply for the PhD program at KGST.

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 Admission 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 Admissions 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 a regionally 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.
6. **Submit a copy of a graduate research paper or thesis** previously accepted in a graduate-level biblical studies program
7. **Participate in an interview** with the dean, KGST director, and the graduate committee.
8. **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 334 386-6343 or 800 879-9816. 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.

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.

Student Load

Two PhD classes in a semester is a full-time load.

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 69**. Minimum acceptable grade for a PhD course is B. A student who earns a grade of C will 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 3.00 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 3.0. 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 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.

Dissertation Policies and Procedures

Pass/Fail Dissertation Modules

The PhD degree plan assigns four modules for completion of the dissertation. Each module has specific requirements. Faculty 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 KGST Director of Graduate Studies. 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 KGST Director of Graduate Studies 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 readers, plus an another faculty member, who is appointed by the director. When the Committee determines that the student has successfully defended the dissertation, the Committee will accept it with either "major revisions" or "minor revisions."

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 the corrected dissertation for Committee approval. Upon approval the student submits final copies cataloguing and copyrighting. The student pays with the appropriate fees at that time. The Committee then documents successful completion by

inserting a *Dissertation Acceptance Page* in each submitted copy of the dissertation.

Requirements and Procedures for Graduation

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 **defend the required dissertation**; and
- Complete the PhD program within a **time limit of ten calendar years**.

In addition, the student must make submit an application – on time – to the Registrar's Office, and pay all obligations to the university.

Before graduation, beginning in the semester before a student expects to complete all requirements for the PhD degree, the student must proceed as follows:

- Obtain a graduation application through the Registrar's Office.
- Process the graduation application in the first month of the semester.
- Settle all financial obligations to the university.

Upon confirmation that 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 party the official transcripts that confirm the completion of the PhD degree.

The Registrar's Office normally mails diplomas within two weeks after graduation ceremonies, which are scheduled for the spring of each year. 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 must also notify the KGST Director.

Course Instruction Formats

Classes in the *PhD in Biblical Studies* program normally begin with three full-day collaborative sessions. They also collaborate in two full-day sessions near the end of the semester.

1. This schedule accommodates students whose live participation might be prohibitively limited by time and distance.
2. This schedule permit 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 complement live online learning, including the following.

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

2. Class, notes, and materials, and lectures posted on the class web site
3. Electronic submission of research papers, book reviews, etc.
4. Web-based testing, including open book discussion questions
5. Student-instructor communications during class sessions and outside class sessions
6. Discussion boards, email, online chat, and internet conferencing systems for semester-long student-instructor and student-student communication
7. 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/onlinehandbook.pdf>. The following sections of sections of that handbook supplement are particularly significant to participation in this program:

- *Accessing Faulkner University Online*
- *Minimum Technical Requirements*
- *Skills Student Support: Technical Support*

An excerpt from "*Minimal Technical Requirements and Skills*" is included in this catalog, immediately after the course listings for the PhD curriculum.

PhD Comprehensive Examination Qualifications and Procedures

1. To qualify for the Comprehensive Examination, a student must 42 hours of required courses. These include two foundation courses, six core courses, and six textual seminars, including at least two each from the Old Testament and the New Testament.
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 two-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 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 entire exam.
8. A Students may retake the exam as early as the following semester.
9. A Students who fails the exam a second time may not retake the exam without approval of the KGST 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

54 Semester Hours Required for Graduation

Foundation Courses – 6 semester hours (two courses, 3 hours each)

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
7314 Advanced Studies in Biblical Textual Criticism
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

Biblical Languages Proficiency Exams: BI 9040, BI 9042, BI 9044 (zero hours credit)

Elective Textual Seminars – 18 semester hours (six courses, 3 hours each)

At least two courses from OT and at least two courses from NT required

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 Epistle to the 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 (zero hours credit)

BI 9046 Comprehensive Examination for PhD

Dissertation (four units, 3 hours each)

RD 9320 Dissertation I
RD 9321 Dissertation II
RD 9322 Dissertation III
RD 9323 Dissertation IV

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 in the university's *Online Student Handbook Supplement*. Students access this information through the "Online Student Handbook Supplement"

link at <https://www.faulkner.edu/wp-content/uploads/onlinehandbook.pdf>.

The following sections of that handbook supplement are particularly important:

- *Accessing Faulkner University Online*
- *Minimum Technical Requirements*
- *Skills Student Support: Technical Support*

Minimal technology requirements for online learning through the Kearley Graduate School of Theology include the following (excerpted from the *Online Student Handbook Supplement*):

- 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:
 - a. Windows Vista, Mac OS X 10.6, 1, or Linux (Debian 7, Fedora 17, OpenSuSE 12.2, or 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.*

HARRIS

COLLEGE OF

BUSINESS



Make the right Choice.
www.myfaulkner.org



INTRODUCTION

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. program 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.



EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EXECUTIVE MBA)

The Executive Master of Business Administration (Executive MBA) is a graduate program for those executives 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 executives 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. Students may begin the program and complete the necessary 10 courses to earn the Executive MBA degree within 1 year. Students can begin the program either in August (Fall semester) or in January (Spring semester).

Program Design & Structure

Completion within one calendar year. Three semesters of three or four courses, each for 3 credit hours. All courses are fully online. Students may enter in the Spring or Fall semester.

Program Objectives for the Executive MBA

- To prepare one for advancement in a wide range of positions requiring graduate business education.
- To enhance 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 prepare managers to be cognizant of economic conditions in the operations of business organizations.
- To acclimate students regarding the role of accounting in budgeting and decision

making.

- To create awareness of international business practices and related issues.

Admissions to the Executive Master of Business Administration Program

Applicants for the program must meet the following criteria:

- At least four years of relevant work experience is desired. The Academic department will determine “relevancy” based on professional expertise and experience gained relative to business and management.
- A Bachelor’s Degree in Business Administration or in a related discipline with a minimum GPA of 2.75.
 1. Students from AACSB, ACBSP or IACBE accredited institutions having a minimum GPA of 2.5 will be considered for admission, along with students from a regionally and professionally accredited college of engineering.
 2. Those whose degree programs are in other disciplines should have completed courses in Accounting, Economics, Statistics, and either Management or Marketing.
- Students will be required to take the GMAT examination. Applicants should submit official GMAT scores from within the last two years to Faulkner University. While minimum GPAs will be enforced, applicants will also have to meet the following standard for admission: $(\text{Undergraduate GPA} \times 200) + \text{GMAT Score} = 950$ or higher. Applicants who do not have a current GMAT score to submit may be allowed to enroll on a conditional basis for one semester provided they have the appropriate GPA and prerequisites. They will, however, have to submit an official GMAT score by the end of the first semester. Students not making the requisite GMAT/GPA composite score (see formula above) will need to be in good academic standing to be considered for continued enrollment in the program.
- Official copies of transcripts should be received prior to admission. Official (unopened) transcripts must be received within the stipulated time frame, that is, prior to the beginning of the second semester. Transcripts must be sent from each college or university attended. Hand-delivered copies, photocopies, and print-outs of grade reports are not acceptable. Only conditional admission will be granted during the interim period to students who do not fulfill any of the stated requirements.

Any exceptions to the admissions criteria are considered by the MBA Academic Review Committee. The MBA Academic Review Committee is comprised of the Director of the MBA Department, the Director of the BBA Department, the Director of the BSB Department, the Director of the M.S.M. Department, the Director of the HRM Department, and the Dean of the College of Business & Executive Education. The primary role of the Committee is to work with operational issues such as grades, conduct, Comprehensive Examinations, plagiarism/complicity, and special situations, though it is not limited to such.

Conditional/Unconditional Admission

In some circumstances, a student may be granted only **conditional admission** for reasons including missing or insufficient GMAT score, incomplete file (transcript, resume, etc.), low undergraduate GPA, or other academic reservation by the Executive MBA Program Director, Academic Review Committee, Associate Dean, or Dean of the College of Business.

Student with incomplete files will be notified of unfulfilled requirements and must submit all of the missing items prior to the end of the first semester of classes. Students with a low undergraduate GPA or GMAT score will need to display a strong academic performance during their first semester, as demonstrated by graduate GPA. Upon fulfillment of admission criteria, conditional admission may be changed to unconditional admission.

Students with conditional admission will not be able to access final grades and will not be permitted to enter the second semester of the program. If the requirements are not met before the end of the first semester, the student will be withdrawn from the program. Re-entry after the requirements have been met is not guaranteed and may be subject to a re-entry fee from the Student Accounts Office.

Disenrollment and/or Administrative/Academic Withdrawal

Administrative and/or academic withdrawal can be initiated by the Graduate Enrollment office, the MBA Department, 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, low or unavailable GMAT scores, 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-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 and GMAT testing.

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 Academic Review Committee before a decision can be made. The Academic Review Committee fully reserves the right to deny re-enrollment.

In addition to the factors mentioned above, the Academic Review Committee might, at their discretion, consider factors including, but not limited to the following:

1. The academic standing of the student as reflected in their 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 Executive MBA 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.

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 EMBA 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 Academic Review Committee 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 re-takes.

Withdrawal Policy

A withdrawal form must be initiated, completed and either hand delivered, faxed, emailed, or mailed to 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).

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 discussion board 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 online course will be divided into six “sessions” that correspond with the Executive MBA 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 look at Blackboard usage logs to monitor attendance. The professor will determine whether or not the student has completed all 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 Blackboard. Partial participation is unacceptable and may be counted as an absence at the discretion of the professor.
4. A required assignment or discussion board contribution may not be submitted before the timeframe begins (is opened and available on Blackboard) nor submitted after the timeframe ends (is closed and unavailable on Blackboard). No make-up work is allowed after the exam, assignment, discussion board contribution, etc. has closed and is no longer available in Blackboard.
5. Because there is no make-up work allowed, professors are encouraged to allow students to drop the one lowest exam grade. Any missed exam will count toward the dropped grade first. This does not include the final exam.
6. 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 Executive MBA Director’s office and appropriate documentation is provided concerning personal illness, family illness, death of family member, work, etc. Regardless of the reason (personal illness, family illness, death of family member, work, vacation, etc.), a student who misses more than two meetings of any course will receive an automatic “F” in the course.
7. 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 Executive MBA Director, and appropriate documentation is submitted when requested.

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, which includes convening the appropriate committee when necessary.

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 and Executive Education.
4. The Dean may decide to forward the appeal to the Academic Review Committee as necessary. The student also has a right to request an appeal by the Academic Review Committee if they are in disagreement with the decision rendered by the Dean. Either the Dean and/or the Academic Review Committee will provide the student with a copy of the final decision.

The MBA Academic Review Committee is comprised of the Director of the BBA department, the Director of the HRM department, the Director of the M.S.M. department, the Director of the BSB department, the Director of the MBA department, and the Dean of the College of Business and Executive Education. If any of the individuals in the Committee happens to be the professor who has awarded the grade being appealed, he/she will be replaced in that committee by another credentialed faculty member while the appeal is being addressed. Please be informed that the Committee comprises the final body of academic appeal in the College of Business & Executive Education.

The primary role of the Committee is to work with operational issues such as grades, conduct, Comprehensive Examinations, plagiarism/complicity, and special situations, though it is not limited to such. The Committee, at its discretion, may decide to forward issues pertaining to plagiarism/complicity to the Academic Vice President.

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, 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 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.

Program Completion

Educational Subscription Requirement

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

Comprehensive Exam

All students must pass a written Comprehensive Examination during their third semester. Students will be provided with case studies and corresponding questions that focus on components from the following courses:

1. MBA 6340 Quantitative Analysis
2. MBA 6370 Management Information Systems
3. MBA 6395 Strategic Management

Please refer to the Executive MBA student handbook for more information about the Comprehensive Exam.

Graduation Requirements

Successful completion of all coursework and the Comprehensive Examination with 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 Student Accounts and/or Financial Aid offices in order to receive a diploma. More information can be found in the program’s student handbook.

Curriculum for Fall

	Semester Hours
MBA 6310 Managerial Economics	3
MBA 6320 Organizational Behavior	3
MBA 6330 Legal Environment of Business	3
MBA 6090 Comprehensive Exam*	0

*Only taken during the final semester of the program.

Curriculum for Spring

	Semester Hours
MBA 6340 Quantitative Analysis	3
MBA 6350 Managerial Finance	3
MBA 6360 Marketing Management	3

Curriculum for Summer

	Semester Hours
MBA 6370 Management Information Systems	3
MBA 6380 Managerial Accounting	3
MBA 6390 International Management Perspectives	3
MBA 6395 Strategic Management	3
MBA 6090 Comprehensive Exam*	0

*Only taken during the final semester of the program.



MASTER OF SCIENCE IN MANAGEMENT

The Executive Master of Science in Management (M.S.M.) is a graduate business program primarily designed to establish, create, 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, enabling current and potential executives, managers, supervisors and other professionals to earn an accredited Master's degree within one year.

Program content is delivered through a combination of in-class instruction and supplementary online learning exercises that enhance the learning experience. In-class lectures focus on content delivery and physical experiential learning in the form of case work, group exercises and activities unique to each topic. The online component of each class, sometimes referred to as embedded learning, involves the use of core-learning topical exercises whereby each student participates in personal research and discovery and the sharing of that knowledge based on assigned topics in a structured learning environment.

Six courses are offered in this combination of classroom and online environments. Classroom lectures are conducted on designated Saturdays with additional online activities required throughout the course. Four courses are offered entirely in an online format that requires regular student participation. The various online activities are designed and structured to build upon the principles and concepts presented in each course. Instruction, tests, case studies, assignments, and other specific requirements are accomplished primarily through individual effort; however, several activities involve group interaction and threaded discussions. The Blackboard environment is used for online courses and components.

Therefore, a mandatory training session is conducted at the beginning of the first semester. The training session will cover concepts and pointers vital to success in the program, including access and navigation of the Blackboard platform.

Program Design & Structure

Completion within one calendar year. Three semesters of three or four courses for a total of ten courses, each worth 3 credit hours. One or two online courses per semester. Two on-ground courses per semester meet on specified Saturdays with an additional online component.

- Saturday Schedule:
 - Session 1: 9:00 a.m. - 12:15 p.m.
 - Session 2: 1:00 p.m. - 4:15 p.m.

Students may enter the program in the Spring (January) or Fall (September).

Program Objectives

1. To prepare one for employment and 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 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.

Admission to Master of Science in Management Program

Admission to the Master of Science in Management program requires that an applicant meet the following criteria:

1. At least four years of relevant work experience is desired. The Academic department will determine "relevancy" based on professional expertise and experience gained relative to business and management.
2. Bachelor's degree from a regionally accredited institution with a minimum GPA of 2.5 on a 4.0 scale. Applicants must have completed a Bachelor's degree in Business Administration or in a related discipline. Those with baccalaureate degrees in other disciplines will be considered for admission upon completing the prerequisite and recommended courses stated in the admissions criteria. All incoming students, irrespective of major or degree, must complete the prerequisite prior to enrolling in the M.S.M. program.
3. Copies of transcripts should be received prior to admission. Official (unopened) transcripts must be received within the stipulated time frame, that is, prior to the

beginning of the second semester. Transcripts must be sent from each college or university attended. Hand-delivered copies, photocopies, and print-outs of grade reports are not acceptable. Only conditional admission will be granted during the interim period to students who do not fulfill any of the stated requirements.

4. Students will be required to take the GMAT examination. Applicants should submit official GMAT scores from within the last two years to Faulkner University. While minimum GPAs will be enforced, applicants will also have to meet the following standard for admission: $(\text{Undergraduate GPA} \times 200) + \text{GMAT Score} = 900$ or higher. Applicants who do not have a current GMAT score to submit may be allowed to enroll on a conditional basis for one semester provided they have the appropriate GPA and prerequisites. They will, however, have to submit an official GMAT score by the end of the first semester. Students not making the requisite GMAT/GPA composite score (see formula above) will need to be in good academic standing to be considered for continued enrollment in the program.
5. Students seeking admission to the M.S.M. program must have completed a course in Statistics, Quantitative Business Analysis, or Operations Research. It is strongly recommended that students enrolling in the program should have completed courses in Economics, Finance, Marketing, Management, and Information Systems.

Any exceptions to the admissions criteria are considered by the M.S.M. Academic Review Committee. The M.S.M. Academic Review Committee is comprised of the Director of the M.S.M. Department, the Director of the BBA Department, the Director of the BSB Department, the Director of the MBA Department, the Director of the HRM Department, and the Dean of the College of Business. The primary role of the Committee is to work with operational issues such as grades, conduct, Comprehensive Examinations, plagiarism/complicity, and special situations, though it is not limited to such.

Conditional/Unconditional Admission

In some circumstances, a student may be granted only **conditional admission** for reasons that may include missing or insufficient GMAT score, incomplete file (transcript, resume, etc.), low undergraduate GPA, or other academic reservation by the M.S.M. Program Director, Academic Review Committee, Associate Dean, or Dean of the College of Business.

Students with incomplete files will be notified of unfulfilled requirements and must submit all of the missing items prior to the end of the first semester of classes. Students with a low undergraduate GPA or GMAT score will need to display a strong academic performance during their first semester, as demonstrated by graduate GPA. Upon fulfillment of admissions criteria, conditional admission may be changed to **unconditional admission** (see *M.S.M. Admissions Criteria*).

Students with conditional admission will not be able to access final grades and will not be permitted to enter the second semester of the program. If the requirements are not met before the end of the first

semester, the student will be withdrawn from the program. Re-entry after the requirements have been met is not guaranteed and may be subject to a re-entry fee from the Student Accounts office.

Disenrollment and/or Administrative/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 this 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, low or unavailable GMAT scores, 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 degree must be completed within five (5) years of the 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 and GMAT testing.

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 Review Committee before a decision can be made. The Academic Review Committee fully reserves the right to deny re-enrollment.

In addition to the factors mentioned above, the Academic Review Committee 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
4. M.S.M. program.
5. 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.

6. 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 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 Academic Review Committee fully reserves the right to deny re-takes.

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. administration 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 re-takes.

Withdrawal Policy

A withdrawal form must be initiated, completed and either hand delivered, faxed, emailed, or mailed to the M.S.M. 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, Business 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).

Attendance Policy for the Master of Science in Management

Classroom Attendance

Regular class attendance is expected of all students and is essential for academic development. In all courses, class interaction and individual participation are such vital parts of the course objectives that appreciable absence from class negates the value of the course. An education, being more than the attainment of facts and skills, includes the development of attitudes, appreciations, and understandings which are experienced from the classroom.

The following policies and procedures are to be followed in regard to absences of students:

1. Students are expected to attend class and are responsible for assignments and work missed because of absence, **but a professor is not obligated to permit a student to make up class work**. Even if a student is absent from a class meeting, he or she is still responsible for the online component of the class for that week.
2. A student who misses more than one meeting 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. Regardless of the reason (personal illness, family illness, death of family member, work, vacation, etc.), a student who misses more than two meetings of any course will receive an automatic "F" in the course.
3. Students who are absent the class meeting of the final examination must have prior approval from both the faculty member and the M.S.M. Director and provide appropriate documentation. The rescheduling of a final exam must be coordinated through the individual graduate faculty and the M.S.M. Academic Department within a specified time frame. A student who misses the final exam without obtaining prior approval from both the M.S.M. Academic Department and the individual graduate faculty may receive an "F" in the class.
4. If accepted, assignments submitted late or exams taken late will result in points being deducted from the late assignment or exam.
5. Leaving class early or multiple occasions of tardiness are unacceptable and will be treated as an absence at the discretion of the professor in consultation with the Director. While the department recognizes occasional situations beyond the control of the student may arise, appropriate documentation will be required in order to grant an excused absence. Students should recognize that executive programs are fast paced by design, and even one absence may be detrimental to the academic progress of the student. As such, the student should seriously consider the program schedule and calendar prior to admission in order to ascertain if the program meets the student's needs.
6. The roll sheet is the official record of a student's attendance. It is the student's responsibility to sign the roll sheet when it is passed around or made available during class. If the student does not sign the roll sheet, he/she is counted Absent, even if he/she did attend the class. Once the roll sheet leaves the classroom, no one will be permitted to sign it.

Attendance for Online Courses

Regular online participation is expected of all students and is essential for academic development. Class interaction through discussion board 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 online course will be divided into six “sessions” that correspond with the M.S.M. calendar. Each of the sessions will begin on the Saturday morning of a class meeting and will end on the Friday night before your next class. The one exception to this is session six, which will primarily be used for the final exam. Please note that each individual professor may have specific deadlines within each session.
2. At the close of each scheduled M.S.M. online “session,” the professor will look at Blackboard usage logs to monitor attendance. The professor will determine whether or not the student has completed all 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 Blackboard. Partial participation is unacceptable and may be counted as an absence at the discretion of the professor.
4. A required assignment or discussion board contribution may not be submitted before the timeframe begins (is opened and available on Blackboard) nor after the timeframe ends (is closed and unavailable on Blackboard). No make-up work is allowed after the exam, assignment, discussion board contribution, etc. has closed and is no longer available in Blackboard.
5. Because there is no make-up work allowed, professors are encouraged to allow students to drop the one lowest exam grade. Any missed exam will count toward the dropped grade first. This does not include the final exam.
6. 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. Regardless of the reason (personal illness, family illness, death of family member, work, vacation, etc.), a student who misses more than two meetings of any course will receive an automatic “F” in the course.
7. 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 when requested.

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, which includes convening the appropriate committee when necessary.

- The appeal is first made to the instructor of the course.
- 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.
- If further appeal is required, the appeal should be made to the Dean of the College of Business and Executive Education.
- The Dean may decide to forward the appeal to the Academic Review Committee as necessary. The student also has a right to request an appeal by the Academic Review Committee if they are in disagreement with the decision rendered by the Dean. Either the Dean and/or the Academic Review Committee will provide the student with a copy of the final decision.

The M.S.M. Academic Review Committee is comprised of the Director of the BBA Department, the Director of the HRM Department, the Director of the M.S.M. Department, the Director of the BSB Department, the Director of the MBA Department, and the Dean of the College of Business and Executive Education. If any of the individuals in the Committee happens to be the professor who has awarded the grade being appealed, he/she will be replaced in that committee by another credentialed faculty member while the appeal is being addressed. Please be informed that the Committee comprises the final body of academic appeal in the College of Business & Executive Education.

The primary role of the Committee is to work with operational issues such as grades, conduct, Comprehensive Examinations, plagiarism/complicity, and special situations, though it is not limited to such. The Committee, at its discretion, may decide to forward issues pertaining to plagiarism/complicity to the Academic Vice President.

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

Academic misconduct includes but is not limited to plagiarism, 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 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 unenroll 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 College of Business 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 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 M.S.M. program is offered in the convenient 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 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 at other universities. Thus, the students contemplating transfer, post-graduate, or doctoral work at another institution bear the sole responsibility for ensuring that 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 necessary instructions for meeting this educational subscription requirement.

Comprehensive Examination

All students must pass a written Comprehensive Examination during their third semester. Students will be provided with case studies and corresponding questions that focus on the progressive absorption features of the M.S.M. program. The typed responses must be submitted the last Saturday of the semester. Please refer to the M.S.M. student handbook for more information about the Comprehensive Exam.

Graduation Requirements

Successful completion of all coursework and the Comprehensive Examination 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 program’s student handbook.

Curriculum for Fall

Semester Hours

MSM 6320 Organizational Behavior	3
MSM 6321 Business Analytics	3
MSM 6322 Personnel/HR Management	3

Curriculum for Spring

Semester Hours

MSM 6323 Marketing Perspectives for Management	3
MSM 6324 Employment Law for Management	3
MSM 6325 Financial Management	3
MSM 6326 Ethics for Business and Management	3

Curriculum for Summer

Semester Hours

MSM 6327 Global Business Perspectives	3
MSM 6328 Management Information Systems	3
MSM 6329 Integrative Business Perspectives	3
MSM 6090 Comprehensive Exam*	0

*Only taken during the final semester of the program.

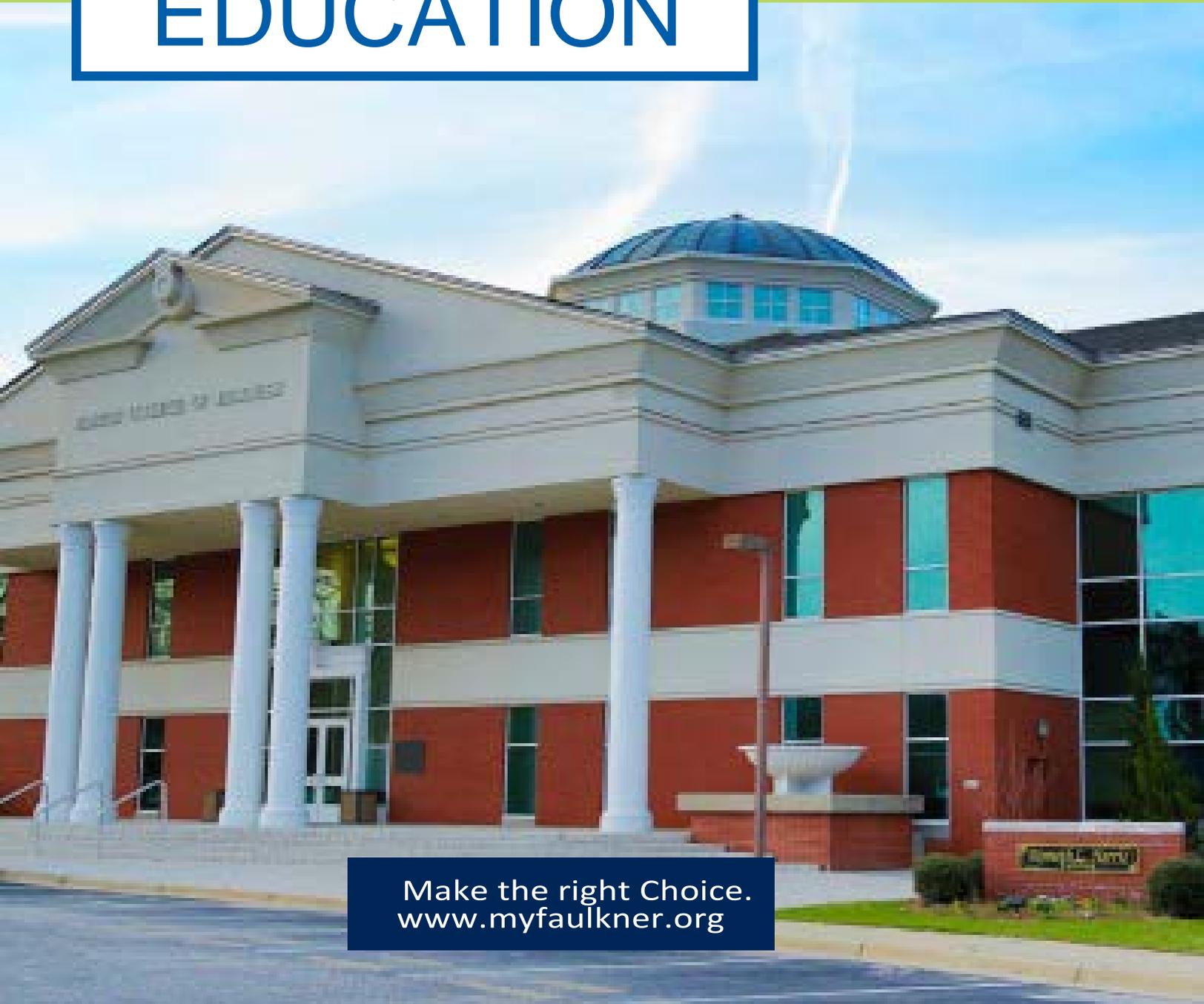
**Please note: Depending on program format, MSM 6301 Business and Administrative Communication, MSM 6311 Project I, MSM 6312 Project II, MSM 6313 Project III, and MSM

6390 Managerial Accounting, may be offered and/or substituted for an existing course as determined by the MSM department.

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

COLLEGE OF

EDUCATION



Make the right Choice.
www.myfaulkner.org



INTRODUCTION

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:

- Fostering a Christ-like community of empathy, caring, friendliness, respect, openness, understanding and integrity to establish lives of professional service in facilitating learning.
- Fostering the pursuit of cognitive, moral, emotional, physical, psychological and spiritual excellence for lives of professional service in facilitating learning.
- Fostering the preparation of highly competent, professional, and socially committed elementary and secondary school educators and leaders for lives of professional service in teaching.
- 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.
- 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.
- Fostering a desire to perpetuate the art and profession of teaching through lives of professional service in facilitating learning.
- 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.
- It is the goal of the College of Education at Faulkner University to produce teachers who demonstrate the following:
 1. High moral and ethical character, a by-product of their Christian commitment;
 2. Honesty and integrity in all relationships, including school personnel, students, and the public;
 3. Academic and professional competence, with careful attention to subject matter and teaching methods.
 4. Diligence in planning and evaluation of student performance;
 5. Respect for authority;
 6. Genuine interest in children and youth as evidenced in friendliness, firmness, patience, and sensitivity to individual needs;
 7. 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
Director	CACC Program
Director	Project Key
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

- Completed Application
- Official transcripts from ALL schools attended
- Passing Score on the GRE or MAT
- 250 word goal statement
- 3 recommendations
- A bachelor's degree from a college or regionally accredited college or university with a

GPA of 2.75 or higher, OR a master's degree from a regionally accredited university with a GPA of 3.0 or higher

Aptitude Score

Applicants must submit a passing score from one of the following: a score of 270 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. 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.

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 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 for the Traditional Class A program, a student must meet the following requirements by the completion of the semester of application:

- Demonstration of a minimum GPA of 3.25
- Completion of four education courses
- Verification of educator liability insurance
- Satisfactory ratings on approved clinical experiences
- 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)
- Satisfactory interview with the Graduate Director
- 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 Certification Officer 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 regionally 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.

NOTE: The following courses must be completed at Faulkner University:

- FED 6300 Seminar in Education,
- EED 6332 Teaching Elementary Language Arts* EED 6341 Teaching Elementary Mathematics* FED 6330 Assessment for Teaching and Learning*
- FED 6349 Differentiated Instruction or FED 6342 Multicultural Education

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.

*These courses are aligned with preparation for the edTPA. This requirement is pending Teacher Education Committee approval.

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 Dean of the College of Education will assign an advisor to provide the student assistance with 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:

- Must not count students' logging into a course's learning management system (e.g., Blackboard, Google Apps Sites) as participation in that course.
- 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":
 1. 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);
 2. Completing interactive tutorials or interactive, computer-assisted instruction; or
 3. 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.

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:

- Maintain a minimum of 3.25 cumulative grade point average
- Demonstrate professional dispositions during all coursework and clinical experiences
- Satisfactory completion of all coursework tied to ACT standards
- 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

Curriculum and Instruction Degree

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.

Admission Requirements

Aptitude Score

Applicants with an incoming GPA between 2.5 and 2.74 must submit a passing score from one of the following: a 281 or above on the Graduate Record Examination (GRE) or a score of at least 370 on the Miller Analogies Test (MAT). 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.

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

- Completed Application

- Official transcripts from all schools attended
- Must hold a bachelor's degree from a regionally accredited college or university with a minimum GPA of 2.5
- Passing scores on the GRE OR the MAT if GPA is between 2.5-2.74. If GPA is 2.75 or above, a GRE OR MAT score is not required.
- Personal statement of lifetime goals (250 words)
- Three (3) letters of recommendation

Curriculum Requirements

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

Our Master 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:

- Completion of all courses and requirements listed on the degree plan
- Completion of a minimum total hours of clinical experiences
- Completion of all institutional requirements for graduation
- Completion of an exit interview with the College of Education

- Maintenance of a 3.25 GPA
- Passing score on the K-6 or 7-12 Praxis Principles of Learning and Teaching assessment as a capstone exam
- Satisfactory ratings on disposition forms from professors for each Education class taken

Master of Education Curriculum and Instruction

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
FED 6349 Advanced Classroom Management
FED 6350 Technology of Learning
FED 6330 Assessment for Teaching and Learning
FED 6345 Differentiated Instruction for Diverse Learners
FED 6342 Multicultural Education
FED 6380 Action Research
FED 6340 Legal Issues in Education



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

Applicants must submit a passing score from one of the following: a score of 281 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. 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 a regionally accredited college or university in Elementary Education. Must have a minimum GPA of 2.75 or a Master's degree from a regionally accredited college or university with a minimum GPA of 3.0.
4. Passing scores on the GRE OR the MAT
5. Personal statement of lifetime goals (250 words)
6. Three (3) recommendations
7. Completion of Highly Qualified Teacher Course Requirements
8. 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 five professional education courses prior to being admitted to the Teacher Education Program (TEP). Students should apply for admission by submitting a formal application along with a one-page essay detailing why they want to teach by the announced deadline at the beginning of each fall and spring semester. 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:

- Overall
 - Teaching Field
 - 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 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:

- Candidacy and admission into the Teacher Education Program
- Completion of all courses and requirements listed on the appropriate degree plan (including an appropriate Internship)
- Completion of all prescribed field experiences
- Completion of ALSDE Teacher Certification requirements and appropriate paperwork (including fingerprinting and background check release forms)
- 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
- 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.

Master of Education Traditional Class A

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

DEPARTMENT OF COUNSELING

Program Mission

The purpose of the Master of Science degree in 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 Counseling 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 Counseling program will prepare students to enter a variety of occupations in the counseling and mental health field. 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 process of development, counseling theory, 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 goals:

1. To acquire expertise in the counseling field and develop leadership and service abilities needed to help those who pursue counseling.
2. To develop students of strong moral and ethical character with dispositions to understand and relate to the needs and concerns of those who seek their services.
3. To provide a challenging educational experience, that will encourage each student to understand their profession as a lifelong mission, and to apply biblical principles of genuineness, empathy and integrity in their daily counseling sessions.
4. To further develop and sharpen strategies and skills in counseling which will set them

apart in their respective schools as professional counselors.

5. To understand the importance of daily reflection in an effort to sharpen the skills of critical thinking and problem solving in becoming a competent professional.

Program Oversight

The Master of Science in Counseling program is located in the Graduate Counseling Department under the College of Education. The Graduate Counseling Program Director and/or Department Chair is responsible for the administration of 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
- Dean of the College of Education
- Department Chair of the Graduate Counseling Department

Master of Science in Counseling Faculty

- **Willingham, Heath** *Chair, Graduate Counseling, Director of MSC Program*; B.S., Auburn University; M.A., Lipscomb University; University of South Alabama; Ph.D., Auburn University.
- **Jones, Christi** *Assistant Professor of School Counseling*; B.S., Auburn University Montgomery; M.Ed. Auburn University
- **Wilkinson, Morgan** *Assistant Professor of Counseling*; B.A., Auburn University; M.A., Richmond Graduate University; Ph.D., Auburn University.
- **Willingham, Shanna** *Assistant Professor of Counseling*; B.S. Lipscomb University; M. Ed., Auburn University
- **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.
- **Fletcher, Penny Lane**. *Adjunct Professor*; B.A., University of Louisiana at Monroe; M.E.D., William Carey University; Ph.D., Amridge University.
- **Tidwell, Patrick**. *Adjunct Professor*; B.S., Faulkner University; M.S. Amridge University; Ph.D., Amridge University.

Admission Requirements

The Department of Counseling at 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. Admission to this program is granted by the Graduate Counseling Committee. The Committee 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 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 an acceptable score from one of the following: A combined verbal and quantitative score of 800 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 approximately 400 words specifying personal goals for their life and how earning a Master of Science in Community Counseling at Faulkner University will contribute to those life goals.

Recommendation Forms

Applicants must provide recommendations from three people unrelated to the applicant. Official recommendation forms are provided online at www.faulkner.edu/counseling.

Video Interview

Once all application materials are submitted, the acceptance committee will contact the applicants to set up an interview via video conferencing. Final determination of acceptance or non-acceptance into the program will be communicated to the applicant within one week of the completed video conference interview.

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 Statement of life goals.
- Three (3) recommendations.
- Video Conference Interview

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. These students and other non-degree seeking students do not have to complete a video interview.

Course Curriculum Requirements

The Master of Science in 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. The majority of the courses in the program can be completed in the online environment. The Counseling Field Experience Course—COU- 6390 Counseling Practicum; COU 6995 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. The two clinical experience courses—COU 6390 Counseling Practicum (3 hours) and COU 6995 Internship in

Counseling (9 hours)—are designed to allow students to demonstrate the practical application of their counseling knowledge and skills in a clinical setting. The clinical experience courses require a 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 to 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 Counseling degree provides a solid foundation to begin counseling as a professional.

Practicum Courses

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. These students will be supervised by a Licensed Professional Counselor (LPC), and the course instructor. The students will be required to complete 100 hours of supervised experience (40 direct, 60 indirect), during the semester in which they are registered for the course. Sessions with clients will be recorded for feedback and skills development. Over the 15 weeks of the semester, students will meet in the online classroom, with an additional hour required for meeting with their supervisor.

Internship

The internship course, COU 6995 Internship in Counseling, will provide a more extensive experience and will build upon the skills learned in the practicum course. The students will be required to complete a 600 hour (240 direct, 360 indirect) internship experience, as well as participate in the internship class in the online classroom.

Graduation Requirements

Sixty-one (61) hours with a cumulative GPA of 3.0 on all graduate credits. No more than 6 semester hours of C may be applied toward graduation requirements.

Major Field Test

The Major Field Test will be required for the Master of Science in Counseling degree. The examination will be prepared by members of the graduate faculty who have taught the student and be given during the student's Clinical Training II experience. The candidate will be notified of the time and place of the examination at least a month prior to the scheduled date. An oral examination or online interview may be required in addition to the written examination.

Faculty who contributed to the examination will grade it as pass/fail. Students will be given the results

of the examination within 10 days after the examination date. Students who fail the examination will be given the opportunity to take it again.

Students who fail the Major Field Test twice must retake some coursework for remediation purposes in order to take the exam again.

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 work and the student should notify the 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 personally responsible for meeting the different requirements for the Master of Science in 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 Department of Social Behavioral Sciences.

Transcripts

An official transcript of a student's academic record will be issued upon request of the student. Transcript fees begin at \$7.25; electronic copies are \$9.00. 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 for other institutions will be evaluated by the graduate counseling program committee to ascertain courses which can be applied to Faulkner's program. Students from a regionally accredited institution may transfer a maximum of 12 semester hours or four courses into the Master of Science in Counseling program. The Director of the Graduate 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 (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

The Chair of the Graduate Counseling program will assign an advisor to provide the student assistance with planning his/her program, with registration and with evaluation of his/her progress. The advisor should approve each semester's schedule and any changes made. **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.

Grade Reports

Final grade reports will be posted online. 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 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.

Good Academic Standing

The student must maintain a cumulative GPA of 3.0 to remain in good academic standing.

Academic Probation and Suspension

Should the student's GPA on the first six (6) hours of graduate work be below 3.00, 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 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.

M.S. in Counseling

Counseling Theory

COU 6310 Counseling Theories 3

Developmental Foundations

COU 6320 Life Span Development 3

COU 6325 Career and Guidance Counseling 3

COU 6330 Counseling Diverse Populations 3

Helping Relations

COU 6340 Analysis of the Helping Relationship 3

Group Work

COU 6350 Group Counseling 3

Assessment and Research

COU 6360 Measurement and Assessment 3

COU 6365 Research Methods 3

COU 6380 Diagnosis and Treatment 3

Professional Counseling

COU 6310 Counseling Theories 3

COU 6370 Integrations of Theology and Counseling 3

COU 6375 Legal and Ethical Issues 3

Counseling Field Experience

COU 6390 Counseling Practicum 3

COU 6995 Internship in Counseling 9

COU 6596 Clinical Training I 5

COU 6597 Clinical Training II 5

Electives (one of the following) 3

COU 6315 Marriage and Family Theory

COU 6385 Substance Abuse Counseling

COU 6355 Crisis Intervention

COU 6335 Child and Adolescent Counseling

Total Hours Required for Graduation 61

Note: Graduation requirements for the Counseling degree include successful completion of the Departmental Exit Exam and Professional Portfolio.

M.Ed. in School Counseling

Instructional Support Area

COU 6310 Counseling Theories 3

COU 6311 Introduction to School Counseling 3

COU 6320 Life Span Development 3

COU 6325 Career and Guidance Counseling 3

COU 6330 Counseling Diverse Populations 3

COU 6335 Child and Adolescent Counseling	3
COU 6350 Group Counseling	3
COU 6360 Measurement and Assessment	3
COU 6375 Legal and Ethical Issues	3
COU 6385 Substance Abuse Counseling	3
COU 6355 Crisis Intervention	3
COU 6595 Clinical Training for School for Counseling	5

Education and Field Experience

FED 6342 Multicultural Education	3
FED 6345 Differentiated Instruction	3
COU 6995 Internship in Counseling	9
COU 6390 Counseling Practicum	3
FED 6380 Action Research	3

Total Hours Required for Graduation 56

Master of Arts in Christian Counseling and Family Ministry

The MACC degree curriculum is a 36-hour inter-disciplinary program offered by KGST in cooperation with the *MS in Counseling* program of the university's College of Education. The degree program combines counseling courses offered by the College of Education with family- related Bible courses offered by the Kearley Graduate School of Theology. The program seeks to prepare ministers, church leaders, teachers, program directors, and others desiring counseling and family related skills for use in non-licensure counseling.

Family Ministry Courses – 15 semester hours (five courses, *3 hours each*)

- BI 5384 Family Dynamics
- BI 5380 Family Strengths – Theoretical Foundations
- BI 5381 Individual Development and Family Relations
 or COU 6320 Life Span Development
- BI 5382 Family Research Methods
 or COU 6365 Research Methods
- COU 6315 Marriage and Family Theory

Counseling Courses – 18 semester hours (6 courses, *3 hours each*)

- COU 6345 Counseling in the Community
- COU 6395 Suicide Intervention and Counseling

COU 6370 Integrations of Theology and Counseling
COU 6350 Group Counseling
COU 6385 Substance Abuse Counseling
COU 6340 Analysis of the Helping Relationship

Experiential Learning

BI 5353 Supervised Practice of Ministry

COLLEGE OF

HEALTH SCIENCES



Make the right Choice.
www.myfaulkner.org



INTRODUCTION

Introduction

The College of Health Science (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. Additional health science programs in the development phase include the Doctorate of Physical Therapy, Master of Occupational Therapy, and Master of Physician Assistant Studies. 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 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.



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

Master of Arts/Master of Science in Speech Language Pathology

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 and the Master of Science. 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. 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 CDS 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.
3. Train students to serve others by using the knowledge and skills they have acquired.
4. 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
- Letter of introduction
- Academic transcripts indicating an earned bachelor's degree from a regionally accredited institution
- Evidence of successful completion of academic coursework in normal language development, phonetics, anatomy and physiology of speech and hearing, speech science, phonological and articulation disorders, language disorders, audiology, statistics, biological science, physical science (physics or chemistry), and social/behavioral science.
- Undergraduate GPA of 3.0 or higher
- Competitive GRE score
- Three letters of recommendation
- Application fee
- No transfer credit hours are allowed

Graduation Requirements

- Completion of all courses with a “B” or higher and an overall GPA of 3.0 or higher
- Minimum of 400 clinical clock hours, with at least 25% supervised by an SLP with a current CCC-SLP
- All coursework must be completed at Faulkner; no transfer credit is allowed.
- Passing grade on Thesis (MS track) or EBP Portfolio and Comprehensive Exams (MA track)
- Meet all of ASHA’s Standards for CCC-SLP per the Standards for CCC-SLP Tracking Form

Degree Plan

Course Name

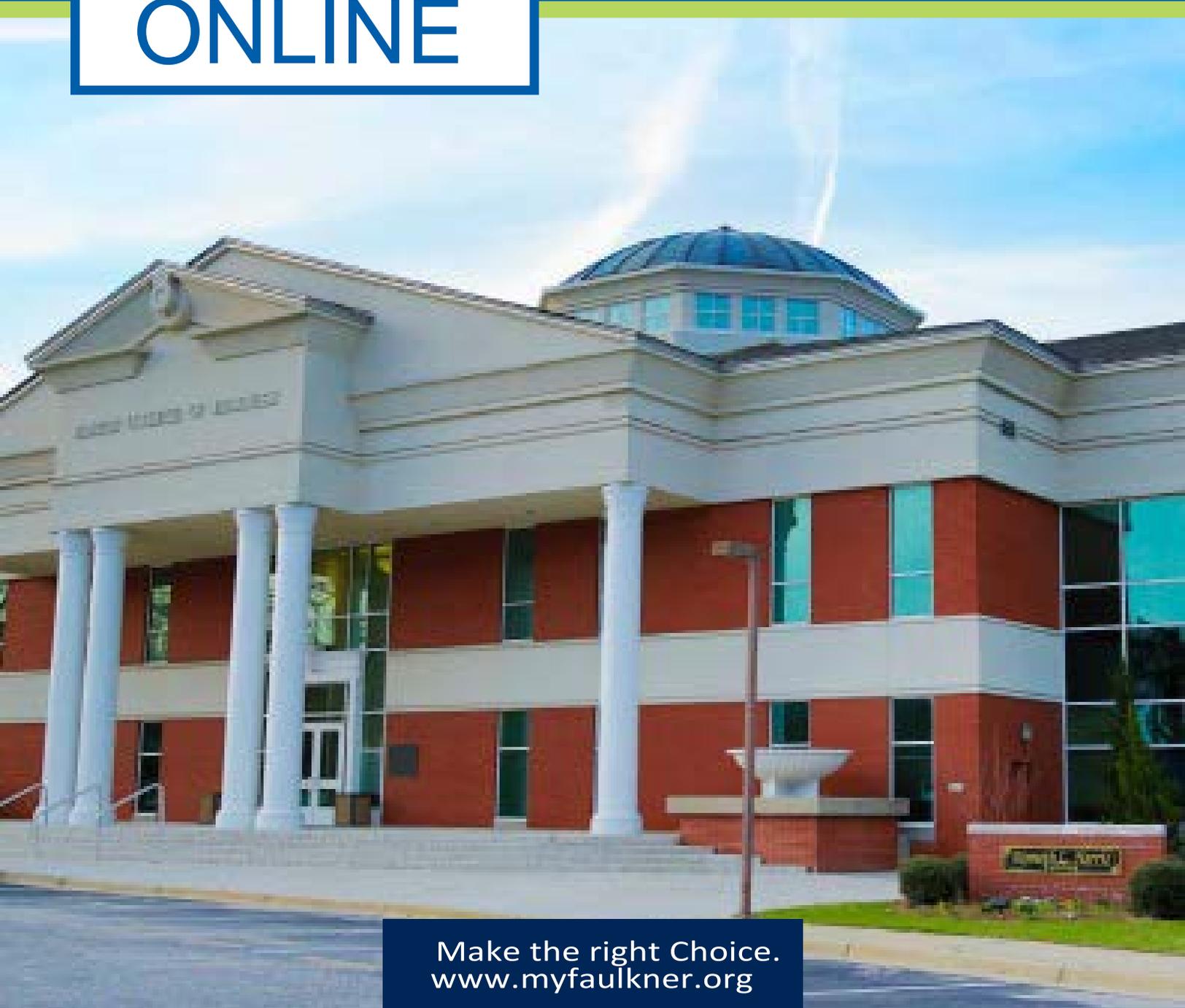
Semester Hours

SLP 6310 Advanced Child Language Disorders	3
SLP 6320 Advanced Articulation and Phonological Disorders	3
SLP 6330 Voice and Resonance Disorders	3

SLP 6340 Fluency Disorders	3
SLP 6351 Neurogenic Disorders 1	3
SLP 6352 Neurogenic Disorders 2	3
SLP 6360 Dysphagia- Adult	3
SLP 6365 Dysphagia- Pediatric	3
SLP 6205 Augmentative and Alternative Communication	3
SLP 6370 Aural Rehabilitation	3
SLP 6391 Clinical Methods Practicum 1	3
SLP 6392 Clinical Methods Practicum 2	3
SLP 6393 Clinical Methods Practicum 3	3
SLP 6991 Internship 1 (off-campus)	9
SLP 6992 Internship 2	9
SLP 6280 Research Methods	2
SLP 6381 Research Experiences in SLP (off-campus)	3
SLP 6382 Research Experience in SLP (off-campus)	3
 Total for Degree	 64

FAULKNER UNIVERSITY

ONLINE



Make the right Choice.
www.myfaulkner.org



FAULKNER ONLINE

Faulkner University Online (FAUO) supports fully online degrees, courses, and other resources. The University's online degrees currently include:

- Undergraduate
 - [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. Acting Director: [Jeff Arrington](#)
 - [Associate of Science in Computer and 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. Director: [Idong Mkpog-Ruffin](#)
 - [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. Director: [Jason Jewell](#)
 - [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. Director: [Cody Nichols](#)
 - [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. Director: [James C. Guy](#)
 - [Bachelor of Science in 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. Director: [Phillip Calvert](#)

- [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. Director: [James C. Guy](#)
- [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. Director: [James C. Guy](#)
- [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. Director: [James C. Guy](#)
- [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. Director: [James C. Guy](#)
- Graduate
 - [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. Director: [Randall Bailey](#)
 - [Master of Arts in Christian Counseling and Family Ministry](#) – 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. Bridges traditional academia with practical experiences and explores various areas of counseling and mental health while integrating Christian principles. Director: [Steve Wages](#)
 - [Master of Arts in Christian Ministry](#) – 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 prepares students to fulfill their mission to serve Jesus Christ through their vocations.

Director: [Randall Bailey](#)

- [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. Director: [Jason Jewell](#)
- [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. Director: [Ralph Ainsworth](#)
- [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. Director: [Leslie Cowell](#)
- [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. Director: [Robert Thetford](#)
- [Master of Science in 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.² Director: [Heath Willingham](#)
- Post-graduate
 - [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. Director: [Randall Bailey](#)
 - [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

²Due to these regulations, about 15% of this program’s coursework must be completed in residence.

World, the curriculum follows the Great Books to facilitate students' intellectual and spiritual engagement. Director: [Jason Jewell](#)

Even when offered online each degree program and course is housed within its respective academic unit. The FAUO 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. Individuals who have an email address @faulkner.edu may obtain further information about FAUO courses and programs via the FAUO Intranet at <http://fauo.faulkner.edu/>.

-

COURSE DESCRIPTIONS

BY DEPARTMENT



COURSE DESCRIPTIONS

Courses are grouped alphabetically by department:

Bible

BI 5002 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 Fall Spring Semester and Summer Term*

BI 5003 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 Fall Semester, Spring Semester, and Summer Term*

BI 5089 MA(BS) Comprehensive Examination

A synthesis of the MA(BS) curriculum through written and oral examinations. *Offered On Demand*

BI 5090 MACM Comprehensive Examination

A synthesis of the MACM curriculum through written and oral examinations. *Offered On Demand*

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 Semester*

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 Semester*

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 Semester in Even Years*

BI 5306 Old Testament Theology

A systematic study of the major doctrinal themes of the Old Testament. *Offered Spring Semester in 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 Semester*

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 Semester*

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 Semester*

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 Semester*

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 Term*

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 Term 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 Semester*

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 Semester in Odd Years*

BI 5321 New Testament Theology

An in-depth thematic study of major doctrinal themes in the New Testament. *Offered Spring Semester in 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 Semester*

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 Semester*

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 Semester*

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 Semester 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 Semester 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 Term*

BI 5332 Elementary NT Greek I

A study of elements of NT Greek with emphasis on grammar, syntax and vocabulary. *Offered Every Fall Semester 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 Semester as an Intensive Course*

BI 5350 Biblical Foundations for Ministry

A study of the biblical bases for ministry in the local church. Attention is given to the minister's spiritual preparation and to the biblical principles that ground and shape worship, evangelism, counseling, etc. *Offered Fall Semester in Even Years*

BI 5351 Church Leadership

Principles of effective organization, administration and leadership as they apply to the life of the church with emphasis on the development of effective spiritual leaders. *Offered Spring Semesters in Odd Years*

BI 5352 Expository Preaching

A study of biblical preaching that enables the local congregation to develop a solid biblical identity. Issues of interpretation that lead to responsible homiletical practice are explored and exercises and paradigms are provided for preaching from a variety of biblical texts. *Offered Fall Semester in Odd Years*

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 5354 Evangelism

A study of principles that will equip the minister both to do evangelism in the local community and to motivate and organize the local congregation to carry on such a program. *Offered Summer Term in Even Years*

BI 5355 The Educational Program of the Church

A comprehensive study of biblical instruction in the local church with special attention to designing and maintaining educational programs. *Offered Summer Term in Odd Years*

BI 5360 Evangelism and Church Planting

A study of missiological strategies related to evangelism principles and church planting models for both domestic and cross-cultural missions. This course will survey theories, principles and practical aspects in developing strategies for mission preparation and effectiveness of the missionary and the sending church. *Offered Summer Term in Odd Years*

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 Term in 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 Term in Odd Years*

BI 5380 Marital and Family Strengths

Exploration of the work of family researchers whose focus has been on how families succeed rather than why they fail. Includes research of DeFrain, Gottman, McAdoo, Olson, Otto, Peters, and Stinnett. *Offered Fall Semester in Even Years.*

BI 5381 Individual Development and Family Relations

Analysis of the process of change in couples and families as they move through various stages of life. Special emphasis is given to stages of development, positions in the family and family developmental tasks. *Offered Spring Semesters of Odd Years*

BI 5382 Family Research Methods

A basic understanding of and appreciation for the research methods used by family scientists. Students will be equipped to conduct family research and to intelligently and critically read professional family literature. *Offered Fall Semester in Odd Years*

BI 5384 Family Dynamics: Theoretical Foundations

Evaluation of current research in the study of relationships in families. Students will define and critique issues that families face and investigate how healthy families make decisions and solve problems. *Offered Summer Term in Even 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, 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 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 Semester

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 Semester*

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 Semester*

BI 7314 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. *Offered every Spring Semester.*

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 Semester*

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 Semester*

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 Semester*

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 Semester*

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 Semester in 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 Term in 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 Semester in 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 Semester in 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 Semester in 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 Semester in 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 Semester in 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 Semester in 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 Semester in 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 Semester in 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 Term in 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 Term in Even Years*

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.

CO6390 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 local 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 6995).

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 6995).

COU 6995 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.

Education

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 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.

PY 6325 Advanced Educational Psychology

This is an advanced study of the cognitive process and the psychological foundations of educational practice and research. Emphasis is given to the principles for the development of cognitive skills and conditions of learning.

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.

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, Brunini'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, Brunetti'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 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.

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*

RD 9321 Dissertation II

This course serves as a continuation of the dissertation process. Student completes a draft of chapter two and makes revisions as recommended by the dissertation committee. *Offered on demand*

RD 9322 Dissertation III

This course serves as a continuation of the dissertation process. Student completes a draft of chapter three and makes revisions as recommended by the dissertation committee. *Offered on demand*

RD 9323 Dissertation IV

This course serves as a continuation of the dissertation process. Student completes chapter four (conclusion) of the dissertation, makes all necessary corrections and revisions of dissertation, and makes oral defense the dissertation. *Offered on demand*

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.

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 5310 Criminal Justice Writing

This course emphasizes the development of practical skills necessary to complete advanced writing tasks common in the criminal justice environment. Attention is given to the use of Lexis and other on-line legal research systems. Common formats and documentation styles utilized in the legal profession are emphasized. There is special focus on the writing of legal briefs, investigative reports and memoranda.

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 5330 Administration of Justice

This course acquaints the student with organizational, administrative and financial practices as they interact with the courts, corrections and police administrations. This course presents material related to police management and decision making processes. Administrative activities of court administration and corrections administration are addressed. Various budgeting methods for criminal justice administrators are evaluated.

JA 5340 Policing In America

This course addresses policing in America by examining selected topics. The interaction of crime and politics is presented and discussed. Functions of the police in the community are explored. Aberrant police behavior and domestic and international violence are also related to the challenges of policing in America.

JA 5350 Corrections in Modern Society

This course provides a comparative study of corrections issues regarding administration, organization and management practices currently used. Attention is given to various management styles. Various sentencing alternatives are considered. The rehabilitation vs. punishment debate is explored in light of current developments in criminal justice.

JA 5360 Courts

This course presents a study of the American judicial system by examining the structure and roles of key courtroom players, procedures and evidentiary issues, punishment and sentencing issues, and the moral and ethical obligations of the court system and its players. The roles of judges and juries in criminal trials are considered. Moral issues relating to judges and other key people in the court system are examined. Punishment and sentencing dynamics are evaluated.

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 5380 Comparative Criminal Justice

This course compares issues pertinent to the criminal justice systems on a global basis by reviewing cross-cultural aspect of crime, the economic impact of international crime, terrorism and its relationship to international aspects of criminal justice, punishment strategies and capital punishment. Political and state organized crime are considered. Punishment issues related to policing and crime control are explored. International terrorism is explored on a global basis.

JA 5390 Research Methods

This course will cover research design, hypothesis testing, sampling techniques, data fathering, data analysis, the scientific method used in criminal justice research and the basic components of the research process. Data gathering techniques are presented and evaluated. Central tendency and measures of dispersion are studied. Effective presentation techniques of research findings are discussed.

JA 5395 Research Project

This course is a capstone course that requires the student to use the knowledge and skills gained in the preceding courses by preparing a research proposal which will include a description of the problem, literature review, proposed research design and methodology, and methods of data analysis. Development of a working bibliography and outline of the project compose the focus of the initial portion of this course. Literature review and data gathering are considered. Material related to proper data analysis is presented.

Master of 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

MH 6229 Materials and Methods in Mathematics

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.

Management

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.

MSM 6311 MSM Project I

A comprehensive analytical project undertaken through selected readings of articles and/or case analysis. It is designed to be progressive in nature as students assimilate knowledge of the subject matter in different functional areas of business. Emphasis is on general Business, Management and Administration.

MSM 6312 MSM Project II

A comprehensive analytical project undertaken through selected readings of articles and/or case analysis. It is designed to be progressive in nature as students assimilate knowledge of the subject matter in different functional areas of business. Emphasis on integrating general Management principles with Human Resource Development and/or Management.

MSM 6313 MSM Project III

A comprehensive analytical project undertaken through selected readings of articles and/or case analysis. It is designed to be progressive in nature as students assimilate knowledge of the subject matter in different functional areas of business. Emphasis on business information systems in modern day technological environments.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 Articulation and Phonological 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 I

Focus on the role of 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

Aphasia and neurolinguistic science, including the related disorders of dementia and right hemisphere pathologies. Neurological bases/causation. Assessment and treatment of 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 6370 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

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 6393 Clinical Methods and Practicum III

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 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.

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.

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 SLP6381/SLP 6382-Research Experiences in Speech Language Pathology/Audiology.

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 SLP 6381.

FAULKNER UNIVERSITY

Administration, Faculty & Staff



Make the right Choice.
www.myfaulkner.org



BOARD OF TRUSTEES

Dr. Billy Lambert, Chair, Foley, Alabama
Mr. Ted Norton, Vice Chair, Montgomery, Alabama
Mrs. Glenda Major, Secretary, LaGrange, Georgia
Mr. Roy Johnson, Parliamentarian, Goodwater, Alabama
Mr. Jason Akins, Fort Payne, Alabama
Dr. E. R. Brannan, Huntsville, Alabama
Mr. Jim Campbell, Fort Payne, Alabama
Mr. Ernie F. Chappell, Brentwood, Tennessee
Mr. Joseph W. Donaldson, Montgomery, Alabama
Mr. Michael S. Eubanks, Wilmer, Alabama
Mrs. Carlton L. Freeman, Metairie, Louisiana
Mr. Justin “Chip” Garrett, Emporia, KS
Dr. John W. Hill, III, Memphis, Tennessee
Dr. Mike Houts, Madison, Alabama
Mr. Frank “Butch” Jones, Ellijay, Georgia
Mrs. Libby Jones, Huntsville, Alabama
Mr. Dale Kirkland, Madison, Alabama
Mr. H. Louis Lester, Jr., LaGrange, Georgia
Dr. Mansel Long, Jr., Tuscumbia, Alabama
Dr. Henri McDaniel, Huntsville, Alabama
Judge Carole Medley, Florence, Alabama
Mr. Phil Norton, Montgomery, Alabama
Dr. Henry A. Parker, Morris, Alabama
Mr. David Phillips, Montgomery, Alabama
Mr. Michael “Mike” Pickens, Maumelle, Arkansas
Mr. Tim Richardson, Mobile, Alabama
Dr. Bud Stumbaugh, Marietta, Georgia
Senator J. T. “Jabo” Waggoner, Birmingham, Alabama
Ms. Anna Weeks, Santa Rosa Beach, Florida
Dr. Jack Zorn, Sylacauga, Alabama

TRUSTEES EMERITI

Mr. Dewey R. Barber, Gardendale, Alabama
Dr. Charles W. Britnell, Phil Campbell, Alabama
Mr. Archie Crenshaw, Bishop, Georgia
Atty. Fred Gray, Tuskegee, Alabama
Dr. Jess Hall, Jr., Fulshear, TX
Dr. Kenneth L. Harris, Troy, Alabama
Dr. Lamar Harrison, Wilmer, Alabama
Mr. David Howell, Orange Beach, Alabama
Mr. Flavil Nichols, Huntsville, Alabama
Mr. B. O. Richardson, Mobile, Alabama
Mr. Kenneth M. Shumard, Atlanta, Georgia
Mr. Robert W. Walters, LaGrange, Georgia

ADMINISTRATIVE CABINET

Michael D. Williams, B.B.A., M.B.A., Ed.D., President

Billy D. Hilyer, B.A., M.A., L.H.D., Chancellor

Vice Presidents

Dave Rampersad, A.S., B.A., Ph.D. Vice President, Academic Affairs
Keith Mock, B.S., M.A., Ed.D. Vice President, Enrollment Management
Mark Hunt, B.S., M.S. Associate Vice President, Executive and Professional Enrollment
Wilma Phillips, A.A., B.S. Vice President, Finance
Jamie Horn, A.A., B.B.A. Associate Vice President, Finance
Jean-Noel Thompson, B.A., M.S., Ph.D. Vice President, Student Services
John Tyson, Vice President, University
Advancement
Billy Camp, B.S., M.B.A. Associate Vice President, Development
Renee Davis, B.S., M.S. Assistant Vice President, Human Resources
Gerald Jones, B.A., M.S., J.D. University General Counsel

Deans

Dave Khadanga, M. Commerce, LL.B., M.B.A., Ph.D. Dean, Harris College of Business
David Johnson, B.A., B.S., M.B.A., Ph.D. Associate Dean, Harris College of Business
G. Scott Gleaves, B.A., M.S., M.Div., D.Min. Dean, V.P. Black College of Biblical Studies
Jeff E. Arrington, B.S., M. E., E.E., Ph.D. Dean, Alabama Christian College of Arts &
Sciences
Leslie Cowell, B.S., M.Ed., Ph.D. Dean, College of
Education
Charles Nelson, B.S., J.D. Dean, Thomas Goode Jones
School of Law

Administrators

Hal Wynn, A.A., B.S. Acting Athletic Director
Beverly Tolliver Executive Assistant to the President
Faculty Representative Elected Every Two Years



EXECUTIVE DIVISION

Michael D. Williams, President

Office of the President

Beverly Tolliver, Executive Assistant

Special Assistants to the President

Gerald Jones, University Legal Counsel

Cecil May, Dean Emeritus

Office of the Chancellor

Billy D. Hilyer, Chancellor

Human Resources

Renee Davis, Assistant Vice President

Karen Hogeland, Payroll Coordinator

Amanda Seesengood, Compliance Officer

Jeff Taggart, Benefits Representative

Cynthia Poole, Employment Coordinator

Offices of the Vice Presidents

Administrative Assistants

Julie King, Academic Affairs

Molly Pollard, Enrollment Management

Loye Moorner, Finance

Pam Winstein, Student Services

Alicia Holena, University Advancement



ACADEMIC DIVISION

Dave Rampersad, Vice President Academic Affairs

Breanna Yarbrough, Academic Programs Specialist

Julie King, Administrative Assistant to Vice President Academic Affairs

Offices of the Academic Deans

Jeff E. Arrington, Dean of Arts and Sciences

G. Scott Gleaves, Dean of Biblical Studies

Dave Khadanga, Dean of Business

David Johnson, Associate Dean of Business

Leslie Cowell, Dean of Education

Administrative Assistants

Sandra Foster, Arts and Sciences

Jeanette Stubblefield, Biblical Studies

Lana Amaya, Business

Kristy Cantrell, Education

College of Arts and Sciences

Academic Department Chairs

Idongesit Mkpog-Ruffin, Computer Sciences

Cathy Davis, Criminal Justice and Legal Studies

Jon Wright, English

Art Williams, Fine Arts

Jason Jewell, Humanities

Sharon Paulk, Mathematics

Donna Clemons, Kinesiology and Exercise Science

Uduak Afangideh, Natural and Physical Sciences

James C. Guy, Social and Behavioral Sciences

Academic Program Directors

Robert Thetford, Director, Master of Criminal Justice

Andrew Jacobs, Director, Great Books Honors Program

Cathy Davis, Director, Legal Studies
Phillip Calvert, Director, Bachelor of Criminal Justice

[Co-Curricular Program Directors](#)

Stephen Foster, Director of Bands
Allen Clemens, Director of Choral Activities
Angela Dickson, Co-director, Dinner Theatre

[Faulkner University Online](#)

Tiffany Cantrell, Director
Cassie Green, Online Student Success Advisor
Chris Ours, Online Student Success Advisor
Lee Benson, Instructional Designer

[Instructional Support Lab](#)

Daniel Mease, Director
Amber Traw, Writing Lab Director

[Administrative Support](#)

JoAnn Tillman, Computer Science, Mathematics and Natural and Physical Sciences Secretary
Leanna Payne, English, Kinesiology and Exercise Science, and Social and Behavioral Sciences Secretary
Carolyn McCoy, Fine Arts, Great Books Honors Program, and Humanities Secretary
Angel Parker, Criminal Justice Secretary
Abby Whittington, MSC Secretary
Benjie Nall, Director, Evening and Weekend Program

College of Biblical Studies

[Cloverdale Center for Youth and Family Ministry](#)

Steve Wages, Director
Jeanette Stubblefield, Secretary
[Kearly Graduate School of Theology](#)

Randall Bailey, Director

[Kearly Resource Center](#)

Brenda Turner, Director
[Undergraduate Programs](#)

Todd Brenneman, Chair

College of Business

[Master of Science in Management](#)

Alan Kaye, Director
Heather Itson, MSM Secretary

[Bachelor of Business Administration and Human Resource Management](#)

Ron Lambert, Director, BBA
Patrick Daly, Director, HRM
Alan Kaye, Director, MSM; Associate Director, BBA/HRM
Sasha Hermeling, BBA/HRM Secretary

[Bachelor of Science in Business](#)

Cody Nichols, Director

Master of Business Administration

Ralph Ainsworth, Director

College of Education

Sandra Luster, Director of Field and Clinical Experiences, Certification Officer

Rebecca Horn, Director of Assessment and Graduate Advising

Carol Tarpley, Ed TPA Coordinator; Department Chair

Heath Willingham, Director, Master of Science in Counseling

Libraries

Barbara Kelly, Director of Libraries

Jim Womack, Collection Services Librarian

Angie Moore, Assistant Director of Libraries

Deidre Herring-Cole, Technical Services Librarian

Lila Broadway, Public Services Technician

Donna Itson, Technical Services Librarian

Veronica Davis, Serials Technician

Joanne Smith, Accessions Technician

Ann Grant, Administrative Assistant

Registrar

Don Reynolds, University Registrar

Starla Pace, Registrar Assistant

Norma Jean Bryson, Administrative Assistant

Tripp Reynolds, Academic Services Coordinator

Sarah Norton, Student Services Representative

Ken Collins, Student Services Representative

Student Success

Michelle Otwell, Director

Wendy Plunkett, Advisor

Jason Chesser, Advisor

Project Key

Heidi Guy, Coordinator

Extended Campuses

Birmingham Center

Karen Bruce, Director

Jeannie Peterson, Student Success Representative

Kyle Bain, Admissions Counselor

Lavinia Hallmark, Admissions Counselor

Maria Parker, Secretary

DaMiah Jones, Student Success Representative

Huntsville Center

Bryan Collins, Director

Suzanne Nevels, Admissions Counselor

Walter Hartley, Admissions Counselor

Cheryl Parker, Student Success Representative

[Mobile Center](#)

Diane Newell, Director

Katherine Pham, Student Success Representative

Candi Lynn Rester, Student Success Representative

Shermika Gill, Admissions Counselor

Gina Williamson, Admissions Counselor

Emmanuel Sewell, Admissions Counselor

Lucinda Kitchin, Office Manager

Mark Hunt, Associate Vice President Executive and Professional Enrollment

Enrollment for Montgomery

Debbie Norris, Counselor/Recruiter

Alison Cahoon, Counselor/Recruiter

Reeda Traw, Office Manager

Pam Henson, Counselor/Recruiter

Devon Duffield, Enrollment Systems Specialist

Faires Austin, Admissions Counselor



ENROLLMENT MANAGEMENT DIVISION

Keith Mock, Vice President for Enrollment Management

Molly Pollard, Administrative Assistant

Admissions

Neil Scott, Director of Admissions

Alicia Dean, Office Manager

Mattie Amos, Admissions Counselor

Andrew Gifford, Admissions Counselor

Karen Hughes, Admissions Counselor

Sydney Maddox, Admissions Counselor

Matthew Olguin, Admissions Counselor

Callie Rose, Data Entry Clerk

Janet Roberts, Data Entry Clerk

Financial Aid

William G. Jackson, II, Director

Linda Pynes, Assistant Director

Helen Pollard, Systems Coordinator

Vicki Jeter, Financial Aid Officer

Laurie Brookshire, Financial Aid Officer

Cassandra Green, Financial Aid Officer

Kristal Darnell, Financial Aid Officer

Debra Snider, Secretary



FINANCE DIVISION

Wilma Phillips, Vice President for Finance, Director of Financial Planning and Budgets Jamie Horn, Associate Vice President for Finance and Business Manager
Loye Moorer, Administrative Assistant

Student Accounts

Eileen Anderson, Director of Student Accounts
Donna Chapman, Student Accounts Representative
Debra Dixon, Student Accounts Representative
Tiffany Honeycutt, Student Accounts Representative
Jenna Pace, Student Accounts Representative

Accounting Services

Annette Bylsma, Director of Accounting Services
Trisha Kalonick, Accounting Services Representative



STUDENT SERVICES DIVISION

Jean-Noel Thompson, Vice President for Student Services

Pam Winstein, Administrative Assistant

Student Life

Candace Cain, Assistant Vice President for Student Services & Dean of Students

Spenser Cantrell, Coordinator for Intramural Sports Program

Sarah Missildine, Office Manager

Michelle Bond, Counselor

Roxy Wishum, Counselor

Becky Coyle, Counselor

Senta Bargel Mbodouoma, School Nurse

Student Housing

Keri Alford, Director of Residence Life and Housing

[Resident Directors](#)

Peggy Oliver, Harris (Women)

Carolyn Blount, Baldwin (Men); Burton (Women)

Ben Cardiff, Davis (Men)

Career Services

Marie Ottinger, Director

Student Multiplex

Spenser Cantrell, Sports Facility Director

Campus Safety and Police Department

Phillip Calvert, Director and Chief of Police

Everette Johnson, Police Major and Deputy Chief of Police

Booth James, Police Sergeant

Michael Knizel, Police Sergeant (Birmingham Campus)

Jazmone Portis, Police Corporal (Part-time)

Nathan Calvert, Police Corporal

Douglas Griffin, Police Corporal
Ed Sasser, Police Corporal (Part-time)
Frank Eckermann, Police Corporal (Part-time)
Lanny Perry, Police Sergeant (Huntsville Campus)
Rodrick Carter, Safety Officer
Andrew McCown, Safety Officer
Kesley Williams, Safety Officer
Kadra Pettus, Safety Officer
Michael Morakis, Safety Officer
Rachael Bulger, Secretary



UNIVERSITY ADVANCEMENT DIVISION

John Tyson, Vice President for Advancement

Alicia Holena, Administrative Assistant for Vice President for Advancement

Wayne Baker, Vice Chancellor

Advancement and Church Relations

Billy Camp, Associate Vice President for Advancement

Barry Buford, Senior Advisor for Advancement

Joey Wiginton, Regional Advancement Director

Sam Long, Director of Church Relations

Alumni Relations

Adam Donaldson, Director Alumni Relations

Robin Bradford, Alumni Officer

Marketing, Public Relations and Communications

Patrick Gregory, Director University Marketing

Christopher Kratzer, Associate Director of Public Relations and
Communications Loren Howell, Public Relations Specialist

Angela Hardgrave, Graphic Designer

Leo Dunkelberger, Web Master



JONES SCHOOL OF LAW DIVISION

**Charles I. Nelson, Dean and Professor of
Law**

Shannon Mohajerin, Administrative Assistant

Administration

Charles B. Campbell, Associate Dean for Academic Affairs

Robert L. McFarland, Associate Dean for External Relations

Allen Mendenhall, Associate Dean; Executive Director of Blackstone & Burke Center for Law & Liberty

Jennifer L. DeBoer, Assistant Dean of Students

Dusty D. Farned, Director, LL.M. Program

Jennifer Johnson, Law Registrar, Administrative Assistant to the Academic Dean

Elizabeth Clements, Faculty Secretary

Admissions

John Bradley, Director of Admissions

Alyssa Taylor, Assistant Director of Admissions

Janie P. Holden, Administrative Assistant

Academic Success

Jennifer L. DeBoer, Assistant Dean of Students

Dennis D. Harrison, Academic Support Counselor and Adjunct Instructor

Advocacy Program

Joe L. Lester, Director

Career Development

Bryan E. Morgan, Director

Autumn Bailey, Administrative Assistant

Clinical Program

John C. Craft, Clinical Associate Professor of Law, Director of Clinics and Externships

Kelly F. McTear, Clinical Assistant Professor of Law, Director of Family Violence Clinic

Elyce C. Morris, Clinical Assistant Professor of Law, Director of Mediation Clinic

External Relations

Vacant, Assistant Director for External Relations

Law Library

Donna M. Spears, Associate Dean for Information Resources

Georgette Panagotacos, Assistant Director, Collections Management and Research

Ned D. Swanner, Assistant Director, Electronic Services and Research Librarian

Christy Coan, Assistant Director, Technical Services

JoAnna J. Butler, Technical Services Librarian

Mary K. Hodge, Circulation Manager

Anita Dandridge, Support Service Specialist

Courtney Pinkard, Circulation Assistant

Legal Reasoning, Writing, and Research

Ashley Hamlett, Assistant Professor of Law, Director of Legal Reasoning, Writing, and Research



INTERCOLLEGIATE ATHLETICS

Hal Wynn, Athletic Director

Staff

Ryan Bartels, Director of Sports Information & Marketing

Tripp Reynolds, Academic Services Coordinator

Debbie Reynolds, Secretary

Baseball

Patrick McCarthy, Head Coach

Albert Gertz, Assistant Coach

Mike Mendoza, Assistant Coach

Sonny Davis, JV Head Coach

Basketball

Scott Sanderson, Men's Head Coach

Drew Wilson, Men's Assistant Coach

Reed Sutton, Women's Head Coach

Jake Mitchell, Women's Assistant Coach

Football

Shayne Wasden, Head Coach/Running Backs

Blake Boren, Assistant Head Coach, Co-Offensive Coordinator

Charlie Knapp, Inside Linebacker Coach

Zeke Pigg, Secondary/Special Teams Coordinator

Zach Langford, Offensive Line Coach

Bo Morgan, Wide Receivers/HS Recruiting Coordinator

Tracy Buckhannon, Defensive Coordinator

Golf

Brooke Fuller, Men's & Women's Head Coach

Soccer

Kyle Beard, Men's Head Coach

Gabi Queiroz, Men's Assistant Coach

Leslie Pierce, Women's Head Coach

Softball

Hal Wynn, Head Coach

Gary Gregory, Assistant Coach

Volleyball

Tori Bartels, Head Coach



FACULTY

- Adams, Richard Gene** Adjunct (BBA). B.S., Auburn University; M.B.A., Troy State University - Phenix City.
- Afangideh, Uduak** Professor of Biology; Chair, Department of Natural and Physical Sciences; B.S., Freed-Hardeman University; M.S., Tennessee State University; Ph.D., University of Calabar (Calabar, Nigeria).
- Ainsworth, Ralph** Assistant Professor, Director, MBA. B.S., M.S., University of Southern Mississippi; M.B.A., University of Phoenix.
- Allen, Phillip** Adjunct (Huntsville). B.S., M.Ed. Auburn University.
- Allison, Eric** Adjunct (BBA). B.S., Jacksonville State University; M.S. Nova Southeastern University.
- Anastasio, Randall** Adjunct (Mobile) B.S., University of Southern Mississippi, MEd University of Southern Mississippi, M.S., University of Southern Mississippi.
- Arrington, Jeffrey E.** Professor of Chemistry; Dean, Alabama Christian College of Arts and Sciences. B.S., Abilene Christian University; M.Eng., University of Utah; Ph.D., University of Utah
- Austin, Allen** Adjunct (BBA). B.S., Faulkner University; M.B.A., Auburn University Montgomery.
- Bailey, Randall** Professor of Bible; Chair, Director of Graduate Programs, Kearley Graduate School of Theology. B.A., M.A., G.S.R.E., M.Th., Amridge University; M.Phil., Ph.D., Drew University.
- Balch, Natalie** Adjunct (Huntsville). B.S.W., Harding University; M.S.W. Jane Adams College of Social Work.
- Baker, James W.** Adjunct (HRM, BBA). B.S./B.A., Auburn University Montgomery; M.S., Troy State University – Montgomery.
- Bain, Stephen** Adjunct (Great Books) Adjunct. (MHUM) HU/PHL, University of Dallas; (DHUM) Humanities, Faulkner University.
- Bennett, Barry** Adjunct (Birmingham). B.A., International Bible College; M.A., Trinity Theological Seminary.
- Benson, Blaine** Adjunct (BBA, BSB). B.S. Faulkner University; J.D., Thomas Goode Jones School of Law.
- Bess, John** Adjunct (BBA). B.S., M.B.A., Troy State University.
- Biggs, Leah** Adjunct (BBA). B.A., Virginia Commonwealth University; M.S., Troy University Montgomery.
- Black, P. Rayla** Assistant Professor of Accounting. B.S., Freed-Hardeman University; M.S., Memphis State University.
- Blair, Mary Beth** Adjunct (Huntsville). B.A., M.A. University of Alabama.
- Bond, Justin** Associate Professor of Business (BBA, BSB, MBA, MSM). B.S., Faulkner University; M.B.A., Auburn University Montgomery; Ph.D., Auburn University.

Bond, Michele R. Adjunct. B.S., Faulkner University; M.Ed., Auburn University Montgomery.

Bowen, John Assistant Professor (Birmingham). B.S., Jacksonville State University; M.Ed., Alabama A&M University.

Bradley, Gary M., Jr. Adjunct (Birmingham). B.A., Lipscomb University; J.D., Jones School of Law.

Bradley, Philip Adjunct (BBA, Huntsville). B.A., Lipscomb University; M.A.R., Harding Graduate School of Religion.

Brantley, Garry K. Adjunct (BBA, BSB). B.A., M.A., M.Div., Southern Christian University.

Brenneman, Mark Instructor of Chemistry, Lab Technician. B.S., Ursinus College; M.A., Western Governors University

Brenneman, Todd M. Associate Professor of Bible and Church History; Chair of Undergraduate Studies, V. P. Black College of Biblical Studies. B.S., Ursinus, M.A., Harding Graduate School of Religion, M.A., Florida State University, Ph.D., Florida State University.

Brock, Nathan. Adjunct (BCJ, WSCC Hanceville). B.S., Samford University; J.D., Cumberland School of Law.

Brown, Barbara A. Adjunct (CJ, Mobile). B.A., Spring Hill College; J.D., Cumberland School of Law.

Brown, Roy Adjunct (BBA). B.S., Athens State University; J.D., Birmingham School of Law.

Brown, Terry Professor of Physical Education and Sports Management. B.S., M.A.T., Pepperdine University; Ph.D., Arizona State University.

Bufford, Connie Adjunct (BBA, HRM). B.S., Auburn University Montgomery; M.S., Troy State University.

Bruce, Karen Assistant Professor, Birmingham Campus Director, B.S., M.S., Peru State University.

Butler, Barney A. Adjunct (CJ). B.A., University of Southern Mississippi; J.D., University of Alabama.

Butler, Joanna Assistant Director, Technical Services, Jones Library

Butts, Richard Adjunct (Mobile) B.S., Auburn University, M.A., Faulkner University.

Caldwell, Brownie V. Adjunct (CACC). B.S., Georgia State University, M.S., Troy University.

Calvert, Phillip Assistant Professor of Criminal Justice, B.S., M.S., Faulkner University.

Camp, Seth William Adjunct (Bible) B.A., M.A., Faulkner University.

Camp, William F. Adjunct (HRM) B.S., Faulkner University; M.B.A., Auburn University Montgomery.

Campbell, Charles B. Associate Dean of Academic Affairs, Associate Professor of Law. B.S., Auburn University; J.D., University of Virginia School of Law.

Cantlay, Kimberly Instructor (Birmingham). B.S., M.Ed., University of Alabama Birmingham.

Cantrell, Tiffany Instructor, Faulkner Online Director. B.A., Howard Payne University, M.A., Texas Tech University.

Carswell, Thomas W. Adjunct (CJ). B.S., M.S., Faulkner University; M.S., Columbus State University.

Carter, Emily Assistant Professor (Huntsville). B.S., Faulkner University; M.A., University of North Alabama; Ph.D., Alabama A&M University.

Casimir-Patton, Belinda Adjunct (Computer Science). B.S., State University of New York; M.S., Troy University.

Cates, Paul L. Adjunct (Counseling). B.A., M.A., Abilene Christian University; M.Ed., Ed.D., Auburn University.

Champion, Michael B. Assistant Professor of Math, B.S., University of Alabama; M.A., Faulkner University

Chapman, Jonas Adjunct (BBA). B.S., M.B.A., Auburn University Montgomery.

Chapman, Dawn Adjunct (Math) B.S., Ohio University Athens; M.S., Alabama State University

Cheatham, Candy N. Adjunct (CJ, Huntsville). B.S., University of North Alabama; M.S., Auburn University Montgomery.

Cheng, William Adjunct (HRM, BBA). B.A., M.A., National Cheng Chi University; Ph.D., State University of New York Binghamton.

Christoff, Joi Tatum Assistant Professor of Law, Director of Legal Writing Program. B.S., Auburn University Montgomery; J.D., Thomas Goode Jones School of Law; LL.M. (Tax), University of Alabama.

Clark, Eddie Adjunct (MSC). B.A., Faulkner University, M.S., Troy University, Ph.D., Auburn University.

Clark, Mark Adjunct (Birmingham). B.A., M.B.A., University of Alabama

Clements, P. Allen Professor of Music; Director of Chorus. B.M.Ed., Harding University; M.M., University of Alabama; Ph.D. University of Missouri.

Clemons, Donna Associate Professor of Kinesiology and Exercise Science; Chair, Department of Kinesiology and Exercise Science. B.A., M.A., Missouri Baptist College; Ph.D., United States Sports Academy.

Cobb, Tony Adjunct (HRM). B.S., M.A., Jacksonville State University.

Coker, Charles B. Lecturer (Business, Mobile). B.S., M.S., University of South Alabama; M.S., Southern Methodist University.

Coker, James Adjunct (BCJ). B.A., University of Alabama; M.S., Faulkner University.

Coker, Lynne Adjunct (BCJ). B.A., Samford University; J.D., Cumberland School of Law.

Cole, Kay Adjunct (BBA). B.S., Faulkner University; M.S., Troy University.

Collins, R. Bryan. Instructor, Huntsville Campus Director, B.S. Lipscomb University; B.A., M.A. Heritage Christian University; M.S. Kennesaw State University; Ph.D. (Pending) Mercer University.

Comer, Rodney Adjunct (HRM, BBA). B.S., Alabama State University; M.S./P.G., Auburn University Montgomery.

Conley, Matthew Assistant Professor of Bible. B.A., Faulkner University; M.S., Amridge University.

Conner, Tiffany Adjunct (Birmingham). B.A., M.A., University of Alabama

Conrad, Jody Adjunct (Mobile) B.S., Miami University, M.A., University of Akron.

Conwell, Wesley Adjunct (BBA, HRM). B.S., University of Alabama; M.S., M.B.A., University of Alabama Birmingham.

Copeland, Carla Adjunct (BBA, BSB, HRM); B.B.A., Faulkner University; M.S., Troy University, M.B.A., Auburn University Montgomery.

Cordle, Herbie Adjunct (Adult Evening Program). B.S., M.S., Ed.S., Troy University.

Cowell, Leslie Associate Professor; Dean, College of Education. B.S., Auburn University; M.Ed., University of West Florida; Ph.D., Auburn University.

Coyle, Rebecca Lecturer (Counseling). B.A., Harding University; M.A., Northeast Louisiana University.

Crabtree, James Adjunct (HRM). B.S., Alabama Christian College; M.Ed., Abilene Christian University; Ed.D., Auburn University.

Craft, John Clinical Associate Professor of Law, Director of Clinics and Externships. B.A., Auburn University; J.D., Jones School of Law.

Culbertson, Jerry Adjunct (Birmingham). B.S., Central Michigan University; M.Div, M.A., M.Min, Harding University.

Cunningham, Debra Lecturer (Science). B.S., University of Northern Iowa, Ph.D., Auburn University.

Cureton, Sharon Adjunct (HRM). BS, University of South Alabama; MBA, Auburn University Montgomery.

Dahle, Craig D. Adjunct (BCJ, Mobile). B.A., University of Wisconsin Madison; J.D., John Marshall Law School, Chicago.

Daly, Patrick Assistant Professor; Director, HRM. B.A., Faulkner University; M.S., Troy State University.

Dardeau, Genevieve M. Adjunct (Speech, Mobile), B.A. Auburn University, M.A. Florida State University.

Davis, Arlene Adjunct (BBA, HRM). B.S., Troy University; M.S., University of West Alabama; M.B.A., Ph.D., Capella University.

Davis, Cathy Assistant Professor of Legal Studies; Chair, Department of Criminal Justice and Legal Studies; B.S., Faulkner University; M.S., Faulkner University; M.S., George Washington University.

Davis Woodson, Angela Adjunct (BBA, BSB, HRM). B.S., Virginia College Birmingham; M.A., Webster University.

Davison, Tony Lecturer (Theater). B.S., B.A., Faulkner University; M.F.A., Savannah College of Art and Design.

DeBoer, Michael J. Associate Professor of Law. B.A., Liberty University; M.A.R., Liberty Baptist Theological Seminary; M.Div., Southeastern Baptist Theological Seminary; J.D., Valparaiso University School of Law; LL.M., Indiana University School of Law.

Dees, Alford Jerome Professor of Law. B.A., Auburn University; J.D., Cumberland School of Law.

DeRosa, Louis Adjunct (Huntsville) B.S., Auburn University; M.B.A., Alabama A&M University.

Dickson, Angela Allen Associate Professor of Theatre; Co-Director of Theater. B.A., Faulkner University; M.F.A., University of Alabama.

Dudley, April. Adjunct, (Education) B.S., M.Ed., Ed.S., Auburn University Montgomery.

Dutton, Ray B. Adjunct (Bible). B.A., Alabama Christian School of Religion, M.A., Harding Graduate School of Religion.

Edwards, Terry L. Professor of Humanities and Bible; Director of Study Abroad. B.A., Harding University; M.A., Ph.D., Florida State University.

Elders, Ron Adjunct (BBA) B.B.A., University of Montevallo; M.B.A., Samford University.

Eldridge, Allan Adjunct (BBA, HRM). B.A., Harding University; M.Th., Harding Graduate School.

Eldridge, Greg Adjunct (BBA, BSB, HRM). B.S., University of Maryland University College; J.D., Thomas Goode Jones School of Law.

Ellis, Kevin Assistant Professor of Bible. B.A., Harding University; M.A., Abilene Christian University.

English, Aubrey Brad Adjunct (HRM). BS, Auburn University; MS, University of Alabama Birmingham

Evans, Joseph Bryant Adjunct (Mobile). B.A., Freed-Hardeman University, M.A. Southern Christian University.

Felton, John Brad Adjunct (BCJ, Birmingham). B.A., Samford University; J.D., Cumberland School of Law.

Finch, Eddie Adjunct (Military Education). B.A., Heritage Christian University; M.A., Liberty University.

Fletcher, Lane Adjunct (MSC) B.A., University of Louisiana at Monroe, M.E.D., William Carey University, Ph.D., Amridge University

Flowers, Wanda Adjunct (Military Education). B.S., M.B.A., Troy State University; Ed.D., University of Alabama.

Ford, Therese Lecturer (CJ, Legal Studies). B.A., Auburn University Montgomery; J.D., Thomas Goode Jones School of Law; M.P.A., Auburn University Montgomery.

Foster, Stephen D. Assistant Professor of Music. B.S., Middle Tennessee State University; M.M., Belmont University; E.D., Tennessee Technological University; E.D., Ed.S., Union University.

Free, Christopher Adjunct (BCJ). B.S., Athens State University; M.S., Faulkner University.

Fullman, Josh Associate Professor of English; Director, Faith and the Academy. B.A., California State University; M.S., University of Edinburgh; Ph.D., Southern Illinois University.

Fullman, Leah Instructor (Speech-Language Pathology). B.S., California State University, Fullerton; M.S. CCC-SLP, Southern Illinois University.

Gaines, Cleophus (J.R.), Adjunct (CJ, Legal Studies) BS, Jackson State University; MS, Jackson State University; LLM, Georgetown University; JD, The University of Alabama.

Garner, Donald W. Professor of Law. B.A., University of Texas Arlington; J.D., University of Texas.

Gee, James C. Assistant Professor of Old Testament Studies. B.A., M.A.R., Lipscomb University, M.Div., Ph.D., Amridge University.

Gentle, Mickey Adjunct (CJ, Huntsville). B.A., University of Alabama Huntsville; J.D., Jones School of Law.

Gibbs, Barbara Lecturer (Mobile). B.A., University of Texas, M.S., University of South Alabama.

Gladen, Curtis Adjunct (BBA). B.S., Bemidji State College; M.S., New Mexico State University.

Gleaves, G. Scott Associate Professor of New Testament Studies and Christian Ministry; Dean, V. P. Black College of Biblical Studies and Kearley Graduate School of Theology. B.A., Lipscomb University; M.S., M.Div., Abilene Christian University; D.Min., Southern Christian University, Ph.D., Amridge University.

Goosby, Linda Michelle Adjunct (Military Education). B.S., Troy State University Dothan; M.S., Troy State University.

Godby, Brionne Adjunct B.S., Faulkner University; M.A., Brandeis University

Gosselin, Karen Adjunct (Music) Adjunct Music. BAED, Music, Southeastern Oklahoma State University; M.M., Music, Southwestern Baptist Theologic.

Gray, John Philip Professor of Criminal Justice and Legal Studies, Director of MCJ. B.S., University of North Alabama; B.A., Heritage Christian University; M.A., Lipscomb University; M.B.A., Samford University; J.D., Thomas Goode Jones School of Law; L.L.M. in Taxation, University of Alabama School of Law.

Grissett, Jendia Professor (Academic Affairs). B.S., Troy University; M.S.W., University of Alabama; M.S.Ed, Capella University; Ed.D., Alabama State University.

Gunn, Duane Adjunct (BBA, BSB). B.S., Florida State University; M.S.M., Lesley University; Ph.D., Capella University.

Guy, James Associate Professor of Behavioral Sciences, Chair, Department of Social and Behavioral Sciences, B.A., Heritage Christian University, M.A., Liberty University, Ph.D., Capella University

Hails, LaShanda Adjunct (BCJ). B.S., Alabama State University; M.S., Auburn University Montgomery; M.S., Troy University.

Hall, Thea, Adjunct (CJ, Hanceville). B.S., Jacksonville State University; M.S., Auburn University Montgomery; Ph.D., Walden University.

Hamlett, Ashley H., Assistant Professor of Law, B.S., University of North Carolina-Chapel Hill; J.C., University of Alabama School of Law.

Hammond, Jeff Associate Professor of Law. B.A., Harding University; M.T.S., J.D., Emory University.

Hammond, Susan Assistant Professor of Computer Science. B.S., Freed-Hardeman University, M.B.A., Georgia State University, Ph.D. (ABD), Auburn University.

Harper, Lois Adjunct (Huntsville). B.S., University of New Mexico; M.S., Ph.D., University of Alabama Huntsville.

Harris, Peggy Adjunct (Criminal Justice), BS, Faulkner University; MS, Faulkner University

Harris, Zollie W Adjunct (CS) B.S. Tuskegee University; B.A. University of Colorado; M. Ed., Tuskegee University

Harrison, Dennis Academic Support Counselor and Adjunct Professor of Law, B.S., Auburn University; J.D., Thomas Goode Jones School of Law.

Hatcher, Jeffery Adjunct (Military Education). B.S., Embry Riddle University; J.D., Thomas Goode Jones School of Law.

Haynes, David Adjunct (Mobile). B.S., University of Mobile; M.S., University of South Alabama; M.S.W., University of Alabama.

Haynes, Ronald Adjunct (Mobile). B.S., M.A., University of Alabama.

Haynes, William Kenneth Adjunct (HRM). B.S., MBA, Auburn University.

Heath, Oliver Adjunct (Mobile). B.S. Auburn University, M.S. University of Mobile, MDIV. Golden Gate University.

Hermeling, Keith Adjunct (BBA). B.B.A., M.B.A., Troy University.

Henegar, Brittany Adjunct (Birmingham). B.S., M.S., Ed.S., Univeristy of Alabama at Birmingham.

Herring-Cole, Deidre Assistant Professor. B.S., Mercer University; M.S., University of Southern Mississippi.

Hester, David W. Lecturer (Bible). B.A., Freed-Hardeman University, M.A., Ph.D., Amridge University.

Hicks, Dixie C. Lecturer (History & Anthropology); B.A., California State University; M.A., Ph.D., Memphis State University.

Hicks, Jean Adjunct. B.A., College of Charleston; M.A.T.L., University of Southern Mississippi.

Hicks, L. Edward Professor of History and Political Science; B.A., Claremont Men’s College; M.A., Claremont Graduate School; Ph.D., Memphis State University.

Hightower, Charles Adjunct (BBA). B.B.A, M.B.A., Auburn University Montgomery.

Hill, John R. Adjunct (HRM, BBA, Birmingham). B.A., Freed-Hardeman University; M.A., Memphis State University; Ph.D., University of Alabama.

Holston, Richard Adjunct (BBA). B.S., Troy State University; M.S., University of Alabama Huntsville.

Homesley, Dennis Adjunct (HRM, BBA, Huntsville). B.S., Auburn University; M.S., University of Alabama Huntsville; M.B.A., Vanderbilt University.

Horn, Rebecca Assistant Professor of Education, Director of Assessment and Graduate Advising; B.S., Faulkner University; MED, AUM; Ed.S., Auburn University.

House, Audrey Minor Assistant Professor of Counseling (Mobile). B.A., M.S. Auburn University.

Howard, Stephanie R. Adjunct (Counseling). B.A., Louisiana State University, M.Ed., Alabama State University, Ph.D., Auburn University.

Howell, Shirley Professor of Law. B.A., Huntingdon College; J.D., Thomas Goode Jones School of Law.

Hudson, Wanda Adjunct (BBA, BSB). B.S., University of Southern Mississippi; M.B.A., University of Mobile.

Hughes, Fred Adjunct (Birmingham, BBA). B.S., M.B.A., Jacksonville State University.

Ingram, Michael D. Adjunct (Military Education). B.A., M.A., University of Alabama Birmingham; Ed.D., Jacksonville State University.

Isphording, Brian Adjunct (BBA). B.S., University of South Alabama; J.D., Cumberland School of Law.

Itson, Donna Assistant Instructor (Library); B.A. Harding University; M.L.I.S., Valdosta State University

Jackson, Diondra Adjunct (BCJ). B.S., University of Alabama Birmingham; M.S., Capella University; Ph.D., Capella University.

Jacobs, Andrew Associate Professor of English; Director, Great Books Honors College. B.A., Faulkner University; M.L.A., Auburn University Montgomery; Ph.D., Faulkner University.

Jayroe, Monica E. Professor of Criminal Justice and Legal Studies. B.A., University of Alabama; M.S., University of Cincinnati; J.D., Jones School of Law.

Jewell, Jason E. Professor; Chair, Department of Humanities. B.A., Harding University; M.A., Pepperdine University; Ph.D., Florida State University.

Jewell, Victoria L. Adjunct (Music) Adjunct Music. B.A., Music, Harding University; M.M. MU PERF, University of Central Arkansas.

Johnson, David M. Professor of Finance. Associate Dean, College of Business; B.S., B.A., Harding College; M.B.A., Memphis State University; Ph.D., University of Cincinnati.

Jones, Christi Assistant Professor (MSC) B.S., Auburn University Montgomery, M.Ed., Ph.D., Auburn University.

Jones, David Alan Adjunct (HRM). B.A., M.Ed., Auburn University.

Jones, Dennis Adjunct (Huntsville). B.A. International Bible College. M.S. Murray State University.

Jones, Gerald B. Jr. Adjunct (Business); General Counsel; B.A., Faulkner University; M.S., Troy University Montgomery; J.D., University of Alabama School of Law.

Jones, Jody Dustin Adjunct (BBA). B.S., Faulkner University; M.B.A., Auburn University Montgomery.

Kasarjian, Natasha Lecturer (Computer Applications). B.S., Faulkner University; M.S., Troy State University.

Kaye, Alan L. Assistant Professor; Director, MSM; Associate Director, BBA and HRM. B.A., University of Georgia; M.L.S., Emory University; M.B.A., Georgia Southern University; S.L.S., Florida State University.

Keele, Layne S. Associate Professor of Law. B.B.A., Freed-Hardeman University; J.D., Indiana University.

Kelly, Barbara Professor; Director of Libraries. B.A., Faulkner University; M.L.I.S., University of Alabama.

Kelly, Dean Adjunct (English). B.S., Freed-Hardeman University; M.L.A., Auburn University Montgomery.

Kendall, Tony Adjunct, (Mobile). B.A., Lipscomb University; M.A., University of South Alabama.

Kennedy, John Kirby Adjunct (BBA). M.B.A., University of Alabama Birmingham; J.D., Birmingham School of Law.

Khadanga, Dave Professor of Business; Dean, College of Business. B. Commerce, M. Commerce, LL.B., Utkal University; India; M.B.A., Alabama A&M University; Ph.D. (Management), Utkal University, India.

Khadanga, Rosie Professor of Information Systems (MSM, MBA); B.A., Utkal University, India; M.B.A., Alabama A&M University; M.S., Troy State University; Ed.D., Auburn University.

Kingsley, Andrew Adjunct, (Bible). B.A., M.A., Faulkner University.

Kinner, Toni Adjunct (BBA). B.S.B.A., Auburn University Montgomery; M.B.A., J.D., Stetson University.

Lackey, Melissa L. Adjunct (CJ, Huntsville). B.A., University of Alabama; M.S., University of Cincinnati.

Lambert, Ronald F. Assistant Professor; Director, BBA Program. B.S., Auburn University; M.B.A., Auburn University Montgomery.

Lamplsey-Moultrie, Colette. Adjunct (Huntsville). B.S. Troy State University; M.Ed. Alabama A&M University.

Lanza, Dianne. Adjunct (Huntsville). B.A. Jacksonville State University; M.S., Ed.S. Alabama A&M University.

Lavas, Nena Adjunct (Birmingham). B.A., B.S.N., University of Alabama Birmingham; M.A., Middle Tennessee State University; R.T.C., Institute for Reality Therapy.

Lawler, Johnny Charles Adjunct (BBA). B.S., M.B.A., Troy University.

Lawrence, Craig Adjunct (Birmingham). B.S., Tennessee Temple University; M.A., Samford University; Ph.D., University of Alabama.

Ledwell, Sandra. Adjunct (Education) B.S., University of Montevallo; M.A., University of Alabama; Ed.D., Nova Southeastern University.

Lee, Bruce Adjunct (Mobile). B.A., University of South Alabama, M.S., St. Leo University.

Lester, Joseph L. Professor of Law; Director of Advocacy. B.A., Vanderbilt University; J.D., University of Kentucky School of Law.

Levens, Dara Adjunct (BBA). B.S., University of Alabama Birmingham; M.S., Troy University.

Leverette, John Thomas Adjunct (BBA). B.S., University of Alabama; J.D., Birmingham School of Law.

Lindsay, Thomas Adjunct (Humanities) Adjunct Humanities. P.h.D., SSPOLS, University of Chicago.

Ling, Susan Assistant Professor of Math. B.S., M.S., David Lipscomb University.

Linville, Mark Adjunct (Humanities). B.A., BI, Florida Christian College; M.A., PHIL, University of Wisconsin; P.h.D., PHIL, University of Wisconsin.

Lockerd, Ben Adjunct (Humanities). B.S., EH, University of Wyoming. M.A., EH, University of Toronto. P.h.D., EH, University of Connecticut.

Lucas, Joy Professor of Education and Physical Education. B.S., M.S., Indiana University; Ed.D., Montana State University.

Luck, Carla Adjunct (CACC). B.A., Rhodes College, M.A., University of Texas at Austin, Ph.D., Southern Illinois University Carbondale.

Luster, Sandy Assistant Professor, Director of Field and Clinical Experiences and Certification Officer College of Education. B.S., Auburn University Montgomery, M.Ed. Auburn University Montgomery.

MacLeod, Adam Associate Professor of Law. B.A., Gordon College; J.D., University of Notre Dame.

Madu, Chikezie O. Adjunct (Science). B.S., University of Uyo, Nigeria; M.Ed. Freed-hardeman University; Ph.D., University of Tennessee Health Science Center

Mann, Patricia Adjunct (CACC). B.A., Emmanuel College Georgia, M.A., Regent University.

Marchelos, George Adjunct (Huntsville). B.A., M.A., University of Florida.

Martin, Greg Adjunct (BBA, HRM). B.S., Faulkner University; M.S., Abilene Christian University.

Martin, Mark Adjunct (Bible). B.A., Alabama Christian College, M.A., Troy State University, M.A.R., Harding Graduate School of Religion.

Mathews, Christopher Adjunct (BCJ). B.S., Faulkner University; M.S., Auburn University Montgomery.

May, Cecil R. Jr. Dean Emeritus, V. P. Black College of Biblical Studies. B.A., Harding University; M.A., M.Th., Harding University Graduate School of Religion; LL.D., Freed-Hardeman University.

McClellan, Emmett G. Jr. Adjunct (HRM). B.S., University of Alabama; M.S., Pepperdine University.

McCombs, Jennifer Adjunct (Birmingham). B.S., Birmingham Southern College; M.S.W., University of Alabama

McDaniel, John Mark Adjunct (BBA). B.S., Athens State College; J.D. Birmingham School of Law.

McFarland, Robert L. Associate Professor of Law, Associate Dean of External Relations. B.A., Oklahoma Christian University; J.D., Pepperdine University School of Law.

McGuire, Charles E. III Adjunct (BCJ). B.S., University of South Alabama; J.D., University of Alabama School of Law.

McLaney, Judy Adjunct (BBA, BSB). B.S., Troy State University; M.S. University of Phoenix.

McLemore, Thomas Adjunct (BBA). B.A., Freed-Hardeman University; M.Div., Ph.D., Harding University.

McLure, Tom Adjunct (Birmingham). A.A., Freed Hardeman University; B.A., Harding University; M.A., Harding Graduate School of Religion; M.A., University of Alabama-Birmingham.

McTear, Kelly, Clinical Assistant Professor of Law, Director of Family Violence Clinic, B.A., Rhodes College; J.D., University of Alabama School of Law.

Mease, Daniel Instructor; Instructional Support Lab Coordinator; B.S. Faulkner University

Mitchell, Anne Marie Adjunct (CACC). B.S., M.S., Auburn University.

Mitchell, Ronald Scott Adjunct (COE) B.S., Texas Christian University; M.A., University of Northern Colorado; Ed.D., Lipscomb University.

Mkpong-Ruffin, Idongesit Professor; Chair, Department of Computer Sciences. B.S., Freed-Hardeman University; M.B.A., Tennessee State University; M.S., Troy State University; Ph.D., Auburn University.

Moore, Angela Professor; Public Services Librarian. B.S., University of Rio Grande; M.L.I.S., University of Alabama.

Morris, Kelly Professor of English; B.A., Harding College; M.A., Arkansas State University; Ph.D., University of Mississippi.

Morris, Elyce C. Clinical Assistant Professor of Law, Director of Mediation Clinic, A.B., The college of William and Mary; J.D., University of Southern California Gould School of Law; LL.M., in Dispute Resolution, Pepperdine University School of Law.

Moretti, Joseph. Adjunct (Huntsville). B.S., M.S. University of Alabama at Huntsville.

Morton, Bruce Assistant Professor of Bible. B.A., Freed-Hardeman University, M.A.R., Harding University.

Mullen, Michael W. Adjunct (Military Education). B.S., Athens State University; M.S., University of Arkansas; M.S., University of Alabama Huntsville.

Murphy, James L. Adjunct (Education). B.S., M.Ed., Ed.D., Mississippi State University.

Murphy, Mary E. Adjunct (English). B.A. University of South Alabama, M.A. University of Mississippi

Murrell, David Adjunct. (CS, BIS). B.S., University of Alabama; M.S., Purdue University.

Myers, Robert Donald Assistant Professor of Bible. B.S., M.S., University of Southern Mississippi; M.A., Amridge University.

Nall, J. Benjamin Assistant Professor; Adult Evening Program Director. B.A., M.Ed., Harding University.

Nelson, Charles I. Professor of Law; Dean, Thomas Goode Jones School of Law. B.S., Abilene Christian University; J.D., University of Texas.

Newberry, Norman Adjunct (BBA, HRM). B.A., Southwestern State College; M.S., Ed.D., University of Tennessee Knoxville.

Newell, Cliff Adjunct (Mobile, BBA). B.A., Southern Christian University, M.A., Southern Christian University, M.P.A., Kentucky State University, D.Min., Southern Christian University.

Newell, Diane Assistant Professor (BBA, HRM), Mobile Campus Director, B.B.A. King University, M.B.A. King University.

Nichols, Cody Assistant Professor of Computer Applications, Director, BSB. B.A., University of Alabama; M.B.A., Troy University.

Noell, Jan Adjunct (BBA). B.S., M.B.A., Jacksonville State University.

Norris, Debbie E. Adjunct (Adult Evening Program). B.A., M.P.A., Auburn University.

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

Odum, Terry E. Adjunct (CJ, Huntsville). B.P.A., National University LaJolla; M.S., Auburn University Montgomery.

Oliver, Michael Adjunct (BBA). B.S., Athens State University; M.B.A., Alabama A&M University.

Ofree, Andy Professor of Law. B.B.A., Harding University; J.D., University of Chicago.

Otey, Melvin Associate Professor of Law, BSBA, Saint Louis University; B.A., Amridge University; M. Div., Amridge University; J.D., Howard University School of Law.

Otwell, Michelle Assistant Professor; Director of Student Success. B.S., Faulkner University; M.S., Amridge University.

Ours, Christopher Instructor, Faulkner Online; M.S. Faulkner University.

Pace, Beverly Nall Adjunct (English). A.A., Alabama Christian College; B.A., M.Ed., Harding University.

Palmer, Mary Lecturer (Mobile). B.A., M.A., University of South Alabama.

Panagotacos, Gigi B.S., Florida State University; J.D., Florida State University; M.L.S., Florida State University.

Parker, Floyd O. Jr. Professor of Greek and New Testament Studies. B.S., Faulkner University; M.A., M.Div., Amridge University; M.Phil., Ph.D., Drew University.

Parker, Gary Lecturer (Birmingham). B.S., University of Alabama Birmingham; M.A., University of Montevallo; MSCE, University of West Alabama.

Patty, Rebecca Adjunct (Legal Studies), BA, Jacksonville State University; JD, Samford University.

Paul, Roy B. Adjunct (HRM). B.S., Georgia Institute of Technology; M.B.A., Vanderbilt University.

Paulk, Sharon M. Associate Professor of Mathematics; Chair, Department of Mathematics. B.S., M.Ed., Auburn University Montgomery.

Pence, Nannette Ella Adjunct (Education). B.S. Athens State College, M.S., A & M University.

Perry, E.L. Lecturer (Mathematics and Computer Science). B.A., University of Texas; M.A., University of Illinois; Ph.D., Texas Christian University.

Perry, Michelle Adjunct (Mobile). B.S., M.Ed., University of South Alabama; J.D., Thomas Goode Jones School of Law.

Perry, Phillip R. Adjunct Music. A.A., AA, CCCC Ark City, KS. B.S., PY/COU, Troy University Montgomery. M.S., COU, Troy State University Montgomery. M.E.D., MED/EE, Auburn University Montgomery.

Phares, Michael A. Adjunct (Military Education). B.S., M.S., Troy State University.

Phillips, Pat W. Lecturer (Math). B.S., Lipscomb University; M.A., University of Tennessee Knoxville.

Phillips, Steve Associate Professor of Physical Education. B.S., Auburn University Montgomery; M.Ed., Alabama State University.

Pittman, Teresa Adjunct. B.A., University of Montevallo; M.Ed., University of Georgia.

Plunkett, Grover Assistant Professor of History and Political Science. B.S., University of Alabama; M.S., Troy University.

Plunkett, Wendy Assistant Professor, Student Success Advisor. B.S., Auburn University; M.S., University of Alabama.

Poe, Beth Adjunct (BBA). B.A., Vanderbilt University; J.D., University of Alabama Law School.

Powell, David Adjunct (BBA). B.A., David Lipscomb University; M.S., M.S., Southern Christian University.

Powers, Margaret Adjunct (Mobile). B.S. University of Southern Mississippi, M.B.A. William Carey University.

Price, Elsa Professor of Education and Biology B.S., Jacksonville State University; M.S., University of Alabama; Ed.D., Auburn University.

Rampersad, Dave Professor of Chemistry; Vice President, Academic Affairs. A.S., Alabama Christian College; B.A., Abilene Christian University; Ph.D., University of West Indies.

Raza, Syea Adjunct (Computer Science). B.S., State University of New York; M.S., Troy University Montgomery.

Reinke, Gary Adjunct (BBA, BSB). B.S., University of Wisconsin; M.S., Central Michigan University.

Reghan, F. M. (Buddy) Adjunct. B.S., Alabama Christian College; M.S.W., University of Georgia.

Renfro, Guy Assistant Professor of Behavioral Sciences; B.A., Lipscomb University, M.S., Auburn University, Ph.D., Auburn University

Rester, Candi Lynn Assistant Professor; Student Success Representative (Mobile). B.S., Faulkner University, M.S.C.E. University of West Alabama.

Revels, Nicholas A Adjunct (Computer Science). B.S., Faulkner University

Reynolds, Donald R. Instructor; University Registrar. B.S., Lubbock Christian University; M.S., Eastern New Mexico University; Ed.S., Missouri State University.

Reynolds, Thurston H. II Professor of Law. B.A., Abilene Christian University; J.D., University of Texas School of Law; L.L.M., New York University School of Law.

Richard, Junie P. Adjunct (CJ). B.A., M.S., University of Alabama Birmingham; J.D., Birmingham School of Law.

Richardson, Sandra Adjunct (BBA, HRM). B.S., Troy University; M.B.A., Spring Hill College.

Roberson, Matt Adjunct Humanities. B.A., MU, Harding University. M. M., MU CO, Florida State University. P.h.D., MU/CO, Florida State University.

Roberts, Kenny Assistant Professor of Business (BBA, MBA, MSM). B.A., M.B.A., National University; Ph.D., Walden University.

Robinson, Earl, Jr. Adjunct (BBA, HRM). B.A., University of Detroit; M.S. Troy State University; Ph.D., Old Dominion University.

Rogers, Keith Adjunct (BBA). B.A., M.A., Abilene Christian University.

Roh, Joseph Adjunct (Military Education). B.S., M.Ed., Auburn University.

Russell, Carlotta Adjunct (BBA, HRM). B.B.A., Faulkner University; M.B.A., William Carey College.

Sabir, Theodore S Professor of Natural and Physical Sciences ; B.S., Palm Beach Atlantic College; M.S., Florida Atlantic University; Ph.D., Loma Linda

Schlundt, Al F. Professor of Biology; B.A., University of California; M.S., University of Florida; Ph.D., Utah State University.

Schneider, Cynthia Adjunct (Mobile). B.A., University of Nebraska, M.A., University of Nebraska, PHD University of Nebraska.

Schultz, Connie Lecturer (Birmingham). B.S., David Lipscomb College; D.D.S., University of Tennessee.

Schupp, John Adjunct (CJ). B.A., Tulane University; M.S., Loyola University; J.D., Tulane University.

Sfakianos, Constantine Adjunct (BBA, BSB). B.S., Auburn University; M.B.A., Auburn University
Montgomery; J.D., Jones School of Law.

Shanks, Julius N. Adjunct (Education). B.S., Tuskegee University, M.Ed., Alabama State University, Ed.D.,
Auburn University.

Sherer, Ray Adjunct (HRM, BBA). B.S., University of North Alabama; M.B.A., Auburn University
Montgomery.

Shirley, Taten C. Assistant Professor Humanities. B.A., EH, Auburn University. MLA, Faulkner University.

Simmons, Mary Beth Adjunct (Criminal Justice) BS, Faulkner University; MS, Auburn University,
Montgomery.

Smith, Emily Adjunct (BCJ). B.M., Defense Acquisition University; J.D., University of Alabama.

Sokoloski, Matthew Associate Professor of Humanities and Great Books. B.S., M.A.R., Freed-Hardeman
University, M.A., University of Mississippi; Ph.D., University of Arkansas

South, Jason Clark Adjunct (Speech Communication). B.A., B.S., Freed-Hardeman University; M.P.A.,
Oklahoma City University.

Spangler, Cynthia Assistant Professor of English. B.S., Faulkner University; M.Ed., Auburn University-
Montgomery.

Spears, Donna Associate Dean of Information Resources; Librarian, Jones School of Law, B.A., University of
Louisiana at Lafayette; M.L.I.S., Louisiana State University; J.D., Loyola University College of Law.

Spooner, Anne Adjunct (COE) B.S., Auburn University; M.Ed., Texas State University.

Still, Marie Adjunct (Mobile) B.S. University of South Alabama, MEd., University South Alabama

Stark, J. David Associate Professor of Bible, Winnie and Cecil May Jr. Biblical Research Fellow; B.A., M.A.,
Faulkner University; Ph.D., Southeastern Baptist Theologic Seminary.

Stonesifer, Shane Adjunct (Business, BBA). B.S., U.S. Military Academy; M.S., Ed.D., University of Southern
Mississippi.

Stunda, Ronald Adjunct (BBA). B.S., Pennsylvania State University; M.B.A., University of Alabama
Birmingham; Ph.D., Florida State University.

Swanner, Ned Assistant Director, Electronic Services and Research, Jones School of Law, B.A., Randolph-
Macon College; J.D., Campbell University, Norman Adrian Wiggins School of Law; LL.M., University of
Missouri; M.A., University of Missouri

Tanner, Alice Adjunct (BBA, HRM). B.S., Auburn University Montgomery; M.S., Troy University
Montgomery.

Tanner, Ronald Adjunct (BBA, HRM, Birmingham). B.S., M.B.A., M.S., University of South Alabama.

Tarence, Paul Professor of Bible and Speech. A.A., Alabama Christian College; B.A., M.A., Auburn University
Montgomery; M.S., M.Div., Ambridge University; D. Min., Erskine Theological Seminary.

Tarpley, Carol Professor of Education; Department Chair; B.S., Lipscomb University, M.A., Austin Peay State
University, Ph.D., Auburn University.

Tarpley, James Adjunct (Business). B.S., Lipscomb College, J.D., Birmingham School of Law.

Taylor, Cassandra Adjunct (HRM). B.S., Faulkner University; M.S., Troy University Montgomery.

Theodore, Philip Adjunct (Mobile). B.S., University of South Alabama, M.A. University of South Alabama, Med, University of South Alabama, PHD University of Alabama.

Thetford, Robert T. Lecturer (Criminal Justice). B.A., J.D., University of Alabama.

Thomas, Edgar Adjunct (BCJ). B.S., University of Alabama Birmingham; M.S., Jacksonville State University.

Tidwell, Patrick Adjunct (MSC). B.A., Faulkner University, M.S., Ph.D., Amridge University

Tiner, Gary Professor of Math. B.S., Pepperdine University; M.S., West Coast University; Ph.D., University Rhode Island.

Tippins, Stanley Lecturer (Criminal Justice), B.S., M.S. Faulkner University; Ph.D., Capella University

Tomme, Warren Associate Professor (Huntsville). B.S., M.S., Ph.D., Texas A&M University.

Torbert, Arlana Adjunct (Birmingham). B.S., M.S., Faulkner University.

Traw, Amber Instructor of English. B.A., M.Ed., Faulkner University

Turner, Brenda Professor of Bible and Graduate Research, Director of Kearley Resource Center, Kearley Graduate School of Theology. B.S., University of Rio Grande; M.L.I.S., Indiana University; Ph.D., Florida State University.

Turner, David P. Professor of Mathematics. B.S., University of Rio Grande; M.A. Indiana University; M.S., Purdue University; Ph.D., Auburn University.

Vickrey, Robert Assistant Professor of Business Administration. B.B.A., M.B.A., M.A., New Mexico State University.

Voigt, Eric Associate Professor of Law. B.A., University of North Carolina; J.D., Indiana University, Maurer School of Law.

Wages, Steven A. Professor of Family Studies: Youth and Family Ministry, Director, Cloverdale Center for Youth & Family Ministry. B.S., University of Southern Mississippi; M.M.F.T., Abilene Christian University; Ph.D., Florida State University.

Wagner, William Adjunct (Birmingham). B.A., Lipscomb University; M.A., University of Alabama.

Waits, Angela Adjunct (BBA). B.S., M.B.A., Jacksonville State University.

Walcott, Michael Assistant Professor of Economics (BBA). B.S., Tuskegee University; M.S., Auburn University.

Walker, Cynthia Crow Professor of English and Education; Director of Quality Enhancement Program. A.A., Florida College; B.A., Faulkner University; M.Ed., Ph.D., Texas A&M University Commerce.

Warmack, Wanda Associate Professor. B.S., Faulkner University; M.Ed., Auburn University Montgomery; Ph.D., Auburn University.

Washington, Roark. Adjunct (Huntsville). B.S. University of Alabama; M.B.A. Alabama A&M University.

Waters, Jo Ann Lecturer (Psychology). B.A., Huntingdon College; M.S., Auburn University Montgomery; M.S., Troy State University.

Webster, Charles Adjunct (Birmingham). B.S. Freed-Hardeman University; M.A., University of Alabama.

White-Evans, Tonya Adjunct (Legal Studies). B.A., M.S., University of Alabama; Paralegal Certification, Auburn University Montgomery.

Wilkinson, Morgan Lecturer (Counseling). B.A., Auburn University, M.A., Richmond Graduate University, Ph.D. (ABD), Auburn University.

Williams, Derrick Adjunct (Mobile). B.S. Florida State University, J.D. University of Alabama.

Williams, Douglas McArthur Assistant Professor of Music. B.A., MU ED, Troy University. M.E.D., MU ED, Troy University. P.h.D., MU ED, Indiana University Bloomington.

Willingham, Heath A. Professor of Counseling; Director, M.S.C. Program. B.S., Auburn University; M.A.R., Lipscomb University; M.S., University of South Alabama; Ph.D., Auburn University.

Willingham, Shanna Assistant Instructor of Counseling. B.S., Lipscomb University, M.Ed., Auburn University.

Willis, Jerry Adjunct (BBA, BSB). B.S.B.A., M.B.A., Auburn University Montgomery.

Wishum, Roxy Adjunct. B.S., Faulkner University, M.S., Troy University.

Womack, James Professor; Collection Services Librarian. B.A.S., Southern Arkansas University; M.L.S., University of Southern Mississippi.

Woodard, Heather Adjunct (Birmingham). B.S., University of West Alabama; M.A., University of Alabama.

Wood, Phillip Adjunct (BCJ). B.S., Auburn University; J.D., University of Alabama.

Woods, Robert M. Professor of Great Books; Director, Honors College; B.A., Atlanta Christian College; M.A., Barry University; Ph.D., Florida State University.

Worboys, Matthew Adjunct (BCJ). B.A., University of South Florida; M.S., Mercyhurst College.

Wright, Jonathan Professor of English; Chair, Department of English. A.A., Faulkner University; B.S., Troy State University; M.L.A., Auburn University Montgomery; Ph.D., University of Alabama.

Wright, William M. Adjunct (Mobile, Military Education). B.S., M.Ed., University of South Alabama.

Wynn, Rhea Adjunct (English). B.A., Harding University, M.A., Auburn University.

Yarbrough, Breanna Assistant Professor of Interdisciplinary Studies; B.S., Auburn University; M.Ed., Auburn University.

Yates, Sharon Associate Professor of Law, B.S., University of Alabama; M.A., University of Alabama; J.D. University of Alabama School of Law

Young, Michael R. Professor of Humanities. B.S., M.S., M.Div., Abilene Christian University; M.A., Ph.D., University of Dallas.



Faulkner University

— A CHRISTIAN UNIVERSITY —

For God and For You

Addendum: Official 2019-20 Graduate Catalog

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		
	M.S. in Justice Administration	6
	M.A. in Humanities	6
	Ph.D. in Humanities	6
Bible		
	M.A. (Biblical Studies)	6
	M.A. in Christian Ministry	6
	Master of Philosophy	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.S. in Counseling	6
	M.Ed. in School Counseling	6
	M.A. in Christian Counseling/Family Ministry	6
Health Sciences		
	MA/MS in Speech-Language Pathology	10

I certify the 2019-20 university graduate catalog with the above addendum is “true and correct” with respect to university policies and procedures.

Dave Rampersad
VP, Academic Affairs

Vice President for Academic Affairs