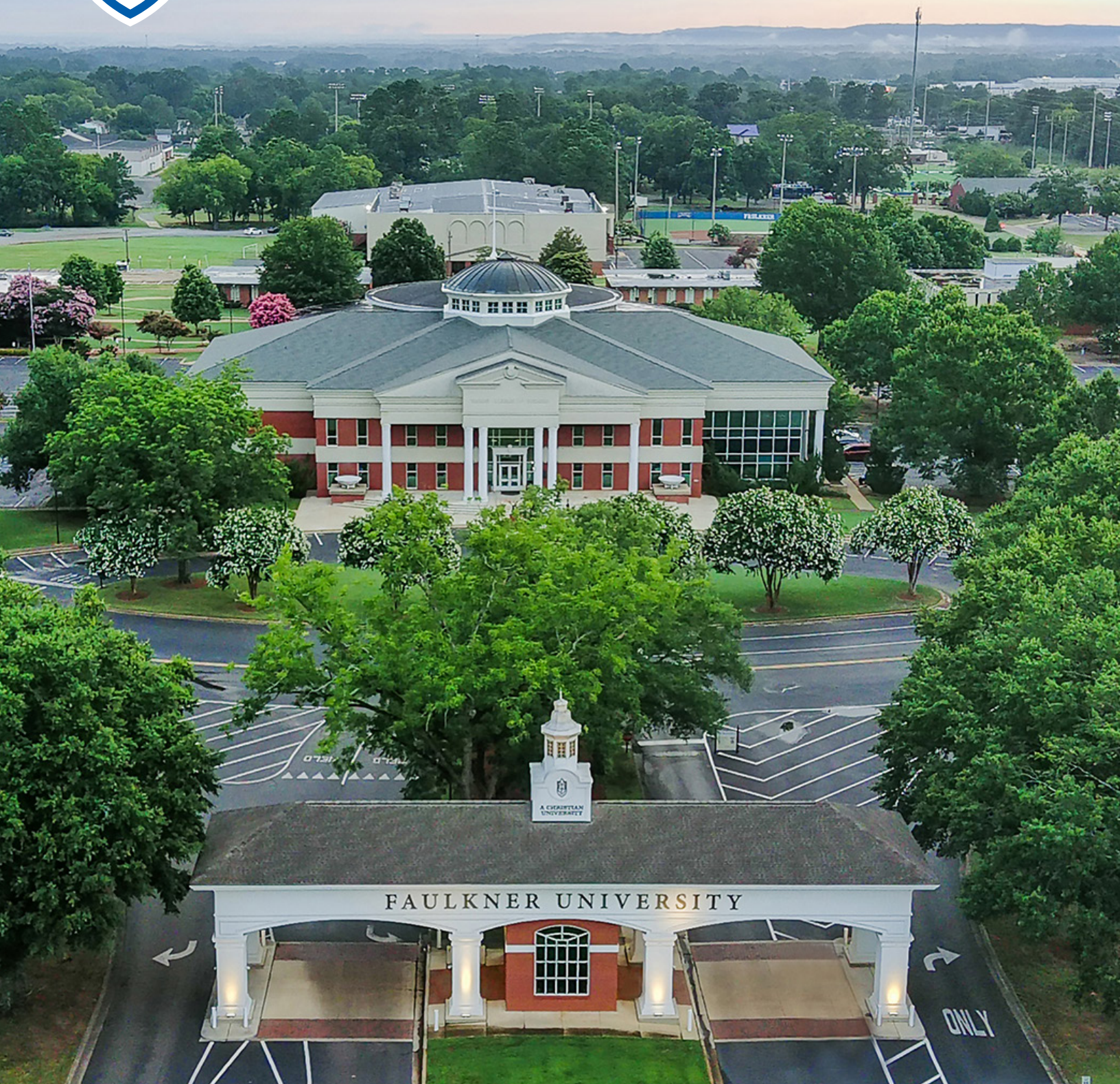


GRADUATE CATALOG 2025-2026



FAULKNER UNIVERSITY



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

Accreditation and Affiliation

Institutional Accreditation

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

Biblical Studies

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

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

Education

Teacher Education: Faulkner University's teacher education programs in the College of Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP). For information regarding the institution's CAEP accreditation contact: Council for the Accreditation of Educator Preparation, 1140 19th St. NW Suite 400 Washington, DC 20036. Faulkner University's teacher education certification programs in the College of Education are approved by the Alabama State Department of Education (ALSDE). For information regarding the institution's ALSDE approval contact: Alabama State Department of Education 50 North Ripley Street P.O. Box 302101 Montgomery, AL 36104.

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

Harris College of Business and Executive Education

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

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

Legal Studies

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

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

Occupational Therapy

The Faulkner University entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611. AOTA and its web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Accreditation Council for Occupational Therapy Education (ACOTE)

7501 Wisconsin Avenue, Suite 510 E, Bethesda, MD, 20814
301-652-6611 accred@aota.org

Complaints against a program subject to ACOTE accreditation may be submitted online by completing the complaint against a program form or sending an email to accred@aota.org. All

complaints against a program must be addressed to the ACOTE Chairperson, c/o the Accreditation Department.

Physical Therapy

The Doctor of Physical Therapy Program at Faulkner University is accredited by the Commission on Accreditation in Physical Therapy Education, 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.captionline.org>. If needing to contact the program/ institution directly, please call (334)386-7378 or email hmount@faulkner.edu.

Physician Assistant Studies

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Faulkner University Physician Assistant Studies Program** sponsored by **Faulkner University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **March 2035**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-history-faulkneruniversity/>.

Speech-Language Pathology

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

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

Thomas Goode Jones School of Law

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

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

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

Affiliation Statement and Scope

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

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

Letter from President Mitch Henry

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

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

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

Legal Statements

General Legal Statements

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

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

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

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

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

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

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

University-Student Agreement

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

Student Rights

Students have a right to:

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

Student Responsibilities

Students have a responsibility to:

1. Uphold the principles of personal and moral integrity contained within the Bible and exemplified by Christ.
2. Foster the creation of a caring Christian environment.
3. Foster the character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship within others and themselves.
4. Respect and observe the personal privacy of others within the mission, vision, and core values of the University, except as otherwise provided by the University's policies, regulations, or procedures and those provided by law.

5. Respect the rights and property of others, including other students, the faculty, the administration, the University, and its vendors.
6. Recognize that student actions reflect upon the individuals involved and upon the entire University community.
7. Know, adhere to, and abide by the regulations, policies and procedures in the current University Catalog, Student Handbook, and relevant program handbooks.
8. Know the modifications, enhancements, additions, or alterations to the regulations, policies, and procedures to the current University Catalog, Student Handbook, and relevant program handbooks posted on the University website (www.faulkner.edu).
9. Know the University calendar, including critical events and deadlines.
10. Read and review all mail-electronic and otherwise-from the University.

Postsecondary Student Rights under Family Education Rights and Privacy Act

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

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

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

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

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

Nondiscrimination Statement

Faulkner University does not illegally discriminate on the basis of race, color, national or ethnic origin, age, gender, marital status, veteran status, or disability in connection with its educational policies, admissions, financial aid, educational programs, or activities to those who meet its admission criteria and are willing to uphold its values as stated in the Conduct Regulations contained in the Student Handbook and relevant program handbooks.

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

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

Athletic Participation Rates and Financial Support Data

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

Harassment on the Basis of a Protected Characteristic

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

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

Smoking and Weapons

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

Campus Security Policy and Campus Crime Statistics Act

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

Mission, Vision, and Core Values

Mission

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

Overview of Institution and Characteristics

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

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

History of the University

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

Founded as a two-year Bible college in 1942, Faulkner has evolved into an independent, co-educational institution in the Christian liberal arts tradition. Faulkner has grown from a small, seminary-based institution to a university with six academic divisions on the Montgomery campus- Alabama Christian College of Arts and Sciences, Harris College of Business and Executive Education, Thomas Goode Jones School of Law, V.P. Black College of Biblical Studies, the College of Education, and the College of Health Sciences-and three extended campuses in Birmingham, Huntsville, and Mobile. Faulkner has two academic research and outreach centers: the Cloverdale Center for Youth and Family and the Institute for Faith and the Academy. The cornerstone and distinctive characteristic of Faulkner is the infusion of Christian ethics, morals, values, and concern for others throughout the entire institution. As an institution and faculty, we focus on conveying the knowledge to empower the pursuit of personal goals and life-roles and to enable daily life as productive Christians and citizens of a pluralistic democratic society. Our commitment to Christian ethical ideals extends to the individual, family, church, community, nation, vocation, and profession. Our interest is not only in what an education helps students to be in their lives, but also what an education helps them to do with their lives.

Vision

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

Core Commitments

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

Campuses

Montgomery Campus

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

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

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

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

Academic Divisions

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

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

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

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

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

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

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

Physical Facilities

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

- **E. L. Cullom Rotunda** houses administrative offices, a large auditorium, and classrooms.
- **Gus Nichols Library** houses the University's major collection of books, serials, as well as digital, film, and other media. The library offers space for study, access to computers, copiers, and printing.
- **The Health Sciences Center (HSC)** is an 85,000-square-foot building home to the College of Health Sciences programs and the Faulkner University Center for Therapy and Research. Construction of the College of Health Science has occurred in three phases. Phase I (48,000 square feet) of the HSC included completing classrooms, teaching labs, research labs, a simulation lab, offices, locker rooms, one conference room, and the initial portion of the Center for Therapy and Research. The facility's Phase I construction allowed the college to meet the needs of its established graduate programs including physical therapy, physician assistant studies, speech-language pathology, and occupational therapy. Phase II completed the facility's remaining 37,000 square feet and included therapy gyms, the Autism Center, the Learning Resource Center, a student cafe, additional conference rooms, a faculty lounge, and additional office space. The final phase of construction will focus mainly on the exterior of the building showcasing a beautiful brick exterior, expansive windows, and a welcoming front lawn for students,

faculty, and the Faulkner community to enjoy. Construction is set to be completed in the early Fall semester of 2024.

- **Joe B. Greer Hall** provides space for the office of the Dean of Alabama Christian College of Arts and Sciences, the department of Criminal Justice and Legal Studies, and the department of Social and Behavioral Sciences. The building includes classrooms and a computer lab.
- **Leonard Johnson Hall** is the home to the College of Education with classrooms, a computer lab, the education curriculum lab, and office facilities for the dean, faculty, and staff.
- **Linda Y. Brooks Hall** provides spacious classrooms for science and other disciplines, and laboratories for biology, chemistry, and physics. Brooks Hall also houses faculty offices and the Academic Center for Excellence (ACE).
- **Pop Myers Fine Arts Center** provides an auditorium, stage, practice rooms, classrooms, band room, choral room, storage rooms and faculty offices for the Department of Music, the Department of Humanities, and for the Great Books Honors Program.
- **The Marjorie Y. Snook Building** houses the Jones School of Law, its administrative offices, classrooms, faculty offices, and law library.
- **Harris Hall** is home to the Harris College of Business and Executive Education. It houses classrooms, computer labs, faculty offices, the Admissions office, Human Resources, University Advancement, and administrative suites, including those of the President and the Dean of Business and Executive Education.
- **Harris-Parker Hall** houses the V. P. Black College of Biblical Studies, the Cloverdale Center for Youth and Family, and the University's Counseling Center. It includes classrooms, a computer lab, faculty and other offices, and administrative suites, including the office of the Dean of Biblical Studies. Its large atrium and Lester Chapel are frequently used for special events.
- **The Faulkner Theatre** provides space for classroom and laboratory activities for the Department of Criminal Justice and Legal Studies and meeting space for various curricular and extra-curricular university activities.
- **Tine W. Davis Gymnasium** and the adjacent **Freeman-Harrison Multiplex** houses offices, classrooms, and other facilities for the Kinesiology and Exercise Science Department, Intercollegiate Athletics, and Student Activities and the Office of Student Life, Student Services, which includes the Interim Vice President for Student Services, Dean of Students, and Residence Life. The Multiplex includes three basketball courts, fitness center, cardio area, dressing rooms, a jogging/walking track, a racquetball court, an aerobics room, computer lounge, game room, and The Grille.
- **Lamar Harrison Field** provides the grounds, stands, and related facilities for Faulkner's baseball team.
- **Leopold D. Lee Family Fieldhouse** provides a locker room, training facilities, offices, meeting rooms, and laundry facilities for the football team. The John Mark Stallings Field provides the grounds and related facilities for Faulkner's football team. The Softball Complex is located near the gymnasium and is used for intercollegiate as well as intramural competition. The five-acre Dalraida Athletic Complex provides space for Soccer Teams and other groups.
- **The Student Commons**, west of the Rotunda, houses the J. L. Perry Cafeteria, the Mailroom, the Spirit Store, and Café Sienna.

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

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

Extended Campuses

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

Birmingham Campus

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

Huntsville Campus

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

Mobile Campus

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

Admissions

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

Academic Status

Regular Admission

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

Conditional Admission

An applicant with a bachelor's degree from a college or university approved by the U.S. Department of Education with a major in a relevant field and a cumulative GPA that does not meet the standard set by the degree program or with less than minimum scores on the GRE or MAT (when required) may be considered for conditional admission. Students granted conditional status may register for a maximum of nine (9) semester hours. Bachelor degree graduates of foreign or pre-accredited (candidates for institutional accreditation) institutions may be granted conditional admission. A student admitted under conditional admission will be granted regular admission after completing 12 graduate hours with no grade lower than B.

Special Student Admission

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

Audit

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

to audit or audit to credit during the first four weeks of the semester. After this time, his/her options are to continue as registered or to withdraw from the course.

International Student Graduate Admission Requirements

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

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

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

Please see specific program requirements for additional documentation.

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

Step 1: Complete Your Application Online

All international applicants must submit the Faulkner **application form**. You may apply online, which is the easiest and quickest way to apply. You will be notified regarding other necessary supporting documents.

Step 2: Provide Academic Records

Graduate applicants must submit official academic records as requested by Faulkner University officials to verify degree completion and other qualifications. The official college/university academic records must be presented in the original language and an English equivalent translation.

Foreign Credential Evaluations

Applicants with coursework earned from institutions outside the United States will be asked to provide a **course-by-course** foreign credential evaluation as a part of the admissions process. In some cases, an internal credential evaluation is possible. However, if for any reason an internal evaluation is not possible or it returns insufficient, then an external evaluation will be required for admission.

Academic records must be:

- Translated to English;
- Evaluated course-by-course;
- Include the overall academic GPA; and
- Evaluated by an approved third-party company. Please see below for more details about this portion.

International Athletes

Please be advised that all international athletes are required to use International Credential Evaluations (InCred), **as required by the NAIA**. If you are not involved in Athletics, please see below for more available options.

International Students

For non-athletes, we will accept a **course-by-course** foreign credential evaluation from any NACES-member evaluation company.

Step 3: Submit Proof of English Language Proficiency

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

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

Minimum TOEFL Requirements for Admission			
Program	Paper-Based	Computer-Based	Internet-Based
Undergraduate	500	173	61
Graduate	525	194	70

Minimum IELTS Requirements for Admission

Undergraduate	5.5
Graduate	6

Minimum Duolingo Requirements for Admission

Undergraduate	100
Graduate	100

Minimum PTE Requirements for Admission

Undergraduate	55
Graduate	60

*The English Proficiency Exam requirement may be waived under these circumstances:

- The applicant has completed at least two semesters at a U.S. institution while maintaining a GPA of 3.0 or above.
- The applicant has obtained a degree from an institution located in a country where English is an official language.

Step 4: Provide Documentation of Financial Support

All international students must prove that they have adequate funds to pay tuition and living expenses while attending Faulkner University. Every student must submit the **Financial Certification form** and officially-issued bank statements dated within the six months of the anticipated start date. View the current **schedule of tuition and costs**.

Step 5: Be sure to send your documents to the following:

Email (Preferred): [intl admissions@faulkner.edu](mailto:intladmissions@faulkner.edu)

International Admissions

Faulkner University
5345 Atlanta Highway
Montgomery, AL 36109, USA

Student Accounts

Tuition and Fees

Masters/Doctoral Programs

College of Arts & Sciences

Master of Arts in Humanities	\$485 per credit hour
Master of Science in Justice Administration	\$565 per credit hour
Master of Science in Psychology	\$570 per credit hour
Graduate Certificate in Disability Services	\$570 per credit hour
PhD in Humanities	\$660 per credit hour
Online course Fee (for fully online courses)	\$75 per credit hour, in addition to tuition rate

College of Health Sciences

Tuition Rates:

Master of Science in Physician Assistant Studies	\$900 per credit hour
Master of Speech-Language Pathology	\$750 per credit hour
PhD in Health Science/DHSc	\$780 per credit hour, plus \$75 per credit hour online fee
Doctor of Occupational Therapy	\$750 per credit hour
Doctor of Physical Therapy	\$750 per credit hour

Clinical Fee:

Master of Science in Physician Assistant Studies	\$1,610 per semester
Master of Speech-Language Pathology	\$575 per semester
Doctor of Occupational Therapy	\$575 per semester
Doctor of Physical Therapy	\$575 per semester

Kearley Graduate School of Theology

Master of Arts in Biblical Studies	\$510 per credit hour
Master of Arts in Christian Counseling/Family Ministry	\$510 per credit hour
Master of Arts in Christian Ministry	\$510 per credit hour
Master of Arts in Family Life Ministry	\$510 per credit hour
Master of Theology	\$510 per credit hour
PhD in Biblical Studies	\$585 per credit hour
Online course Fee (for fully online courses)	\$75 per credit hour, in addition to tuition rate

School of Business

Master of Business Administration	\$580 per credit hour
Master of Science in Information Technology	\$500 per credit hour
Master of Science in Management - One-year program	\$555 per credit hour
Master of Science in Management - Two-year program	
(Emphasis areas in Business Analytics or Information Technology)	\$500 per credit hour
Online course Fee (for fully online courses)	\$75 per credit hour, in addition to tuition rate
School of Education	
Master of Education	\$485 per credit hour
Master of Science in Counseling	\$565 per credit hour
Online course Fee (for fully online courses)	\$75 per credit hour, in addition to tuition rate
General Fee for Masters/Doctoral Programs	\$350 per semester (\$250 per semester if 5 hours or less)
Applicable Course Fees (see, "Course Fees II," below)	
Jones School of Law	
Jones School of Law Block Tuition	
1 - 9 hours	\$1,330 per credit hour
10 - 18 hours	\$19,950 per semester
19 and above	\$19,950 per semester, plus \$1,330 per hour above 18 hours
Jones School of Law Summer Tuition	\$1,330 per credit hour
Jones School of Law Executive Schedule	\$1,330 per credit hour
Student Activity Fee JSL	\$175 (charged in Fall & Spring semester)
Student Activity JSLE	\$131.25 (charged in Fall & Spring semester)
General Fee for Jones School of Law	\$75 per semester
Applicable Course Fees (see, "Course Fees II," below)	

Course Fees II

Accreditation Program Fee for COU 6000 (Orientation)	\$275 one-time fee
Audit Fee - Undergraduate Course	\$150 per course
Audit Fee - Master's & PhD	\$300 per course

Audit Fee - JSL	\$330 per course
<i>Book Fee (Cengage Unlimited one year subscription)</i>	
CJ/LS courses	\$195 per year
Bachelor of Criminal Justice	\$195 per year
Bachelor of Science in Business	\$195 per year
Bachelor of Business Administration	\$195 per year
Human Resource Management	\$195 per year
Master of Business Administration	\$195 per year
Master of Education	\$195 per year
Master of Justice Administration	\$195 per year
Master of Science in Management	\$195 per year
<i>Clinical Fee (College of Health Sciences)</i>	
Master of Science in Physician Assistant Studies	\$1,610 per semester
Master of Speech and Language Pathology	\$575 per semester
Doctor of Occupational Therapy	\$575 per semester
Doctor of Physical Therapy	\$575 per semester
Comprehensive Exam Retake Fee	\$100 per retake
Comprehensive Exam Fee	
Doctor of Philosophy in Biblical Studies	\$500 per course
Master of Arts in Biblical Studies, Master of Arts in Christian Counseling and Family Ministry, and Master of Theology	\$250 per course
CPR Fee	\$100 per course
Independent Study - tuition at rate for regular classroom hours plus:	\$300 per course
Individualized Study - tuition at rate for regular classroom hours plus:	\$325 per course
<i>Laboratory Fees:</i>	
Science	\$100 per course
Computer	\$85 per course
Math - <u>MH 0305</u>	\$250 per course
Math - <u>MH 1335</u>	\$200 per course
Physical Education	(varies by course offering)
Online Course Fee (for fully online course)	\$75 per semester hour
<i>Private Music Lessons:</i>	
30-minute lesson per week	\$200 per course
60 minute lesson per week	\$400 per course
Technology Fee - Master of Science in Management - 2-year program	\$50 per semester
Technology Fee - Master of Science in Information Technology	\$50 per semester

Miscellaneous Fees

Application Fee (DPT, MPA, and MSLP programs)	\$75 each
Athletic Fee	\$825 per semester
Change of Course Fee	\$50 per change
Change of Course Fee - JSL	\$100 per exam
DANTES Exam	\$100 per exam
Graduation Fee (excludes JSL)	\$150 each
Graduation Reapplication Fee	\$15 each
Late Graduation Fee (additional)	\$50 each
ID Card Fee (replacement)	\$30 each
Late Payment Fee	\$35 per missed payment
Record Production Fee	\$25 per request (plus \$1 per page)
Returned Check Fee	\$30 per returned item
Second Diploma Fee	\$30 per diploma
Transcripts	\$15 per request (additional processing fee may apply)
Thesis Fee	\$500 per course
Thesis Continuation Fee	\$100 per semester

Fees are Non-refundable

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

Financial Policies

Students will not be allowed to register for classes or attend classes unless a signed Student Financial Responsibility Agreement for the current semester/term/module is on file, and the student has obtained Business Office approval to be enrolled.

I. Responsible Party

- A. If a student is of legal age, he/she is deemed to be the primary party liable for his/her financial obligations.
- B. It is the student's responsibility to be familiar with the university's financial policies.
- C. It is the student's responsibility to check their Faulkner University email and mailbox during the school year.

D. It is the student's responsibility to notify the Registrar's office of changes in the student's off campus mailing address or any other changes in contact information.

E. All students must complete a Student Financial Responsibility Agreement each semester which includes agreeing to our Financial Responsibilities statement and Faulkner University Student Handbook policies.

II. Account Payments

A. Domestic Students

1. Payment in full is due on the first day of the semester for all registered courses, including all modules for those in semester programs with less than 16-week courses, such as 5-week modules, 8-week modules, or any other format that may apply for the semester. Payment in full is due on the first day of the semester for all University Housing and Meal Plan charges. Students may enroll in a monthly payment plan option as described in Section V. Payment Arrangements.
2. Students who fail to pay their balance in full or fail to set up a payment arrangement with Student Accounts prior to the first day of the semester, will be dropped from their courses and removed from University Housing and Meal Plans.
3. Those students enrolled in Module 1 of the semester and have not made satisfactory settlement of their Module 1 balance will be withdrawn from their subsequent module courses. Similarly, students enrolled in Module 2, 3, or 4 courses will be withdrawn from their subsequent modules if satisfactory settlement of a previous module has not been made.
4. Additional charges may be incurred throughout the semester. Payment for those charges is due on the last day of the month for which the charge(s) was posted or paid along with your arranged Installment Payment Plan (IPP) agreement.
5. Students will not be allowed to progress to the next semester with an account balance greater than \$500.
6. Students that have entered into an Installment Payment Plan agreement will not be allowed to register for classes in a subsequent semester unless and until the student is current on the Installment Payment Plan agreement.

B. International Students

1. All international students participating in an on-campus program are required to submit a \$5,000 deposit prior to arrival on campus. The deposit will be applied to the student's financial charges for the semester. If institutional scholarships reduce the initial account balance to an amount less than \$5,000, then the remaining account balance must be paid in full prior to arrival on campus.

2. Any remaining balance after the required deposit is due in full on the first day of the semester for all registered courses, including all modules for those in semester programs with less than 16-week courses, such as 5-week modules, 8-week modules, or any other format that may apply for the semester. Payment in full is due on the first day of the semester for all University Housing and Meal Plan charges. Students may enroll in a monthly payment plan option as described in Section V. Payment Arrangements.
3. Students who fail to pay their balance in full or fail to set up a payment arrangement with Student Accounts prior to the first day of the semester, will be dropped from their courses and removed from University Housing and Meal Plans.
4. Undergraduate students enrolled in less than 12 hours will no longer be "in-status" for the U.S. Visa and will be reported to the International Student Advisor. Postgraduate students must take a full course of study each semester, which will vary depending on the graduate program.
5. Those students enrolled in Module 1 of the semester and have not made satisfactory settlement of their Module 1 balance will be withdrawn from their subsequent module courses. Similarly, students enrolled in Module 2, 3, or 4 courses will be withdrawn from their subsequent modules if satisfactory settlement of a previous module has not been made.
6. Additional charges may be incurred throughout the semester. Payment for those charges is due on the last day of the month for which the charge(s) was posted or paid along with your arranged Installment Payment Plan (IPP) agreement.
7. Students will not be allowed to progress to the next semester with an account balance greater than \$500.
8. Students that have entered into an Installment Payment Plan agreement will not be allowed to register for classes in a subsequent semester unless and until the student is current on the Installment Payment Plan agreement.
9. International Students are required to show proof of their ability to pay prior to receiving a student visa. Should the student's circumstances change, he or she must communicate with Student Accounts as soon as possible.

III. Service Charges

- A. A late fee of \$35 will be assessed after the scheduled due date.
- B. There is a monthly service charge of 1.5% (18% annually) of the past due balance on all accounts.
- C. The grace period for all new charges incurred after the start of the semester is 30 days.

IV. Account Holds

A. Business Office holds are automatically placed on accounts with unpaid balances of \$500 or more. The Business Office hold restricts access to enrollment changes or future enrollment. In order for the hold to be removed, the account balance must be lower than \$500, or the student must be successfully enrolled in, and current on, an Installment Payment Plan.

B. Students, no longer attending Faulkner University, with account balances over 90 days delinquent will have their debt sent to collections.

V. Payment Arrangements

A. All students are required to complete a Student Financial Responsibility Agreement form before the semester begins.

B. Payment of expenses may be arranged under one, or a combination of, the following payment plans:

1. Plan 1 - CASH - This is the best form of payment because it eliminates all service charges. Checks should be made payable to Faulkner University and must identify the student for whom the payment is made. The University also accepts four major credit cards (American Express, Discover, MasterCard, and Visa), which can be used to pay any part of the total student charges. Those who pay with a credit card will be charged a 3.0% convenience fee. International Students may wire funds from their home country using Flywire services at <https://pay.flywire.com/>.

2. Plan 2 - INSTALLMENT PAYMENT PLAN (IPP) - An interest-free monthly payment plan available through the Student Accounts Office for a \$75 enrollment fee. Students who cannot pay their balance in full by the first day of the semester should enroll in the payment plan prior to the first day of the semester. No charges from a previous semester will be allowed to roll forward into a new installment payment plan.

a. Fall Semester IPP: The student's balance will be divided into four payments. Payments will be due the 25th of each month, August to November.

b. Spring Semester IPP: The student's balance will be divided into four payments. Payments will be due the 25th of each month, January to April.

c. Summer Semester IPP: The student's balance will be divided into three payments. Payments will be due the 25th of each month, May to July.

d. NOTE - Students whose initial registration and enrollment begin after the start date of the semester, such as registering for classes immediately prior to

or on the start date of the 2nd or 3rd module start, may elect the installment options above; however, the payment terms will be divided over the remaining months in the semester.

3. Plan 3 - STUDENT LOANS - Educational loans provide an excellent source of financial assistance needed to meet the expense of your Faulkner University education. Information concerning loans is available through the Financial Aid Office. The primary source for students is the Federal Direct Loan Program. In order to qualify for the Direct Loan Program, the student must submit the Free Application for Federal Student Aid (FAFSA) to establish eligibility. The FAFSA can be completed by going to www.studentaid.gov. See the Financial Aid section of the catalog for additional information on the types of loans available for graduate students.

C. 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.

1. The University, at its sole discretion, may defer payment of the reimbursement amount until funds are received from the third party.
2. Any amount not covered by the third party must be paid by the student in accordance with section V. B. above.
3. If the student's bill remains unpaid contrary to the terms of the third-party agreement, continued enrollment may be delayed until suitable arrangements are made.
4. 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.
5. Students, whose reimbursement will be paid directly to the student, must follow the payment schedule documented in section V. B. above. A late payment fee of \$100 will be assessed if the student fails to pay according to these terms.
6. The student must remain current on all expenses in order to continue enrollment or/and be registered for future semesters. The student holds responsibility for all charges associated with attending Faulkner University.

VI. Statements

A. Monthly statement notifications will be sent by email on or around the 15th day of each month.

B. It is the student's responsibility to grant third party access so that a parent or some other third party may have access to a student's account. Third party access can be given by contacting the Student Accounts Office.

C. Due to FERPA regulations, Faulkner University staff cannot provide account information to third parties unless the student has granted specific permission. This includes, but is not limited to, the following:

1. Account balances
2. Financial aid awards
3. Tax information
4. Payment information

VII. Past Due Balances

A. Students who are delinquent with payments past the first day of the month following the scheduled due date will not be allowed to continue in classes or register for future classes, will be removed from any future courses for which he/she has preregistered, and will be removed from campus housing and University meal plans. For example, if the scheduled due date is August 25, the student must make the scheduled payment plus the late fee by September 1 in order to avoid these actions. Any outstanding balance from a previous term must be paid before enrolling for the next term. If the scheduled payment is not received by the first day of the following month, the student will:

1. Be immediately restricted from participating in any extracurricular activities, including but not limited to student clubs, athletics, performances, and student government.
2. Not be allowed to attend classes or participate in courses through Canvas or any other LMS used by Faulkner University.
3. Be administratively withdrawn from all courses enrolled by the Registrar's Office on the 6th day of the month (i.e., September 6, October 6, November 6, and December 6, etc., respectively).

In the event any of the above dates fall on a weekend or a holiday, the date will be extended to the next business day.

B. Once a student separates from Faulkner University with an unpaid balance, his or her account is considered in default. At this point, the student's account will be placed with our Collection Department.

C. Delinquent accounts may be placed with a collection agency and are subject to legal action. If, after a student separates from Faulkner, an obligation is due that requires an outside collection agency, the responsible party agrees to pay the collection agency fees, court costs, and attorney fees for collecting the balance.

D. No penalty/late fee will be assessed for VA students if unable to meet financial obligation due to delayed disbursement by VA (PL 115-40 Section 103).

VIII. Course Change Charges

A. Students must add or drop courses according to University academic policies.

B. A course change fee is charged for each add or drop transaction after classes begin.

C. 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 Section V. Payment Arrangements.

IX. Refund Policies

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

Traditional and Graduate Classes Adhering to 14 to 16 Week Terms (semesters):	
Drop/Withdrawal	Refund Percentage
Through the 14th calendar day from the start date of the term	100% less \$200
From the 15th through the 21st calendar day from the start date of the term	50%
After the 21st day from the start date of the term	0%

Non-Traditional and Graduate Classes with Less Than 14-Week Terms (Modules or Sections):

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

Registration is considered a contract binding on the student. If the student officially notifies Faulkner University of the 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, of his/her intention to withdraw. Scholarships will be adjusted at the same rate tuition is refunded. No combination of awards, however, may result in a refund of more than 100% of the student's total charges.

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

B. HOUSING AND MEAL PLANS - While we understand situations arise which require students to withdraw from classes and leave campus, the University incurs numerous fixed costs necessary to provide housing and meals to our students, in addition to the cost of reserving a room for the student. As a result, the following refund schedules will apply to all housing and meal plans.

Housing

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

Date of Withdrawal from the Start Date of the Semester	% of Housing Charges to be Refunded (housing deposits are nonrefundable)
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Cancellation prior to start of semester	100% less \$100 processing fee
1st calendar day through 7th calendar day of the semester	90% less \$50 room cleaning fee and actual damages
8th calendar day through 22nd calendar day of the semester	75% less \$50 room cleaning fee and actual damages
23rd calendar day through 45th calendar day of the semester	50% less \$50 room cleaning fee and actual damages
46th calendar day through 60th calendar day of the semester	25% less \$50 room cleaning fee and actual damages
61st calendar through the end of the semester	No refund

Meal Plans

A student may change or cancel his/her meal plan through the end of business of the 14th calendar day after the start date of the term. Meal plan charges and remaining Eagle Bucks will be adjusted for approved changes based on the current meal plan, requested meal plan, and the date the meal plan change is received/processed. The University does not provide refunds for meals missed or meal plans not utilized during a term. No changes or cancellations will be allowed after the 14th calendar day of the start of the term, except as follows. Students that completely withdraw from classes for the term are eligible for refunds of Meal Plan charges based on the following schedule:

Date of Withdrawal from the Start Date of the Semester	% of Meal Plan Charges to be Refunded
Cancellation prior to start of semester	100% less \$100 processing fee
1st calendar day through 7th calendar day of the semester	90%
8th calendar day through 22nd calendar day of the semester	75%
23rd calendar day through 45th calendar day of the semester	50%

46th calendar day through 60th calendar day of the semester	25%
61st calendar through the end of the semester	No refund

Suspension, notice or withdrawal after the specified dates does not result in reduced charges or additional credits on the student bill.

X. Refund Policies in Case of Certain Eventualities

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

XI. Security Interest in Student Records

Diplomas, grades, official transcripts, or other reports are not released until all accounts, current or otherwise, have been settled in agreement with University policy as outlined above. Faulkner University retains such documents as security for these obligations until they are satisfied. In accordance with requirements of the United States Department of Education, the University will release a partial transcript for all semesters where a student received Title IV funds and has satisfactorily paid his or her account balance in full for the respective term. Under no circumstances will a transcript be released for any semester where an account balance has not been paid in full.

Student Resources

Library Services

Gus Nichols Library (GNL) is the major academic resource for Faulkner University with collections of academic books and journals, special collections, and numerous online resources. GNL provides students with an integrated catalog with access to online resources. Check the library's website for more information- <https://www.faulkner.edu/nichols-library/>.

GNL is an institutional member of the American Library Association, the Association for College and Research Libraries, Christian College Librarians, the Network for Alabama Academic Libraries, and Lyasis. 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.

Accessibility

In conjunction with Faulkner's community principles and overall mission, the Center for Accessibility 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 Accessibility (334-386-7185) at your earliest convenience or visit the Center for Accessibility 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 affects the grade point average

Educational Records and Rights under FERPA

Policy of Education Record

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

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

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

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

5. The right to obtain a copy of Faulkner University's student records policy. This policy is available in the Office of the Registrar.

Procedure to Inspect Education Records

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

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

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

Rights of the University to Refuse Access

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

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

Refusal to Provide Copies

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

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

Custodian of Academic Records

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

Financial Aid

Student Loans

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

Federal Direct Unsubsidized Loans

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

Grad PLUS Loans

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

Private Educational Loans

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

Financial Aid Satisfactory Progress

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

Repayment

The student does not enter repayment on these loans until he/she has graduated, dropped below half time or withdrawn from school. If any of these do occur, then the student will start

repayment six months later. The loans are extended over a 10-year repayment period and may be extended for even a longer period based on the amount borrowed. The individual servicers will contact the student concerning repayment terms.

Veteran's Benefits

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

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

University Standards

Expectations of Students, Faculty, and Staff

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

Certain standards of integrity are expected to be met by students, faculty, and staff, and are stated here for self-discipline and support by all members of the Faulkner University community. Each may expect of the other honesty in all relationships, responsibilities, and tasks; integrity and good stewardship in all financial obligations and dealings; conscientious concern for each other in matters of personal habits, attitudes, and actions; demonstration of a spirit which recognizes the Lordship of Christ and expresses Biblical love for God and man; and appreciation for the campus of Faulkner University and a stewardship concern for maintaining both its natural and physical facilities.

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

Academic and Financial Responsibilities

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

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

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

Conduct Regulations

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

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

Representative of these are the following:

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

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

Academic Standards

Academic Appeals

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

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

Policy on Academic Honesty

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

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

Penalties for Academic Dishonesty

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

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

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

Course Numbering

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

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

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

Grades and Grade Point Averages

Grade Symbols Calculated in GPA and Quality Points Per Hour

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

Grade Symbols Not Calculated in GPA

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

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

1. No grade below C will count toward degree requirements. Students are allowed two grades of C in their courses. A student receiving a third C will repeat one of the courses to improve his or her grade for that course to B or better.
2. A grade of W is posted when a student drops a course before the deadline specified on the University's Academic Calendar. A grade of F will be posted when a student drops a course after the specified date in the Academic Calendar. These standards apply whether the student withdraws from a course voluntarily or non-voluntarily.
3. An I (Incomplete) is awarded only when necessary and not for the convenience of students who wish more time to complete their work. If an I is not replaced by another grade by the last day of classes of the following term, it automatically becomes an F.
4. AU is the grade assigned for a course audited or otherwise taken without credit. If an auditor discontinues, a W is assigned.
5. R is the grade assigned a course which is being repeated or duplicated. Credit will not be given twice for the same course. The last grade earned will be the one used to determine if requirements have been met and in calculating averages unless the student withdraws before the announced deadline. A failing grade may be removed from GPA calculation only by repeating the course failed at Faulkner University.
6. S and U grades are used when it is not feasible to evaluate achievement more precisely or when work is still in progress and not overdue. After a final grade has been awarded, it cannot be changed except when it is quite clear that a major error has been made. Students will not be given additional time to raise a grade.

Repeating Courses

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

Grade Point Average

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

Grade Reports

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

Class Attendance

On-ground Attendance Policy

This 2025-26 university policy prescribes the maximum number of unexcused absences a student may accumulate in a class. This policy does not apply to Jones School of Law and graduate courses in the College of Health Sciences. Instructors may choose to set forth course-specific attendance policies in the course syllabus.

1. Terms

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

2. Responsibilities

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

- e. A student failing to withdraw by the withdrawal date, and exceeding the allowed number of unexcused absences will be assigned a grade of FA as specified above.

Online Attendance Policy

1. Terms

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

2. Responsibilities

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

3. Attendance Policy

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

b. Failure for Attendance (FA)

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

Academic Standing, Probation and Suspension

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

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

Probation

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

Suspension

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

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

Full-Time Status

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

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

Graduation Requirements for Graduation Degrees

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

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

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

Department Programs

Alabama Christian College of Arts and Sciences

In the College of Arts and Sciences, faculty help students achieve excellence by establishing high expectations, making challenging concepts accessible, and providing personal, caring support.

The College of Arts and Sciences provides the heart of the liberal arts core curriculum. Every other Faulkner degree program 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 general education courses as part of the core curriculum. 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 helps them understand themselves in relation to God and humanity.

The following academic departments and programs 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 and Humanities
- Great Books Honors Program
- Program in Interdisciplinary Studies
- Department of Kinesiology and Exercise Science
- Department of Mathematics
- Department of Music
- Department of Natural and Physical Sciences
- Department of Social and Behavioral Sciences

In addition, the college offers two Associate Degrees:

- The Associate of Arts Degree in Liberal Arts
- The Associate of Science Degree in Liberal Arts

Graduate Degrees Offered through CAS

Through the Department of English and Humanities, the College of Arts and Sciences offers the Doctor of Philosophy in Humanities with tracks in classical education, history, humanities, literature and philosophy; and the Master of Arts in Humanities.

Through the Department of Criminal Justice and Legal Studies, the college offers the Master of Science in Justice Administration.

Through the Department of Social and Behavioral Science, the college offers the Master of Science in Psychology (General Track), the Master of Science in Psychology (Disability Services Track), and the Graduate Certificate in Disability Services.

Various departments offer graduate-level courses in support of these graduate programs or others offered by Faulkner University.

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

Major

M.A. in Humanities

Admission Requirements

The Master of Arts in Humanities (MA) program seeks 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 academic background would ideally 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. Prospective students who wish to enroll in the Master of Arts in Humanities program must meet the following admission requirements:

- Completed Application
- A bachelor's degree from a regionally accredited college or university; you must provide transcripts from all previously attended institutions.
- A minimum cumulative GPA of 3.25 on a 4.0 scale.
- Acceptable test scores on graduate admissions exams, including the GRE (a combined verbal and quantitative score of 297 or above) or MAT (400 or greater). Exam results

cannot be more than five years old and must be forwarded directly to Faulkner from the testing service.

- 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 often from the applicant's faculty members or supervisory personnel.
- A statement of goals and interest specifying the applicant's interest in the program, as well as the applicant's academic and professional background in preparation for graduate study (approximately 300 words).
- Approval by the director of the Master of Arts in Humanities program.

Policies

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

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

Transfer Policy

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

Class Attendance and Participation

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

Graduation Requirements

Students applying for graduation must earn a minimum cumulative GPA of 3.0 for their entire degree, including the thesis or dissertation grade. No grade lower than a C is accepted in the degree program. No more than 6 hours of coursework earning a C may be applied toward the degree. The thesis or dissertation must be successfully defended and receive no lower than a B.

Overview

The Master of Arts in Humanities (MA) is a 30-hour thesis degree (27 hours of course work and 3 hours credit for the thesis) with rich roots providing intellectual and spiritual engagement with the Great Tradition of the Western world. The MA prepares students to pursue doctoral studies

or vocational service in disciplines like History, Humanities, Literature, Philosophy, and Classical Education. Using many of the Great Books and a conversation mode (e.g., threaded discussions, conference calls), students work with enthusiastic, highly qualified tutors to examine, discuss, and work through great ideas with an eye toward living and teaching these truths. The program includes:

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

Purpose

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

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

Outcomes

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

Application Process

To apply, please:

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

Applicants' immediate family members are not eligible to write recommendation letters for their family members' applications.

Degree Plan

Foundation Courses

- HU 5311 - Introduction to Humane Letters and Learning
- IDS 5301 - Scholarly Inquiry and Writings in the Humanities

Core Courses - Great Ideas and Authors

- HY 5315 - Great Ideas: Historical Investigations
- LIT 5324 - Great Ideas: Literary Analysis
- PHL 5313 - Great Ideas: Philosophical Inquiries

Independent Tutorials

- HU 5308 - Independent Tutorials
- HY 5308 - Independent Tutorials
- LIT 5308 - Independent Tutorials
- PHL 5308 - Independent Tutorials
- HU 5309 - Independent Tutorials
- HY 5309 - Independent Tutorials
- LIT 5309 - Independent Tutorials
- PHL 5309 - Independent Tutorials
- HU 5310 - Independent Tutorials
- HY 5310 - Independent Tutorials
- LIT 5310 - Independent Tutorials
- PHL 5310 - Independent Tutorials
- HU 5320 - General Humanities Concentration Track
- HY 5320 - History Track Seminar
- PHL 5320 - Philosophy Track Seminar
- LIT 5330 - Literature Track Seminar
- CED 5308 - Histories and Philosophies of Classical Education
- CED 5309 - The Trivium and Quadrivium: Readings in Primary and Secondary Sources
- CED 5310 - Special Topics and Readings
- CED 5330 - The Paideia Approach to Classical Education

Thesis Course

- CED 5312 - Thesis
- HU 5312 - Thesis
- HY 5312 - Thesis
- LIT 5312 - Thesis
- PHL 5312 - Thesis

Total Hours Required for Graduation 30 hours

M.A. in Humanities - Classical Ed Emphasis

Humanities Foundation Courses - 6 hours

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

Total Foundation Course Hours - 6

Great Ideas and Authors

- HY 5315 - Great Ideas: Historical Investigations
- LIT 5324 - Great Ideas: Literary Analysis
- PHL 5313 - Great Ideas: Philosophical Inquiries

Total Core Course Hours - 9

Humanities Classical Education Courses - 12 hours

- CED 5308 - Histories and Philosophies of Classical Education
- CED 5309 - The Trivium and Quadrivium: Readings in Primary and Secondary Sources
- CED 5310 - Special Topics and Readings
- CED 5330 - The Paideia Approach to Classical Education

Total Classical Education Courses - 12 hours

Dissertation Course Requirements - 3 hours

- CED 5312 - Thesis

Total Dissertation Course Requirements -3 hours

Total Degree Plan Hours Required - 30 hours

M.Ed in Secondary Education - Social Science

Policies for the Master of Education Alternative Class A Certification

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

Alternative Class A Degree

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

Admission Requirements

Degree

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

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

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

English Proficiency Test

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 can be submitted at [this link](#).

Summary of Required Application Materials

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

Curriculum Requirements

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

Course Schedules

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

Field and Clinical Experiences

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

Teacher Education Program Admission

Upon unconditional admission to the Alternative Class A Master's Program, candidates receive automatic admission to the Teacher Education Program.

Internship Entry Requirements

Candidates should apply for admission to the Internship Program by submitting a formal application by the announced deadline at the beginning of each fall and spring semester.

Application forms for admission into the Internship Program are available from the College of Education Office. All applicants must complete various deadlines throughout the rest of the semester of application culminating in a formal interview by the Certification Officer. All Candidates must submit their Internship Program application requirements to the Certification Officer of the College of Education for processing.

Demonstration of the following criteria must occur before the conclusion of the semester of application to Internship:

1. Submission of the Internship Application.
2. A minimum earned GPA of 3.25 in the following areas:
 1. Professional Studies Courses
 2. Teaching Field Courses
 3. Overall
3. Official passing test score results from the appropriate Praxis II Content test for all Alternative Class A candidates or required coursework must be on file with the College of Education.
4. Successful completion of the entire degree plan except the Internship and the Capstone experience.
5. Submission and approval of the required number of hours of documented clinical experiences showing completion of the requirements related to diversity.
6. Candidates who completed a special education survey course at another institution prior to admission into this program must take Faulkner University's special education and diversity courses (FED 6342 Multicultural Education or FED 6345 Differentiated Instruction for Diverse Learners).
7. Active membership in SAEA (or other education liability insurance).

8. Formal interview with the Certification Officer or the College of Education's Director of Graduate Studies.
9. Formal approval by the College of Education faculty members and the Teacher Education Committee.

Applicants who do not meet all the requirements will not receive approval. Any Teacher Candidates receiving a rejection of their application must reapply for the following eligible semester.

Graduation Requirements

The following requirements are necessary to complete the Alternative Class A program.

1. A minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education educator preparation program.
2. Completion of the required number of hours of clinical experiences.
3. Completion of all ALSDE Teacher Certification requirements, including a passing score on the AECAP exams, successful completion of edTPA, and all the proper paperwork (including fingerprinting and ALSDE background check).
4. Completion of all institutional requirements for graduation (i.e., filing proper forms with the Registrar's Office, clearance with the Financial Aid Office, and clearance with the Business Office). This includes an official transcript from a regionally accredited institution documenting the candidate's bachelor's degree.
5. Completion and final approval of the internship portfolio, which shows evidence of competencies and completion of the above requirements. The candidate's completed portfolio will hold all course artifacts.
6. Satisfactory ratings on dispositional forms from professors for each education course taken.

Certification

Upon program completion and successful ratings during the Internship, the candidate will apply for certification in the State of Alabama. For candidates seeking certification in two or more distinct teaching fields, there is an added internship experience requirement (such as physical education AND biology). Successful completion of an approved Teacher Education Program and satisfactory scores on the ALSDE Educator Testing requirement qualify a candidate for a Class A Certificate. The application for Class A Certification is available from the College of Education during the Internship. The completed application, official transcripts from a regionally accredited institution documenting an earned bachelor's degree, a money order from the candidate in the amount of \$38 or online payment, and verification of successful completion of an approved Teacher Education Program (as described above in Graduation Requirements) are submitted by the College of Education to the ALSDE when all requirements have been satisfied.

Prior to the completion of the program (during the Internship semester), candidates will apply for graduation and can request an official transcript with degree confirmation.

Programs of Study

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

Field experience hours are built into required education courses within the Teacher Education Program.

Professional Studies

- SFED 6345 - Differentiated Instruction for Diverse Learners

OR

- SFED 6342 - Multicultural Education
- SFED 6322 - Curriculum Design and Instructional Methods
- SFED 6330 - Assessment for Teaching and Learning
- SED 6000 - Orientation to Teacher Education
- SED 6301 - Ethics for Educators
- SFED 6349 - Secondary Classroom Management
- SED 6399 - Education Capstone
- SED 6328 - The Science of Learning

- SED 6699 - Internship in Secondary Education

OR

- EED 6398 - Practicum
- EED 6399 - Internship

Teaching Field

- SOS 6369 - Graduate Seminar in Social Sciences
- HY 6315 - Philosophy and Theory of History
- PSY 6325 - Advanced Educational Psychology
- SOS 6329 - General Social Science Materials and Methods
- SOS 5320 - Principles of Government and Economics
- SOS 5385 - Global Environment and Culture

Licensure and/or Certification Note

This program leads to licensure and or certification. For more information regarding licensure or certification in your state, please see the link below: <https://www.faulkner.edu/consumer-information/state-authorization/>

Total Hours - 45

M.S. in General Psychology

The M.S. in General Psychology program is a one-year, fully online course designed for individuals seeking to deepen their understanding of human behavior through a scientific lens, while incorporating a Christian perspective. The curriculum focuses on research principles, critical thinking, and the practical application of psychological concepts. Students explore a range of psychological theories and methodologies, with attention to ethical considerations and how they align with Christian values. This program provides a flexible learning environment for those looking to advance their careers in psychology, offering both academic growth and spiritual development. All courses are taught by accomplished faculty members who draw on their experiences to foster learning and engagement.

Psychology Foundational Courses (21 hours)

- PSY 5310 - Foundations of Psychological Science
- PSY 5315 - Spiritual Perspectives of Human Dev. and Behavior
- PSY 5341 - Cognitive, Affective, and Behavioral Psychology
- PSY 5345 - Ethical and Professional Issues in Psychology
- PSY 5350 - Applied Research Methods and Analysis
- PSY 6310 - Principles of Psychopathology
- PSY 6320 - Principles of Psychometric Evaluation & Assessment

Psychology Application Courses (9 hours)

- PSY 6335 - Holistic Human Psychology
- PSY 6347 - Psychology of Music, Creativity, and The Arts
- PSY 6355 - Psychology of Addiction

- PSY 6399 - Special Topics in Psychology

Total Hours (30)

Admission Requirements

Regular Admissions

Students must meet University admissions and eligibility requirements applicable to all graduate programs. In addition, applicants must meet department requirements specific to the graduate

program in psychology except the specified prerequisite courses are not required for the Graduate Certificate in Disability Services. Admissions are processed through graduate enrollment, with final admissions decisions being made by the Department of Social and Behavioral Sciences. The following are required for admission to the program:

- A completed graduate application
- A bachelor's degree with a minimum 2.75 cumulative GPA from an accredited university.
- Applicants with a 3.0 GPA in the last 60 hours of the bachelor's degree, the student's major courses, or on an accredited graduate degree are also acceptable.
- Official transcripts from all institutions attended must be submitted. Hand-delivered copies, photocopies, and printouts of a grade report are not acceptable.
- A short 500-600 word personal essay in APA professional format (with title page) briefly discussing the following:
 - Why do you want to pursue this degree? How will it fit with your personal or career goals?
 - How is a degree from a Christian university such as Faulkner a good fit for you? (consider Faulkner's mission statement in your answer)
 - How have you navigated challenges that have come in your life, academics, career, etc. What do you anticipate may be the most difficult adjustment you will need to make as you pursue this degree?
 - What is one thing about yourself you wish everybody knew, but you are often reluctant to share?
- Successful completion of pre-requisite courses, or approved plan for completion within the first semester (See pre-requisite requirements below; Does not apply to Certificate in Disability Services).
 - One (1) course in: General Psychology [Faulkner equivalent: PY1310]
 - One (1) course in: Human Development (any human development across the lifespan [Faulkner equivalent: PY2301])
 - One (1) course in: Research Methods (any related discipline)* [Faulkner equivalent: PY3350]
 - One (1) course in: Statistics (any discipline, or math statistics)* [Faulkner equivalent: PY3330]
- Students not meeting the minimum admissions requirements may be considered under the Conditional Admissions path.

Conditional Admissions

Students not meeting the regular admissions requirements may submit any or all of the following additional items for consideration.

- Letters of recommendations from professional or academic sources
- Submission of standardized admissions exams (e.g. GRE, MAT, LSAT, etc.)
- Resume demonstrating relevant professional experience
- Other evidence indicating academic preparedness

Graduation Requirements

A student who has completed all required coursework must meet the following conditions before a degree or certificate will be awarded:

- Minimum cumulative grade point average of 3.0
- No grade below C in any courses
- No more than two C grades in the program of study
- Pay applicable graduation fees
- No holds on any financial accounts

Please note: Students may retake a course up to two times to earn a passing grade.

Technology Requirements

Students must have access to the following technology resources in order to successfully complete the program:

- Mac computer or PC that is less than five years old with storage and unrestricted access
- High-speed internet and a supported Internet browser
- Windows 10 or higher
- Webcam (720p minimum; 1080hd recommended)
- Microsoft Word
- Additional policies and requirements outlined in our Online Student Handbook Supplement.

Please note that none of the psychology degrees offered at Faulkner lead directly to state licensure in Alabama nor in most other states. Licensure as a psychologist typically requires a doctoral degree (e.g., Ph.D. or Psy.D.) and additional supervised clinical experience. Some states may allow limited licensure at the master's level for roles such as psychological associates, but these often require specific programs that meet strict regulatory criteria.

Our psychology degree programs are intended to provide a strong academic foundation in psychological science and can help prepare students for advanced graduate study that may lead to licensure, as well as to equip students with valuable skills applicable to a wide range of non-licensure careers in areas such as human services, psychological support, life skills, social services, business, education, research, and more.

Students interested in pursuing licensure should consult the specific requirements of the state in which they intend to practice and consider further graduate education tailored to meet those requirements.

M.S. in Psychology and Disability Services

General Psychology Courses (15 hours)

- PSY 5310 - Foundations of Psychological Science
- PSY 5315 - Spiritual Perspectives of Human Dev. and Behavior
- PSY 5350 - Applied Research Methods and Analysis
- PSY 6310 - Principles of Psychopathology
- PSY 6320 - Principles of Psychometric Evaluation & Assessment

Disability Services Courses (15 hours)

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

Total Hours - 30

Admission Requirements

Regular Admissions

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

- A completed graduate application
- A bachelor's degree with a minimum 2.75 cumulative GPA from an accredited university.
- Applicants with a 3.0 GPA in the last 60 hours of the bachelor's degree, the student's major courses, or on an accredited graduate degree are also acceptable.
- Official transcripts from all institutions attended must be submitted. Hand-delivered copies, photocopies, and printouts of a grade report are not acceptable.
- A short 500-600 word personal essay in APA professional format (with title page) briefly discussing the following:
 - Why do you want to pursue this degree? How will it fit with your personal or career goals?

- How is a degree from a Christian university such as Faulkner a good fit for you? (consider Faulkner's mission statement in your answer)
 - How have you navigated challenges that have come in your life, academics, career, etc. What do you anticipate may be the most difficult adjustment you will need to make as you pursue this degree?
 - What is one thing about yourself you wish everybody knew, but you are often reluctant to share?
- Successful completion of pre-requisite courses, or approved plan for completion within the first semester (See pre-requisite requirements below; Does not apply to Certificate in Disability Services).
 - One (1) course in: General Psychology [Faulkner equivalent: PY1310]
 - One (1) course in: Human Development (any human development across the lifespan [Faulkner equivalent: PY2301]
 - One (1) course in: Research Methods (any related discipline)* [Faulkner equivalent: PY3350]
 - One (1) course in: Statistics (any discipline, or math statistics)* [Faulkner equivalent: PY3330]
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- Letters of recommendations from professional or academic sources
- Submission of standardized admissions exams (e.g. GRE, MAT, LSAT, etc.)
- Resume demonstrating relevant professional experience
- Other evidence indicating academic preparedness

Graduation Requirements

A student who has completed all required coursework must meet the following conditions before a degree or certificate will be awarded:

- Minimum cumulative grade point average of 3.0
- No grade below C in any courses
- No more than two C grades in the program of study
- Pay applicable graduation fees
- No holds on any financial accounts

Please note: Students may retake a course up to two times to earn a passing grade.

Technology Requirements

Students must have access to the following technology resources in order to successfully complete the program:

- Mac computer or PC that is less than five years old with storage and unrestricted access
- High-speed internet and a supported Internet browser
- Windows 10 or higher
- Webcam (720p minimum; 1080hd recommended)
- Microsoft Word
- Additional policies and requirements outlined in our Online Student Handbook Supplement.

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Our psychology degree programs are intended to provide a strong academic foundation in psychological science and can help prepare students for advanced graduate study that may lead to licensure, as well as to equip students with valuable skills applicable to a wide range of non-licensure careers in areas such as human services, psychological support, life skills, social services, business, education, research, and more.

Students interested in pursuing licensure should consult the specific requirements of the state in which they intend to practice and consider further graduate education tailored to meet those requirements.

Master of Justice Administration

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

Faulkner University offers a fully accredited Master of Justice Administration degree which can be completed through an online environment in about one year. Our program is designed for the self-motivated, disciplined, college graduate or professional who prefers the convenience and flexibility of a fully online educational environment over the expense and structure of classroom attendance. Our students represent a wide variety of backgrounds and experiences and reside throughout the U.S. and overseas. The Faulkner program is not for everyone, however. As a Christian University, we strongly emphasize ethics in all of our courses and we expect our students and graduates to reflect this emphasis in their work. In addition to a separate course on Ethics, each of our component courses are taught from an ethical perspective. We feel that in today's climate this best prepares our students for the choices they must make as CJ executives.

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

For more information on the MJA program, please contact:

Lynne Coker

MJA director

lcoker@faulkner.edu

Program Objectives

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

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

Admission Requirements

Prospective students enrolling in the Master of Justice Administration program must meet the following admission requirements:

- Completed graduate application.
- A bachelor's degree in any field from a regionally accredited institution. You may be asked to provide transcripts from all institutions attended.
- A minimum overall GPA of 2.5 on a 4.0 scale and a minimum major GPA of 3.0 on a 4.0 scale.
- 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 students who have less than the 2.5/3.0 GPA minimum, the following formula will be used to determine admissions to the program: $(\text{Overall GPA} * 330) + \text{MAT score} = 1,250$ or above
- 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.
- A letter of intent (300 word minimum) specifying the applicant's interest in the program plus the applicant's academic and professional background in preparation for graduate study.
- A resume including education and work experience.

Program Design

The MJA Program has the following features:

1. Each MJA course will be five weeks in length.
2. The MJA Program will consist of 10 courses with no prerequisite course being required.
3. Students may begin the program with the next available course offered. For example, if **MJA 5350** were the next course being offered, an entering student would begin with **MJA 5350**, complete the schedule through **MJA 5395**, and then take **MJA 5310** through **MJA 5340**.

4. With MJA faculty review and approval, prior coursework successfully completed in a comparable program from an accredited institution may be considered for up to six (6) hours credit.
5. Program Summary:
 - All course work completed as distance education
 - Degree completed in one year
 - Degree consists of 10 courses
 - Each course completed in 5 weeks
 - Estimated student time per week: 10 - 20 hours

Required Computer and Internet Capabilities

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

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

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

Schedule of Course Offerings

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

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

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

Semester One

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

Semester Two

- JA 5350 - Corrections
- JA 5360 - Courts
- JA 5370 - Ethics

Semester Three

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

Total Hours Required for Graduation 30 hours

Certificate

Certificate in Disability Services

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

Program Description

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

Admissions Requirements

Regular Admissions

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

- A completed graduate application
- A bachelor's degree with a minimum 2.75 cumulative GPA from an accredited university.
- Applicants with a 3.0 GPA for the last 60 hours, and in their major will be considered.
- Official transcripts from all institutions attended must be submitted. Hand-delivered copies, photocopies, and printouts of a grade report are not acceptable.
- A short 500-600 word personal essay in APA professional format (with title page) briefly discussing the following:
 - Why do you want to pursue this degree? How will it fit with your personal or career goals?
 - How is a degree from a Christian university such as Faulkner a good fit for you? (consider Faulkner's mission statement in your answer)
 - How have you navigated challenges that have come in your life, academics, career, etc. What do you anticipate may be the most difficult adjustment you will need to make as you pursue this degree?
 - What is one thing about yourself you wish everybody knew, but you are often reluctant to share?
- Students not meeting the minimum admissions requirements may be considered under the Conditional Admissions path.

Conditional Admissions

Students not meeting the regular admissions requirements may submit any or all of the following additional items for consideration.

- Letters of recommendations from professional or academic sources
- Submission of standardized admissions exams (e.g. GRE, MAT, LSAT, etc.)
- Resume demonstrating relevant professional experience
- Other evidence indicating academic preparedness

Please note that none of the psychology degrees offered at Faulkner lead directly to state licensure in Alabama nor in most other states. Licensure as a psychologist typically requires a doctoral degree (e.g., Ph.D. or Psy.D.) and additional supervised clinical experience. Some states may allow limited licensure at the master's level for roles such as psychological associates, but these often require specific programs that meet strict regulatory criteria.

Our psychology degree programs are intended to provide a strong academic foundation in psychological science and can help prepare students for advanced graduate study that may lead to licensure, as well as to equip students with valuable skills applicable to a wide range of non-licensure careers in areas such as human services, psychological support, life skills, social services, business, education, research, and more.

Students interested in pursuing licensure should consult the specific requirements of the state in which they intend to practice and consider further graduate education tailored to meet those requirements.

Technology Requirements

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

Technology Requirements

Students must have access to the following technology resources in order to successfully complete the program:

- Mac computer or PC that is less than five years old with storage and unrestricted access
- High-speed internet and a supported Internet browser
- Windows 10 or higher
- Webcam (720p minimum; 1080hd recommended)
- Microsoft Word
- Additional policies and requirements outlined in our Online Student Handbook Supplement.

Graduation Requirements

Graduation Requirements

A student who has completed all required coursework must meet the following conditions before a degree or certificate will be awarded:

- Minimum cumulative grade point average of 3.0
- No grade below C in any courses

- No more than two C grades in the program of study
- Pay applicable graduation fees
- No holds on any financial accounts

Please note: Students may retake a course up to two times to earn a passing grade.

Tuition/Costs

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

Academic Policies

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

Student Load Policies

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

Licensure/Certification Information

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

Certificate

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

Total Hours Required 15 hours

Doctorate

Ph.D in Humanities

Admission Requirements

The Doctor of Philosophy in Humanities (PhD) program seeks 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 academic background would ideally 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. Prospective students who wish to enroll in the Doctor of Philosophy in Humanities program must meet the following admission requirements:

- A completed graduate application
- Hold a completed undergraduate degree from an institutionally accredited institution.
- A master's degree from an institutionally accredited institution. You may be asked to provide transcripts from all institutions attended.
- A minimum cumulative GPA of 3.25 on a 4.0 scale.
- Acceptable graduate test score on graduate admissions exams, including the GRE (a combined verbal and quantitative score of 297 or above) or MAT (400 or above) taken within the last 5 years. This requirement may be waived by program director if the applicant's master's degree is determined to be in a related field.
- Three letters of recommendation with specific comments regarding the applicant's academic work, professional experience and ability to successfully complete graduate study. These letters are typically from the applicant's previous instructors or supervisory personnel.
- A statement of personal goals that identifies how the Doctor of Philosophy program will contribute to those goals (400-500 words).

- A scholarly postgraduate writing sample
- Approval by the director of the Doctor of Philosophy program.

Policies

For full details of policies in the MA and PhD degree programs in Humanities, please refer to the "Manual for Students and Tutors" and the "Thesis and Dissertation Manual" (available upon request from the Department of Humanities). A few policies are stated briefly here to assist students who are considering applying to one of the programs.

Transfer Policy

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

Class Attendance and Participation

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

Graduation Requirements

Students applying for graduation must earn a minimum cumulative GPA of 3.0 for their entire degree, including the thesis or dissertation grade. No grade lower than a C is accepted in the degree program. No more than 6 hours of coursework earning a C may be applied toward the degree. The thesis or dissertation must be successfully defended and receive no lower than a B.

Overview

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

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

1. Two foundation courses

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

Purpose

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

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

Fellows

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

Benjamin Lockerd Chad Redwing Robert Woods Tedd Sabir	Jason Jewell Mark Linville Thomas Lindsay Taten Shirley	Matt Roberson Mike Young Andrew Jacobs
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Combined, the program's fellows have produced over 350 academic publications and presentations. Each one has a profound desire to study and seek to continue learning through each class. While the program continues to grow, its fellows and students are always keen to maintain the rich sense of community we feel ought to be part of the Christian university experience.

Application Process

To apply, please:

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

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

Degree Plan

Foundation Courses

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

Core Courses - Great Ideas and Authors

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

Topical Interdisciplinary Seminars

- IDS 7310 - Interdisciplinary Study Seminar
- IDS 8310 - Interdisciplinary Study Seminar

Independent Tutorials

- HU 8312 - Independent Tutorials
- HY 8312 - Independent Tutorials
- LIT 8312 - Independent Tutorials
- PHL 8312 - Independent Tutorials
- HU 8313 - Independent Tutorials
- HY 8313 - Independent Tutorials
- LIT 8313 - Independent Tutorials
- PHL 8313 - Independent Tutorials
- HU 8314 - Independent Tutorials
- HY 8314 - Independent Tutorials
- LIT 8314 - Independent Tutorials
- PHL 8314 - Independent Tutorials
- CED 7330 - Paideia Approach to Classical Education
- CED 7313 - Special Topics and Readings
- CED 8310 - Histories and Philosophies of Classical Education
- CED 8312 - The Trivium and Quadrivium: Readings in Primary and Secondary Sources

General Concentration Seminar

- HU 8320 - General Humanities Track Seminar
- HY 8320 - History Track Seminar
- PHL 8320 - Philosophy Track Seminar
- LIT 8330 - Literature Track Seminar

Dissertation

- CED 9301 - Dissertation
- HU 9301 - Dissertation
- HY 9301 - Dissertation
- LIT 9301 - Dissertation
- PHL 9301 - Dissertation
- CED 9302 - Dissertation
- HU 9302 - Dissertation
- HY 9302 - Dissertation
- LIT 9302 - Dissertation
- PHL 9302 - Dissertation

Total Hours Required for Graduation 48 hours

Ph.D. in Humanities with Classical Education Track

Humanities Foundation Courses - 6 hours

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

Total Foundation Course Hours - 6

Great Ideas and Authors - 21 hours

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

Total Great Ideas and Authors - 21 hours

Interdisciplinary Seminar 3 - hours

- IDS 7310 - Interdisciplinary Study Seminar

Total Interdisciplinary Seminar - 3 hours

Humanities Classical Education Courses - 12 hours

- CED 5308 - Histories and Philosophies of Classical Education
- CED 5309 - The Trivium and Quadrivium: Readings in Primary and Secondary Sources
- CED 5310 - Special Topics and Readings
- CED 5330 - The Paideia Approach to Classical Education

Total Classical Education Courses - 12 hours

Dissertation Course Requirements - 6 hours

- CED 9301 - Dissertation
- CED 9302 - Dissertation

Total Dissertation Course Requirements - 6 hours

Total Degree Plan Hours Required - 48 hours

V P. College of Biblical Studies

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

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

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

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

The KGST offers four graduate degrees. The Master of Arts in Biblical Studies (MABS) program equips students for serious study of the biblical text and prepares them for postgraduate

study beyond the masters. The Master of Arts in Christian Counseling and Family Ministry (MACC) degree enables students to develop valuable skills and insights for professional Christian service to families. The Master of Theology (ThM) degree allows students to master one area of biblical study, qualifying graduates to be effective in teaching and to make application of research principles in the life of the church. The PhD in Biblical Studies (PhD) program prepares graduates for research and teaching positions in biblical studies.

Major

M.A. in Biblical Studies

Admission Requirements

Requirements for Admission

- Completed application
- Minimum overall GPA of 2.75
- A bachelor's degree from an accredited college or university; you must provide transcripts from all institutions attended.
- Names and contact information for three individuals (at least one of whom is a church leader) who could provide letters of recommendation for the applicant if contacted.
- A goals statement of at least 1000 words specifying personal goals and stating ways that the Master of Arts program at Faulkner University will contribute to those goals.

Include in this goals statement:

- (1) background preparation for the degree
- (2) basis for the choice of the KGST
- (3) spiritual and academic goals
- (4) impact of the degree sought on financiers and personal, employment, and family time.

- A student must obtain a score of 40 or above (out of 60 possible points) as partial qualification for admission.

To receive full consideration for the start date you applied for please submit all admission requirements by the posted deadline:

- July 15th for the fall semester
- November 15th for the spring semester

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

The MABS degree requires 36/38-hours of course work. All MABS students must pass a comprehensive examination.

Orientation

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

- BI 5102 - Orientation to Biblical Literature
- BI 5103 - Orientation to Critical Studies

Core MABS Courses

36 semester hours (twelve 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 5309 - Seminar in Select Old Testament Text
- BI 5310 - Seminar in Elective Old Testament Text
- BI 5316 - Old Testament World
- BI 5320 - Advanced Introduction to the New Testament
- BI 5321 - New Testament Theology
- BI 5324 - Seminar in Select New Testament Text
- BI 5325 - Seminar in Elective New Testament Text
- BI 5326 - The New Testament World

Comprehensive Examination

(one course, 0 credit hours)

- BI 5089 - Comprehensive Examination

M.A. in Christian Counseling and Family Ministry

Admission Requirements

Requirements for Admissions

- Minimum overall **GPA of 2.75**
- Official transcripts from all institutions attended. Hand-delivered copies, photocopies, and printouts of a grade report are not acceptable.
- Three references (at least one of whom is a church leader) who could speak to your ability to complete this graduate program (please provide their names and contact information if you did not already list them on your graduate application for admission)
- A goals statement of at least 1,000 words specifying personal goals and stating ways that the Master of Arts program at Faulkner University will contribute to those goals. Include in this goals statement:
 - Background preparation for the degree
 - The basis for the choice of the KGST
 - Spiritual and academic goals

- Impact of the degree sought on financiers and personal, employment, and family time.
 - A student must obtain a score of 40 or above (out of 60 possible points) as a partial qualification for admission.

To receive full consideration for the start date you applied for please submit all admission requirements no less than one (1) month prior to the posted class start date.

Degree Plan for Master of Arts in Christian Counseling and Family Life Ministry (MACC)

The MACC at Faulkner University equips students to provide family life education programs and interventions designed to improve the functioning of children and their families, to strengthen interpersonal and family relationships, and to solve personal and family problems. The program integrates prevention-oriented models from the field of ministry studies and the discipline of family studies with intervention strategies employed in the field of counseling to equip students to be effective family life ministers or family professionals. Students are prepared to address the most challenging issues related to creating healthy interpersonal relationships, building strong marriages, training parents to form the faith and character of today's youth, and teaching human intimacy and sexuality all in accordance with God's plan. The goal of the program is to provide students with the knowledge and skills to effectively design, implement, and evaluate programs that serve the needs of children and families in church and community settings. The program accommodates working adults by providing church leaders, family service providers, administrators, and others who have a passion for empowering healthy and faithful families with an opportunity to develop their knowledge and skills of both prevention and intervention strategies via courses offered online.

Major Requirements

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

- BFAM 5150 - Orientation to Graduate Family Studies
- BI 5353 - Supervised Practice of Ministry
- BI 5090 - Comprehensive Examination
- BFAM 5360 - Family Dynamics: Theoretical Foundations
- BFAM 5362 - Family Life Ministry: Contexts and Methods
- BFAM 5364 - Family Life Cycle: Diversity and Complexity
- BFAM 5370 - Marital and Family Strengths
- BFAM 5372 - Parent and Character Education
- BFAM 5374 - Human Intimacy and Sexuality
- BFAM 5376 - Men in Contemporary Society
- BFAM 5378 - Personal and Family Finances
- BFAM 5380 - Christian Counseling: The Skilled Helper
- BFAM 5382 - Counseling Families in Crisis
- BFAM 5384 - Couple, Family, and Church Assessments

Total Hours - 37 hours

Master of Theology

Admissions Requirements

Requirements for Admission

- Completed application
- Minimum overall **GPA of 3.0**
- A **master's degree** from an accredited college or university in ministry, religious studies, biblical studies, or a related field; you must provide transcripts from all institutions attended.
- Names and contact information for three individuals (at least one of whom is a church leader) who could provide letters of recommendation for the applicant if contacted
- A **goals statement of at least 1000 words** specifying personal goals and stating ways that the Master of Arts program at Faulkner University will contribute to those goals. Include in this goals statement:
 - (1) background preparation for the degree
 - (2) basis for the choice of the KGST
 - (3) spiritual and academic goals
 - (4) impact of the degree sought on financiers and personal, employment, and family time.
- A student must obtain a **score of 40 or above** (out of 60 possible points) as partial qualification for admission.

To receive full consideration for the start date you applied for please submit all admission requirements by the posted deadline:

- June 15th for the fall semester
- October 15th for the spring semester

Degree Plan for Master of Theology (ThM)

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

The ThM is not typically required but can be helpful as an intermediate step between the MA or MDiv and the PhD for prospective students who need additional preparation in order to increase the likelihood that they will successfully complete the PhD. The ThM may also provide useful to

prospective students who want additional training beyond the level of an MA or MDiv but who are for whatever reason, unable to commit to the still more advanced work required in a PhD.

Orientation (4 hours)

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

Core (12 hours)

- BI 7301 - Biblical Scholarship and Christian Ministry
- BI 7310 - Advanced Studies in Biblical Hermeneutics

- BI 5312 - Studies in the Intertestamental Literature

OR

- BI 5318 - Studies in Biblical Backgrounds

- BI 7316 - Advanced Studies in Biblical Theology

OR

- BI 8311 - Advanced Studies in Restoration Theology

Biblical Language Proficiency (0-3 hours):

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

- BI 5308 - Exegesis of the Hebrew Bible

OR

- BI 9040 - Biblical Language Proficiency Exam: Hebrew/Aramaic

OR

- BI 5323 - Exegesis of the Greek New Testament

OR

- BI 9042 - Biblical Language Proficiency Exam: Greek

Secondary Language Proficiency (0 hours):

- BI 9044 - Secondary Language Proficiency Exam

Electives (9 hours)

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

- OT 8320 - Seminar in the Wisdom Literature
- OT 8322 - Seminar in the Historical Literature
- OT 8324 - Seminar in the Major Prophets
- OT 8326 - Seminar in the Torah
- OT 8328 - Seminar in the Psalms
- OT 8330 - Seminar in the Minor Prophets
- NT 8321 - Seminar in the 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 General Epistles/Johannine Literature
- NT 8331 - Seminar in the Epistle to the Romans

Comprehensive Examination (0 hours)

- BI 5090 - Comprehensive Examination

Thesis (6 hours)

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

Graduate hours: 12-15

Post-graduate hours: 19

Total hours: 31-34

ThM Credit Policy

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

PhD Credit Policy

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

Certificate

Certificate in Family Life Ministry

Degree Plans

Core CFLM Course

9 hours (Three courses, 3 hours each)

- BFAM 5360 - Family Dynamics: Theoretical Foundations
- BFAM 5370 - Marital and Family Strengths
- BFAM 5372 - Parent and Character Education

Electives CFLM Courses

9 hours (Three courses, 3 hours each)

- BFAM 5362 - Family Life Ministry: Contexts and Methods
- BFAM 5364 - Family Life Cycle: Diversity and Complexity
- BFAM 5374 - Human Intimacy and Sexuality
- BFAM 5376 - Men in Contemporary Society
- BFAM 5378 - Personal and Family Finances
- BFAM 5380 - Christian Counseling: The Skilled Helper
- BFAM 5382 - Counseling Families in Crisis
- BFAM 5384 - Couple, Family, and Church Assessments

Doctorate

Ph.D. in Biblical Studies

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

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

Admissions Policies for PhD in Biblical Studies

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

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

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

Application Procedures

KGST processes applications only after receiving all required materials. The Office of Graduate Enrollment will notify the applicant when the file is complete, and the applicant should assume that the application is incomplete until notified that is complete.

Admission is granted only for the term indicated on the application. Application materials submitted to the Office of Graduate Enrollment are the property of Faulkner University and remain in possession of the university. The KGST director and a select admission committee will evaluate all application materials. For admission to the PhD in Biblical Studies program, an applicant must complete the following tasks:

- Completed graduate application
- Earn a biblical-studies master's degree from an accredited institution.
- 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.
- Arrange delivery of official transcripts, from all the colleges and universities attended, directly from the school to Faulkner's Office of Graduate Enrollment. Hand-delivered copies, photocopies, unofficial copies, and printouts of grade reports are not acceptable.
- 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.
- Submit a goals statement of approximately 1500 words specifying the applicant's degree-related goals and stating ways in which the PhD from the Kearley Graduate School of Theology will contribute toward achieving those goals. Include in this goals statement: (1) background preparation for the degree, (2) basis for the choice of the KGST, (3) spiritual and academic goals, (4) impact of the degree sought on finances and personal, employment, and family time. Obtaining a score of 40 or above qualifies the applicant for an interview with the PhD faculty.
- Submit a copy of a graduate research paper or thesis previously accepted in a graduate-level biblical studies program
- Participate in an interview with the dean, KGST director, and the graduate committee. The dean, director, and KGST committee may elect to forego interviews on a case-by-case basis.
- Receive approval for admission from the KGST director.

A student whose first language is not English must demonstrate English competency as discussed in the University's graduate catalog.

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 number is: 334 386-7140. Fax number is 334 386-7413.

To receive full consideration for the start date you applied for please submit all admission requirements by the posted deadline:

- Spring Semester - October 15th
- Fall Semester - June 15th

Conditional and Provisional Admission

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

Academic Policies

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

Class Attendance and Participation

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

Faculty-Student Communication

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

Transfer Credit

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

transfer credit also must have maintained a 3.0 GPA and must complete at least 50% of coursework with the KGST PhD program.

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

Student Load

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

Course Grades

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

Academic Standing, Probation, and Suspension

Academic Standing

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

Probation

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

Suspension

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

a student on suspension any time the student earns a grade below C. A suspended student who wishes to resume the program must petition the KGST director.

The procedure is as follows:

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

Research Languages

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

Satisfying the Language Requirements

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

Suggested Language Courses through Other Institutions

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

For more information visit the following URLs:

Liberty University

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

German Reading Proficiency: GRP_FY20_001

Direct any additional questions to Liberty University.

The University of Wisconsin-Madison

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

French course URL:

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

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

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 be able to:

1. Translate and analyze the original languages of the biblical text.
2. Translate and analyze the languages of scholarly research.
3. Interpret the biblical text.
4. Contextualize the biblical text in the process of interpretation.
5. Defend original, scholarly research in the field of biblical studies.
6. Apply scholarship and course content to the life of the church.

Master of Philosophy

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

Dissertation Policies and Procedures

Pass/Fail Dissertation Modules

The PhD degree plan includes five dissertation modules, one of which (RD 9025) serves as a continuation of the dissertation process for students who may need extra time, for completion of

the dissertation. Each module has specific requirements. A faculty member assigns a grade of Pass or Fail for each dissertation module. A student who fails a dissertation module must retake that module. If a student fails a dissertation module a second time, the program director suspends the student from the PhD program. A suspended student who wishes to resume the program must petition the director of the KGST. The procedure is as follows.

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

Defense and Acceptance of Dissertation

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

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

In order to graduate with a PhD in Biblical Studies, a student must: earn a cumulative GPA of at least 3.0 on all course work attempted for the degree, earn at least a B in each course required for the degree, successfully pass one 6-hour exam and two 3-hour exams covering the courses taken, successfully defend the required dissertation, and complete the PhD program within a time limit of ten calendar years from initial admission.

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

The Registrar's Office normally mails diplomas within two weeks after graduation. Graduating PhD students indicate on their graduation applications whether or not they intend to participate in

the commencement program. Those who do choose not to participate in the spring commencement must also notify the director. Students will be invited to participate in an annual survey from KGST for five years after graduation. Their participation is strongly encouraged and aids in accreditation reports.

Course Instruction Formats

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

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

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

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

Online video recordings of all the student's live class lectures and collaborative sessions, available online, Class, notes, and materials, and lectures posted on the class web site,

Internet and Computer Requirements for Live Web Collaboration

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

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

Minimum Technical Requirements for Online Learning through KGST

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

- Personal computer- Smart phones, tablets (including iPads), and other mobile computing devices may not be able to perform all tasks necessary to participate fully in an online course.
- Operating system: Windows 7 or later, Mac OS X 10.10 or later, or Linux (Debian 7, Fedora 17, OpenSuSE 12.2, Ubuntu 12.04).
- Hardware- Processor: 1.5 GHz dual-core Intel Pentium 4; Intel Pentium 3; Athlon 64; Free RAM: 128 MB; Free disk space: 100 MB; Monitor: Color with a resolution of at least 800 x 600; Graphics card: 128 MB; Broadband network adapter; 100% Sound Blaster compatible sound card and speakers.
- Broadband Internet access- DSL, cable, not "dial up"; WiFi or mobile (e.g., 3G, 4G) connections are not recommended for taking examinations, participating in video conferences, or engaging in other activities that require especially stable connections.
- Web browser- Google Chrome or Mozilla Firefox (current stable release); Apple Safari and Internet Explorer users may experience difficulties with some learning management systems or other web components.

PhD Comprehensive Examination Qualifications and Procedures

To qualify for the Comprehensive Examination,

1. A student must have completed 43 hours of required courses. These include three foundation courses, six core courses, and six textual seminars.
2. The student must register for BI 9046 Comprehensive Examination for Doctor of Philosophy.
3. The Comprehensive Examination will consist of three written tests, administered over a three- day period.
4. Professors who taught the student will evaluate student responses to questions about the subjects that they taught to the student.
5. Faculty evaluate the student's overall response to the Comprehensive Examination by grading it as "Pass" or "Fail."
6. A student who fails the exam must retake the questions missed.
7. A student may retake the exam as early as agreed upon by the Director, the faculty involved, and the student, up to the end of the following semester.
8. A student who fails the exam a second time may not retake the exam without the approval of the Director.
9. 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

Comprehensive Examination

0 semester hours (1 course, 0 hours)

- BI 9046 - Comprehensive Examination for Doctor of Philosophy

Foundation Courses

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

- BI 7100 - Introduction to Postgraduate Biblical Studies
- BI 7301 - Biblical Scholarship and Christian Ministry
- BI 7310 - Advanced Studies in Biblical Hermeneutics

Core PhD Courses

18 hours (six courses, 3 hours each)

- BI 7312 - Advanced Studies in Biblical Backgrounds
- BI 7316 - Advanced Studies in Biblical Theology
- BI 7318 - Advanced Studies in Religious History
- BI 8311 - Advanced Studies in Restoration Theology
- BI 8313 - Advanced Studies in Biblical Languages
- BI 8320 - Advanced Studies in Biblical Textual Criticism

Biblical Languages Proficiency Exams

0 semester hours (3 courses, 0 hours each)

- BI 9040 - Biblical Language Proficiency Exam: Hebrew/Aramaic
- BI 9042 - Biblical Language Proficiency Exam: Greek
- BI 9044 - Secondary Language Proficiency Exam

Elective Textual Seminars

18 semester hours (six courses, 3 hours each)

- OT 8320 - Seminar in the Wisdom Literature
- OT 8322 - Seminar in the Historical Literature
- OT 8324 - Seminar in the Major Prophets
- OT 8326 - Seminar in the Torah
- OT 8328 - Seminar in the Psalms
- OT 8330 - Seminar in the Minor Prophets
- NT 8321 - Seminar in the 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 General Epistles/Johannine Literature
- NT 8331 - Seminar in the Epistle to the Romans

Dissertation

12 semester hours (four units, 3 hours each)

- RD 9320 - Dissertation I
- RD 9321 - Dissertation II
- RD 9322 - Dissertation III
- RD 9025 - Dissertation Continuation
- RD 9323 - Dissertation IV

Total Hours - 55

Harris College of Business and Executive Education

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

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

Major

Executive Master of Business Administration

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

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

Program Design & Structure

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

Program Objectives for the Executive MBA

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

Admission to the Executive Master of Business Administration Program

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

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

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

Disenrollment and/or Administrative/Academic Withdrawal

Administrative and/or academic withdrawal

Administrative and/or academic withdrawal can be initiated by the Graduate Enrollment office, the MBA Department, the College of Business, Student Accounts, or the Registrar's Office as a consequence of a variety of issues. Examples include behavioral misconduct, lack of academic

performance, low GPA, academic performance that does not exhibit progress toward successful continuation of graduate study, exceeding the limit of two grades of "C" or lower within the program, lack of official transcripts, or any other reason that leads to an incomplete file, Financial Aid, or Student Accounts issues, etc. The list above is not exhaustive and only intended to illustrate certain scenarios.

Re-enrollment

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

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

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

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

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

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

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

Previous academic probation and/or disenrollment.

Re-taking Courses

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

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

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

Dual Enrollment

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

Withdrawal Policy

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

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

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

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

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

Attendance Policy for the Executive Master of Business Administration

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

Attendance in Online Courses

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

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

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

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

Academic Issues

Academic Appeal

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

The academic appeal process generally takes four (4) weeks.

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

Only after steps 1-3 have been completed, if the student so desires, the appeal can next be taken to the Vice President of Academic Affairs. Please be informed that the Vice President of Academic Affairs represents the final academic appeal for Faulkner University. Students not following the above protocol will be deemed as not abiding by the guidelines of their academic program at Faulkner University.

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

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

Academic Misconduct and Inappropriate Behavior

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

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

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

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

Consultation with Administration

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

Transferability of Executive MBA Credits or Applicability to Doctoral Programs

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

Graduation Requirements

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

Curriculum

Fall

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

Spring

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

Summer

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

Total Hours - 30

M.S. in Management

The Master of Science in Management (M.S.M.) is a graduate business program primarily designed to establish, promote, and enhance careers that revolve around management, statistical

and quantitative methodology for decision making, marketing, human resource management and various general business areas. The M.S.M. distinguishes itself with its innovative structure, curriculum, and schedule. It enables current and potential executives, managers, supervisors and other professionals to earn an accredited Master's degree in one year.

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

Program Design & Structure

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

Program Objectives

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

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

To develop understanding and appreciation for statistical and quantitative reasoning.

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

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

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

To prepare the manager for crisis management under varied circumstances.

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

Admission to the Master of Science in Management Program

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

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

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

Note: Previously completed graduate courses are not transferable.

Disenrollment and/or Administrative/Academic Withdrawal

Administrative and/or academic withdrawal

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

Re-Enrollment

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

Re-enrollment into the graduate program after a voluntary or involuntary withdrawal for any reason, including but not limited to, academic deficits pertaining to grade point average, withdrawal from the program, either voluntary or involuntary, poor academic performance with grades of C's, D's or F's, or any other reason leading to an inability to complete the program with proper academic sequence, is handled on a strictly case-by-case basis. Some cases/circumstances

will need to be reviewed by the Academic Director and the Dean before a decision can be made. The College of Business fully reserves the right to deny re-enrollment.

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

1. The academic standing of the student as reflected by GPA and overall performance.
2. The motivation of the student as determined by class presence (number and pattern of absences), timely submission of assignments and class participation.
3. Maturity, attitude, disposition and demeanor exhibited with faculty and staff of the M.S.M. program.
4. The length of time from last enrollment in the program (to allow completion within five years). If it has been more than one year since last enrollment, the student may be asked to re-apply to the program to ensure the most current information is on file.
5. Previous academic probation and/or disenrollment.

Retaking Courses

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

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

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

Dual Enrollment

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

Program Withdrawal Policy

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

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

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

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

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

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

Attendance Policy for the Master of Science in Management

Attendance for Online Courses

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

1. Each course consists of five weekly sessions. At the close of each scheduled online session, the professor will look at online usage logs to monitor attendance. The professor will determine whether or not the student has completed assigned tasks for that session and then mark the student as either present or absent from that session.
2. Students are required to regularly participate in all scheduled online activities, assignments, exams, etc. as specified in the course syllabus and/or on the course site. Partial or insufficient completion of a task is unacceptable and may be counted as an absence at the discretion of the professor.
3. A required assignment or discussion contribution may not be submitted before the timeframe begins (is opened and available on Canvas) or after the timeframe ends (is closed and unavailable on Canvas). No make-up work is allowed after the exam, assignment, discussion board window, etc. has closed and is no longer available in the course site.
4. Failure to attend a class, as described above, is subject to Faulkner University's online attendance policy. That policy is available in the Online Student Handbook Supplement,

which is found in the Policies area of the university's Resources Module in every Canvas course site. The manual is published and maintained by Faulkner Online.

5. A student who misses more than one session of any course may receive an automatic "F" in the course unless prior permission is obtained from the M.S.M. Director's office and appropriate documentation is provided concerning personal illness, family illness, death of family member, work, etc.
6. If a course contains a final exam, a student who misses the final exam for any reason may receive an automatic "F" in the course unless the student has prior approval from both the professor and the M.S.M. Director, and appropriate documentation is submitted.

Academic Issues

Academic Appeal

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

The academic appeal process generally takes four (4) weeks.

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

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

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

Academic Misconduct and Inappropriate Behavior

Academic misconduct includes but is not limited to plagiarism (including AI-generated content), falsification on tests and/or assignments, attempting to take credit for another's work, and abuse or inappropriate behavior toward an instructor, student, staff member, or administrator.

Inappropriate behavior includes disrespect for an instructor/administrator's authority, calling members of the administration at home with complaints, or any unprofessional behavior during an academic session. Aggressive and/or offensive communications with instructors, staff, administrators and/or fellow students will not be tolerated.

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

Consultation with Administration

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

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

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

Program Completion

Required Resource: Wall Street Journal Student Trial Subscription

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

Graduation Requirements

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

Courses

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

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

M.S.M. Course Requirements

- MSM 6320 - Organizational Behavior
- MSM 6321 - Business Analytics
- MSM 6322 - Personnel/HR Management
- MSM 6323 - Marketing Perspectives for Mgmt.
- MSM 6324 - Employment Law for Management
- MSM 6325 - Financial Management
- MSM 6326 - Ethics for Business & Mgmt.
- MSM 6327 - Global Business Perspectives
- MSM 6328 - Management Information Systems
- MSM 6329 - Integrative Business Perspectives

Total Semester Hours for the Program: 30

M.S. in Management with Business Analytics Emphasis

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

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

The MSM-with Emphasis is a five semester program designed for professionals who choose to complete the graduate degree at a less accelerated pace. This delivery method allows such

enhancements as face-to-face instruction in a residential environment, professional growth through internship opportunities.

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

Program Design & Structure

This five semester format is structured as follows:

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

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

Program Objectives

1. To prepare one for employment and advancement in a wide range of positions requiring graduate business education.
2. To cultivate one's knowledge and skills for management functions.
3. To develop understanding and appreciation for statistical and quantitative reasoning.
4. To enhance one's knowledge of current managerial practices and trends.
5. To augment one's skills in critical thinking and decision making for strategically positioning the institution or organization.
6. To strengthen one's capacity to be effective in human resource management through the understanding of skills essential for executive decision making.
7. To prepare the manager for crisis management under varied circumstances.
8. To develop one's awareness of group dynamics and organizational behavior.
9. To construct understanding and application of business and web analytics within an institution or organization.

Admission to the Master of Science in Management with Emphasis

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

International applicants will be required to submit additional documentation.

Note: Previously completed graduate courses are not transferable.

Disenrollment and/or Administrative/Academic Withdrawal

Administrative and/or academic withdrawal

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

Re-Enrollment

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

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

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

Retaking Courses

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

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

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

Dual Enrollment

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

Program Withdrawal Policy

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

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

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

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

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

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

Attendance Policy for the Master of Science in Management with Emphasis

Attendance for Online Courses

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

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

1. Students are required to regularly participate in all scheduled online activities, assignments, exams, etc. as specified in the course syllabus and/or on the course site. Partial or insufficient completion of a task is unacceptable and may be counted as an absence at the discretion of the professor.
2. A required assignment or discussion contribution may not be submitted before the timeframe begins (is opened and available on Canvas) or after the timeframe ends (is closed and unavailable on Canvas). No make-up work is allowed after the exam, assignment, discussion board window, etc. has closed and is no longer available in the course site.

3. Failure to attend a class, as described above, is subject to Faulkner University's online attendance policy. That policy is available in the Online Student Handbook Supplement, which is found in the Policies area of the university's Resources Module in every Canvas course site. The manual is published and maintained by Faulkner Online.
4. A student who misses more than one session of any course may receive an automatic "F" in the course unless prior permission is obtained from the MSM Director's office and appropriate documentation is provided concerning personal illness, family illness, death of family member, work, etc.
5. If a course contains a final exam, a student who misses the final exam for any reason may receive an automatic "F" in the course unless the student has prior approval from both the professor and the MSM Director, and appropriate documentation is submitted.
6. Attendance in any session of an Internship is comprised of participation in the activities approved as relevant to the Internship, recording of such participation, and timely reporting of Internship activities upon the due date at the close of the semester.

Academic Issues

Academic Appeal

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

The academic appeal process generally takes four (4) weeks.

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

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

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

Academic Misconduct And Inappropriate Behavior

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

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

Consultation with Administration

The Dean of the Harris College of Business and Executive Education is the Chief Academic Officer of the College of Business. Faulkner University is striving to make your 5 semesters in the MSM with Emphasis program productive, pleasant, and free from problems or frustrations. Occasionally, however, situations arise in which the student feels the need to have an individual consultation with the Academic Program Director or the Dean of the College of Business. In these situations, we request that you call and schedule an appointment. An appointment ensures that you will receive personal and uninterrupted attention. Please be assured these individuals are anxious to serve you and will meet with you at the earliest possible time. However, please do not call administrators at home as such calls constitute inappropriate behavior.

Transferability of MSM with Emphasis Credits or Applicability to Doctoral Programs

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

Program Completion

Required Resource: Wall Street Journal Student Trial Subscription

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

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

Graduation Requirements

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

Courses

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

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

Course Requirements

- MSM 6320 - Organizational Behavior
- MSM 6323 - Marketing Perspectives for Mgmt.
- MSM 6324 - Employment Law for Management
- MSM 6325 - Financial Management
- MSM 6326 - Ethics for Business & Mgmt.
- MSM 6329 - Integrative Business Perspectives

Business Analytics Emphasis Courses

- MSM 6331 - Quantitative Analysis
- MSM 6328 - Management Information Systems
- MSM 6321 - Business Analytics
- MSM 6332 - Web Analytics

MSM Internship Requirements

- MSM 6001 - MSME Internship 1
- MSM 6002 - MSME Internship 2
- MSM 6003 - MSME Internship 3
- MSM 6004 - MSM Internship 4
- MSM 6005 - MSME Internship 5

Total Program Semester Hours: 30

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

because it is integral to the program. To learn more about CPT, please contact intladmissions@faulkner.edu. **Students are required to obtain their own Internship.**

M.S. in Management with Data Science Emphasis

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

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

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

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

Program Design & Structure

This five semester format is structured as follows:

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

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

courses, graduation must be postponed until the courses in question are offered again and satisfactorily completed.

Program Objectives

1. To prepare one for employment and advancement in a wide range of positions requiring graduate business education.
2. To cultivate one's knowledge and skills for management functions.
3. To develop understanding and appreciation for statistical and quantitative reasoning.
4. To enhance one's knowledge of current managerial practices and trends.
5. To augment one's skills in critical thinking and decision making for strategically positioning the institution or organization.
6. To strengthen one's capacity to be effective in human resource management through the understanding of skills essential for executive decision making.
7. To prepare the manager for crisis management under varied circumstances.
8. To develop one's awareness of group dynamics and organizational behavior.
9. To construct understanding and application of business and web analytics within an institution or organization.

Admission to the Master of Science in Management with Emphasis

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

International applicants will be required to submit additional documentation.

Note: Previously completed graduate courses are not transferable.

Disenrollment and/or Administrative/Academic Withdrawal

Administrative and/or academic withdrawal

Administrative and/or academic withdrawal can be initiated by the Graduate Enrollment office, the M.S.M. Department, the College of Business, Student Accounts, or the Registrar's office as a consequence of a variety of issues addressed in the MSM-Emphasis Student Handbook. Examples include behavioral misconduct, lack of academic performance, low GPA, academic

performance that does not exhibit progress toward successful continuation of graduate study, exceeding the limit of two grades of "C" or lower within the program, lack of official transcripts, or any other reason that leads to an incomplete file, Financial Aid or Student Accounts issues, etc. The list above is not exhaustive and only intended to illustrate certain scenarios.

Re-Enrollment

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

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

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

Retaking Courses

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

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

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

Dual Enrollment

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

Program Withdrawal Policy

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

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

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

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

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

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

Attendance Policy for the Master of Science in Management with Emphasis

Attendance for Online Courses

Regular online participation is expected of all students and is essential for academic development. Class interaction through discussion threads and individual participation are such

vital parts of the course objectives that lack of participation negates the value of the course. The following policies and procedures are to be followed in regard to online courses:

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

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

Academic Issues

Academic Appeal

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

The academic appeal process generally takes four (4) weeks.

1. The appeal is first made to the instructor of the course.
2. If the student has further concerns, he/she may appeal (in writing) to the Program Director. The Director will investigate the student's concerns and respond.

3. If further appeal is required, the appeal should be made to the Dean of the Harris College of Business and Executive Education.
4. If the student wishes, the appeal can next be taken to the Vice President of Academic Affairs.
 1. Please be informed that the Vice President of Academic Affairs represents the final academic appeal for Faulkner University, ONLY AFTER steps 1 through 3 above have been completed, and only if the student so desires.

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

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

Academic Misconduct And Inappropriate Behavior

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

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

Consultation with Administration

The Dean of the Harris College of Business and Executive Education is the Chief Academic Officer of the College of Business. Faulkner University is striving to make your 5 semesters in the MSM with Emphasis program productive, pleasant, and free from problems or frustrations. Occasionally, however, situations arise in which the student feels the need to have an individual consultation with the Academic Program Director or the Dean of the College of Business. In these situations, we request that you call and schedule an appointment. An appointment ensures that you will receive personal and uninterrupted attention. Please be assured these individuals are anxious to serve you and will meet with you at the earliest possible time. However, please do not call administrators at home as such calls constitute inappropriate behavior.

Transferability of MSM with Emphasis Credits or Applicability to Doctoral Programs

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

Program Completion

Required Resource: Wall Street Journal Student Trial Subscription

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

Graduation Requirements

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

Courses

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

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

Course Requirements

- MSM 6320 - Organizational Behavior
- MSM 6323 - Marketing Perspectives for Mgmt.
- MSM 6326 - Ethics for Business & Mgmt.
- MSM 6328 - Management Information Systems
- MSM 6329 - Integrative Business Perspectives

Data Science Emphasis Courses

- MSM 6331 - Quantitative Analysis
- MSM 6351 - Data Management for Data Science
- MSM 6352 - Applied Data Science & Analysis
- MSM 6353 - Python for Data Science
- MSM 6354 - Data Visualization

MSM Internship Requirements

- MSM 6001 - MSME Internship 1
- MSM 6002 - MSME Internship 2
- MSM 6003 - MSME Internship 3
- MSM 6004 - MSM Internship 4
- MSM 6005 - MSME Internship 5

Total Program Semester Hours: 30

Students participate in Graduate Curriculum Practical Training (CPT) during their course of study. This is made possible through our internship each semester, as a Pass/Fail requirement, because it is integral to the program. To learn more about CPT, please contact [intladdmissions@faulkner.edu](mailto:intladmissions@faulkner.edu). **Students are required to obtain their own Internship.**

M.S. in Management with Information Technology Emphasis

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

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

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

A specially designed learning environment is used for online courses and components. A mandatory training exercise is provided online during the student's first few weeks in the program. The training covers concepts and pointers vital to success in the program, including

numerous details about access and navigation of the online platform for the MSM-with Emphasis.

Program Design & Structure

This five semester format is structured as follows:

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

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

Program Objectives

1. To prepare one for employment and advancement in a wide range of positions requiring graduate business education.
2. To cultivate one's knowledge and skills for management functions.
3. To develop understanding and appreciation for statistical and quantitative reasoning.
4. To enhance one's knowledge of current managerial practices and trends.
5. To augment one's skills in critical thinking and decision making for strategically positioning the institution or organization.
6. To strengthen one's capacity to be effective in human resource management through the understanding of skills essential for executive decision making.
7. To prepare the manager for crisis management under varied circumstances.
8. To develop one's awareness of group dynamics and organizational behavior.
9. To construct understanding and application of business and web analytics within an institution or organization.

Admission to the Master of Science in Management with Emphasis

1. Admission to the Master of Science in Management with Emphasis program requires that an applicant meet the following criteria:
2. Students must submit a completed graduate application.
3. Students are required to submit a resume including education and work experience.
4. Applicants must have a bachelor's degree from a regionally accredited college or university with a minimum GPA of 2.5 on a 4.0 scale.

5. Official copies of all transcripts must be received prior to consideration for admission and must be sent from each college or university attended directly to Graduate Enrollment at Faulkner University. Hand-delivered copies, photocopies, and printouts of grade reports are not acceptable. Any exceptions to the admissions criteria are considered by the M.S.M. Program Staff and the Administration of the Harris College of Business and Executive Education.

International applicants will be required to submit additional documentation.

Note: Previously completed graduate courses are not transferable.

Disenrollment and/or Administrative/Academic Withdrawal

Administrative and/or academic withdrawal

Administrative and/or academic withdrawal can be initiated by the Graduate Enrollment office, the M.S.M. Department, the College of Business, Student Accounts, or the Registrar's office as a consequence of a variety of issues addressed in the MSM-Emphasis Student Handbook.

Examples include behavioral misconduct, lack of academic performance, low GPA, academic performance that does not exhibit progress toward successful continuation of graduate study, exceeding the limit of two grades of "C" or lower within the program, lack of official transcripts, or any other reason that leads to an incomplete file, Financial Aid or Student Accounts issues, etc. The list above is not exhaustive and only intended to illustrate certain scenarios.

Re-Enrollment

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

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

1. In addition to the factors mentioned above, the Academic Director and the Dean may, at their discretion, consider factors including, but not limited to the following:
2. The academic standing of the student as reflected by GPA and overall performance.
3. The motivation of the student as determined by class presence (number and pattern of absences), timely submission of assignments and class participation.

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

Retaking Courses

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

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

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

Dual Enrollment

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

Program Withdrawal Policy

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

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

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

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

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

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

Attendance Policy for the Master of Science in Management with Emphasis

Attendance for Online Courses

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

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

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

5. If a course contains a final exam, a student who misses the final exam for any reason may receive an automatic "F" in the course unless the student has prior approval from both the professor and the MSM Director, and appropriate documentation is submitted.
6. Attendance in any session of an Internship is comprised of participation in the activities approved as relevant to the Internship, recording of such participation, and timely reporting of Internship activities upon the due date at the close of the semester.

Academic Issues

Academic Appeal

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

The academic appeal process generally takes four (4) weeks.

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

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

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

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

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

Consultation with Administration

The Dean of the Harris College of Business and Executive Education is the Chief Academic Officer of the College of Business. Faulkner University is striving to make your 5 semesters in the MSM with Emphasis program productive, pleasant, and free from problems or frustrations. Occasionally, however, situations arise in which the student feels the need to have an individual consultation with the Academic Program Director or the Dean of the College of Business. In these situations, we request that you call and schedule an appointment. An appointment ensures that you will receive personal and uninterrupted attention. Please be assured these individuals are anxious to serve you and will meet with you at the earliest possible time. However, please do not call administrators at home as such calls constitute inappropriate behavior.

Transferability of MSM with Emphasis Credits or Applicability to Doctoral Programs

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

Program Completion

Required Resource: Wall Street Journal Student Trial Subscription

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

Graduation Requirements

Successful completion of all coursework with a minimum GPA of 3.0 is required. No more than two grades of "C" and no grade lower than a "C" in the entire program of study will be allowed. All financial accounts must also be cleared by Students Accounts and/or Financial Aid offices in

order to receive a diploma. More information can be found in the M.S.M. with Emphasis Student Handbook.

Courses

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

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

Course Requirements

- MSM 6320 - Organizational Behavior
- MSM 6323 - Marketing Perspectives for Mgmt.
- MSM 6324 - Employment Law for Management
- MSM 6325 - Financial Management
- MSM 6326 - Ethics for Business & Mgmt.
- MSM 6329 - Integrative Business Perspectives

Information Technology Emphasis Courses

- MSM 6328 - Management Information Systems
- MSM 6341 - Information Systems Infrastructure
- MSM 6342 - Current & Emerging Technology
- MSM 6343 - Information Systems Security

MSM Internship Requirements

- MSM 6001 - MSME Internship 1
- MSM 6002 - MSME Internship 2
- MSM 6003 - MSME Internship 3
- MSM 6004 - MSM Internship 4
- MSM 6005 - MSME Internship 5

Total Program Semester Hours: 30

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

College of Education

The mission of Faulkner University's College of Education is to glorify God through the education of the whole person and the preparation of highly competent, professional, and socially committed elementary and secondary school educators who possess content,

pedagogical, and professional knowledge, who emphasize integrity of character, who use their gifts in the service of others, and who demonstrate professional competence and leadership in their field.

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

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

1. Fostering a Christ-like community of empathy, caring, friendliness, respect, openness, understanding and integrity to establish lives of professional service in facilitating learning.
2. Fostering the pursuit of cognitive, moral, emotional, physical, psychological and spiritual excellence for lives of professional service in facilitating learning.
3. Fostering the preparation of highly competent, professional, and socially committed elementary and secondary school educators and leaders for lives of professional service in teaching.
4. Fostering the pursuit of specialized training in content, pedagogical, and professional knowledge for lives of professional service. Fostering the infusion of values, integrity, and character across the curriculum, co- curricular experiences, and extra-curricular activities for lives of professional service in facilitating learning.
5. Fostering the development of educators who demonstrate dedication to their pupils' intellectual growth and overall well-being in lives of professional service in facilitating learning.
6. Fostering a desire to perpetuate the art and profession of teaching through lives of professional service in facilitating learning.
7. Fostering the lifelong pursuit of professional excellence, innovation, and collaboration in research and preparation of professionals for the highest levels of practice and service in diverse schools, organizations and communities.
8. It is the goal of the College of Education at Faulkner University to produce teachers who demonstrate the following:
 - a. High moral and ethical character, a by-product of their Christian commitment;
 - b. Honesty and integrity in all relationships, including school personnel, students, and the public;
 - c. Academic and professional competence, with careful attention to subject matter and teaching methods.

- d. Diligence in planning and evaluation of student performance;
- e. Respect for authority;
- f. Genuine interest in children and youth as evidenced in friendliness, firmness, patience, and sensitivity to individual needs;
- g. Willingness to go beyond minimum requirements.

College of Education Governance

Teacher Education Committee (TEC)

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

Teacher Education Committee Members

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

Unit Accountability

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

Admission Requirements for Graduate Programs

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

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

General Admission Requirements for Graduate Studies in the College of Education

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

Goals Statement

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

Recommendation Forms

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

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

Special Student Admission

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

Early Admission

Special early admission is available for undergraduate seniors with a cumulative GPA 3.0 who are within nine (9) semester hours of meeting the requirements for the bachelor's degree. The student is not considered a graduate student and may take no more than six (6) semester hours

preapproved by the Dean of the College of Education. Graduate courses taken by qualified undergraduates cannot be used for the bachelor's degree requirements. The same course cannot be taken for undergraduate as well as graduate credit. There must be as many hours of coursework appropriate to the curriculum as the unit requires in the teaching field of the state approved Class B program.

Teacher Education Program Admission

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

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

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

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

Time Limit

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

Any student who does not maintain continuous enrollment for two or more consecutive semesters will be required to reapply to the Graduate Program at Faulkner University. Upon

readmission to the Graduate Program, returning students will be required to complete the most recent ALSDE approved degree plan checklist.

Grading, Transcripts, and Transfer Hours

Faulkner University, by its mission statement, is well known as a Christian university. Each student should know, understand, and accept the academic expectations and policies of the University. Each student is personally responsible for meeting the different requirements for the Master's Degrees. The University reserves the right to adapt its programs and policies as may be necessary. Students with matters of concern should consult with the Dean of the College of Education.

Audit

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

Transfer Credits

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

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

Student Load

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

Advisement

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

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

Registration

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

Class Attendance

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

Class Attendance Policy

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

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

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

For clarity's sake with item 3, discussions of matters other than the course's subject matter would not count as participation, even if the student contacts the instructor to discuss them. Examples of topics whose discussion would not qualify a student as participating in a given course include:

plans about submitting assignments, requests for extensions on deadlines for assignments, notifications of illness, or inquiries about purchasing course materials. (Refer to the full Class Attendance Policy on pp. 43- 44.)

Academic Probation and Suspension

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

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

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

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

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

Behaviors That May Result in Temporary Suspension or Permanent Expulsion

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

Major

M.Ed. in Curriculum and Instruction

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

Admission Requirements

Goals Statement

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

Letters of Recommendation

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

Summary of Required Application Materials

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

Curriculum Requirements

The Master's of Education Curriculum and Instruction degree is a 32-hour program.

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

Course Schedules

The Master of Education Curriculum and Instruction degree offers course scheduling which will accommodate students who are full-time professionals and/or reside a considerable distance from

Montgomery. Five-week courses are offered fully online, with some field and clinical experiences in area schools. Students will take one class at a time. Students should check with an advisor in their program of study for specific program schedules.

Field and Clinical Experiences

Field and Clinical experiences are an important and integral part of any education program. Field experience hours are to be completed in prescribed education courses. The experiences will provide opportunities for candidates to develop the skills essential for classroom teachers and instructional leaders. Field experiences during courses will include planning and implementing instruction, observation, and interviews. All clinical experiences are designed to be community-based, service-oriented, and to promote the development of candidates' professional skills and dispositions.

Graduation Requirements

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

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

Programs of Study

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

Core Curriculum

- FED 6000 - Orientation to Teacher Education
 - FED 6301 - Ethics for Educators
 - FED 6322 - Curriculum Design & Instructional Methods
-
- PSY 6325 - Advanced Educational Psychology

OR

- EED 6328 - The Science of Learning
- FED 6349 - K-6 Classroom Management
- FED 6330 - Assessment for Teaching and Learning
- FED 6345 - Differentiated Instruction for Diverse Learners
- FED 6342 - Multicultural Education

Total Program Semester Hours: 12

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

Licensure and/or Certification Note

This program leads to licensure and or certification. For more information regarding licensure or certification in your state, please see the link below: <https://www.faulkner.edu/consumer-information/state-authorization/>

M.Ed. in Elementary Education

Policies for the Master of Education Alternative Class A Certification

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

Alternative Class A Degree

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

Admission Requirements

Degree

Completion of an undergraduate or graduate degree from an institutionally accredited institution with a cumulative GPA of 2.75 or higher, or a master's or higher degree with a GPA of at least

3.0. This GPA must be documented on the official transcript of the degree-granting institution and must be the GPA that was used as the basis for granting the degree, not a GPA that includes post-degree courses.

Candidates may also qualify with a cumulative GPA of 2.5-2.74 but must pass with a higher score on the Praxis II Multiple Subjects exam.

Individuals applying for Alternative Class A Elementary Education must have earned six hours of credit in each of the following: English Language Arts, Mathematics, Science, and Social Studies. Candidates must complete the six hours of English Language Arts. If the six hours of Mathematics, Science, or Social Studies are not complete, the applicant must pass the following Praxis subject assessments:

1. Praxis 5903 - Elementary Education Mathematics
2. Praxis 5904 - Elementary Social Studies
3. Praxis 5905 - Elementary Science

English Proficiency Test

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 can be submitted at [this link](#).

Summary of Required Application Materials

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

Curriculum Requirements

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

Course Schedules

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

Field and Clinical Experiences

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

Teacher Education Program Admission

Upon unconditional admission to the Alternative Class A Master's Program, candidates receive automatic admission to the Teacher Education Program.

Internship Entry Requirements

Candidates should apply for admission to the Internship Program by submitting a formal application by the announced deadline at the beginning of each fall and spring semester.

Application forms for admission into the Internship Program are available from the College of Education Office. All applicants must complete various deadlines throughout the rest of the semester of application culminating in a formal interview by the Certification Officer. All Candidates must submit their Internship Program application requirements to the Certification Officer of the College of Education for processing.

Demonstration of the following criteria must occur before the conclusion of the semester of application to Internship:

1. Submission of the Internship Application.
2. A minimum earned GPA of 3.25 in the following areas:
 1. Professional Studies Courses
 2. Teaching Field Courses
 3. Overall
3. Official passing test score results from the appropriate Praxis II Content test for all Alternative Class A candidates or required coursework and the Foundations of Reading Exam (190) must be on file with the College of Education.
4. Successful completion of the entire degree plan except the Internship and the Capstone experience.
5. Submission and approval of the required number of hours of documented clinical experiences showing completion of the requirements related to diversity.
6. Candidates who completed a special education survey course at another institution prior to admission into this program must take Faulkner University's special education and diversity courses (FED 6342 Multicultural Education or FED 6345 Differentiated Instruction for Diverse Learners).
7. Active membership in SAEA (or other education liability insurance).
8. Formal interview with the Certification Officer or the College of Education's Director of Graduate Studies.
9. Formal approval by the College of Education faculty members and the Teacher Education Committee.

Applicants who do not meet all the requirements will not receive approval. Any Teacher Candidates receiving a rejection of their application must reapply for the following eligible semester.

Graduation Requirements

The following requirements are necessary to complete the Alternative Class A program.

1. A minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education educator preparation program.

2. Completion of the required number of hours of clinical experiences.
3. Completion of all ALSDE Teacher Certification requirements, including a passing score on the AECAP exams, successful completion of edTPA, and all the proper paperwork (including fingerprinting and ALSDE background check).
4. Completion of all institutional requirements for graduation (i.e., filing proper forms with the Registrar's Office, clearance with the Financial Aid Office, and clearance with the Business Office). This includes an official transcript from a regionally accredited institution documenting the candidate's bachelor's degree.
5. Completion and final approval of the internship portfolio, which shows evidence of competencies and completion of the above requirements. The candidate's completed portfolio will hold all course artifacts.
6. Satisfactory ratings on dispositional forms from professors for each education course taken.

Certification

Upon program completion and successful ratings during the Internship, the candidate will apply for certification in the State of Alabama. For candidates seeking certification in two or more distinct teaching fields, there is an added internship experience requirement (such as physical education AND biology). Successful completion of an approved Teacher Education Program and satisfactory scores on the ALSDE Educator Testing requirement and the Praxis II exams qualify a candidate for a Class B Certificate. The application for Class B Certification is available from the College of Education during the Internship. The completed application, official transcripts from a regionally accredited institution documenting an earned bachelor's degree, a money order from the candidate in the amount of \$38 or online payment, and verification of successful completion of an approved Teacher Education Program (as described above in Graduation Requirements) are submitted by the College of Education to the ALSDE when all requirements have been satisfied.

Prior to the completion of the program (during the Internship semester), candidates will apply for graduation and can request an official transcript with degree confirmation.

Programs of Study

The M.Ed. (Alternative Class A Certification) consists of 45 semester hours. There is also a required one-week, zero-credit-hour orientation module. The College of Education will provide the ALSDE-approved checklist for the chosen program of study. Field experience hours are built into required education courses within the Teacher Education Program.

Professional Studies

- SFED 6345 - Differentiated Instruction for Diverse Learners

OR

- FED 6322 - Curriculum Design & Instructional Methods
- FED 6330 - Assessment for Teaching and Learning
- FED 6000 - Orientation to Teacher Education
- FED 6301 - Ethics for Educators
- FED 6349 - K-6 Classroom Management
- FED 6299 - Education Capstone
- EED 6328 - The Science of Learning

- EED 6699 - Internship in Elementary Education

OR

- EED 6398 - Practicum
- SFED 6342 - Multicultural Education

Teaching Field

- EED 6326 - Reading Skills and Comprehension
- EED 6332 - Teaching Elementary Language Arts
- EED 6336 - Teaching Elementary Social Studies
- EED 6341 - Teaching of Elementary Mathematics
- EED 6368 - Teaching Elementary Science
- EED 6140 - Health and PE for Children
- EED 6324 - Early Literacy Instruction

Licensure and/or Certification Note

This program leads to licensure and or certification. For more information regarding licensure or certification in your state, please see the link below: <https://www.faulkner.edu/consumer-information/state-authorization/>

M.Ed. in Secondary Education - English

Policies for the Master of Education Alternative Class A Certification

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

Alternative Class A Degree

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

Admission Requirements

Degree

For unconditional admission, the completion of an undergraduate or graduate degree from a regionally accredited institution with a cumulative GPA of 2.75 or higher or a master's or higher degree with a required GPA of at least 3.25, as documented on the official transcript of the degree-granting institution. This must be the GPA used to confer the degree; it cannot include any post-degree courses.

Candidates may also qualify with a cumulative GPA of 2.50 - 2.74, but must pass the prescribed Praxis subject assessment of the Alabama Educator Certification Assessment Program with a higher score than the state-required passing score.

An academic major or 30 semester hours (teaching field) and 18 semester hours (upper level) in an area included in Social Studies, and at least one course in each of the other listed areas in Social Studies (economics, geography, history, and political science).

English Proficiency Test

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 can be submitted at [this link](#).

Summary of Required Application Materials

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

Curriculum Requirements

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

Course Schedules

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

Field and Clinical Experiences

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

Teacher Education Program Admission

Upon unconditional admission to the Alternative Class A Master's Program, candidates receive automatic admission to the Teacher Education Program.

Internship Entry Requirements

Candidates should apply for admission to the Internship Program by submitting a formal application by the announced deadline at the beginning of each fall and spring semester.

Application forms for admission into the Internship Program are available from the College of Education Office. All applicants must complete various deadlines throughout the rest of the semester of application culminating in a formal interview by the Certification Officer. All Candidates must submit their Internship Program application requirements to the Certification Officer of the College of Education for processing.

Demonstration of the following criteria must occur before the conclusion of the semester of application to Internship:

1. Submission of the Internship Application.
2. A minimum earned GPA of 3.25 in the following areas:
 1. Professional Studies Courses
 2. Teaching Field Courses
 3. Overall
3. Official passing test score results from the appropriate Praxis II Content test for all Alternative Class A candidates or required coursework must be on file with the College of Education.
4. Successful completion of the entire degree plan except the Internship and the Capstone experience.
5. Submission and approval of the required number of hours of documented clinical experiences showing completion of the requirements related to diversity.
6. Candidates who completed a special education survey course at another institution prior to admission into this program must take Faulkner University's special education and diversity courses (FED 6342 Multicultural Education or FED 6345 Differentiated Instruction for Diverse Learners).
7. Active membership in SAEA (or other education liability insurance).
8. Formal interview with the Certification Officer or the College of Education's Director of Graduate Studies.

9. Formal approval by the College of Education faculty members and the Teacher Education Committee.

Applicants who do not meet all the requirements will not receive approval. Any Teacher Candidates receiving a rejection of their application must reapply for the following eligible semester.

Graduation Requirements

The following requirements are necessary to complete the Alternative Class A program.

1. A minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education educator preparation program.
2. Completion of the required number of hours of clinical experiences.
3. Completion of all ALSDE Teacher Certification requirements, including a passing score on the AECAP exams, successful completion of edTPA, and all the proper paperwork (including fingerprinting and ALSDE background check).
4. Completion of all institutional requirements for graduation (i.e., filing proper forms with the Registrar's Office, clearance with the Financial Aid Office, and clearance with the Business Office). This includes an official transcript from a regionally accredited institution documenting the candidate's bachelor's degree.
5. Completion and final approval of the internship portfolio, which shows evidence of competencies and completion of the above requirements. The candidate's completed portfolio will hold all course artifacts.
6. Satisfactory ratings on dispositional forms from professors for each education course taken.

Certification

Upon program completion and successful ratings during the Internship, the candidate will apply for certification in the State of Alabama. For candidates seeking certification in two or more distinct teaching fields, there is an added internship experience requirement (such as physical education AND biology). Successful completion of an approved Teacher Education Program and satisfactory scores on the ALSDE Educator Testing requirement qualify a candidate for a Class A Certificate. The application for Class A Certification is available from the College of Education during the Internship. The completed application, official transcripts from a regionally accredited institution documenting an earned bachelor's degree, a money order from the candidate in the amount of \$38 or online payment, and verification of successful completion of an approved Teacher Education Program (as described above in Graduation Requirements) are submitted by the College of Education to the ALSDE when all requirements have been satisfied.

Prior to the completion of the program (during the Internship semester), candidates will apply for graduation and can request an official transcript with degree confirmation.

Programs of Study

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

Field experience hours are built into required education courses within the Teacher Education Program.

Professional Studies

- SFED 6322 - Curriculum Design and Instructional Methods
- SFED 6349 - Secondary Classroom Management
- SED 6328 - The Science of Learning
- SFED 6330 - Assessment for Teaching and Learning
- SED 6301 - Ethics for Educators
- SED 6399 - Education Capstone
- SFED 6345 - Differentiated Instruction for Diverse Learners

or

- SFED 6342 - Multicultural Education

Teaching Field

- EH 6329 - Materials and Methods
- EH 6314 - Shakespeare in Print, Performance, and Practice
- EH 6346 - Adolescent Literature
- SED 6000 - Orientation to Teacher Education

Select 9 Hours From:

- EH 6302 - Rhetoric, Grammar, and Composition
- EH 6350 - Issues and Topics in the English Language
- EH 6361 - Selected Readings in British Literature
- EH 6362 - Selected Readings in American Literature
- EH 6390 - Directed Study

Internship

- SED 6699 - Internship in Secondary Education

OR

- EED 6398 - Practicum

AND

- SED 6399 - Education Capstone

Total Hours - 45

Licensure and/or Certification Note

This program leads to licensure and or certification. For more information regarding licensure or certification in your state, please see the link below: <https://www.faulkner.edu/consumer-information/state-authorization/>

M.S. in Clinical Mental Health Counseling

Program Mission

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

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

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

1. Students will demonstrate an understanding of the professional roles, responsibilities, and the ethical practice of the counselor.
2. Students will develop the skills, knowledge, and cultural sensitivity to work within a diverse society, including engagement in social justice and advocacy.
3. Students will apply their understanding of an individual's biological, social, and psychological development as a foundation of clinical practice.
4. Students will identify a variety of factors that contribute to client well-being and guide clients in their exploration of career development.
5. Students will integrate their knowledge of counseling theories and their ability to build rapport and develop a therapeutic alliance.

6. Students will demonstrate their understanding of the group process, as well as effective therapist characteristics.
7. Students will apply their knowledge of selecting, administering, and interpreting effective assessments.
8. Students will evaluate the efficacy of research relevant to the practice of clinical counseling.
9. Students will demonstrate the knowledge and skills needed to provide treatment for a broad range of mental health issues in a variety of settings.
10. Students will demonstrate their ability to ethically integrate spirituality in counseling.

Program Oversight

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

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

Master of Science in Clinical Mental Health Counseling Core Faculty

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

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

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

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

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

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

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

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

Admission Requirements

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

General Admissions Information

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

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

Academic Credentials

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

TOEFL (Test of English as a Foreign Language)

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

Goal Statement

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

- Purpose for pursuing the CMHC degree at Faulkner
- Relevant experience (work, volunteer, etc.)

- Respect of cultural differences
- Strategies for Self-Reflection and Self-Care
- Relevant Career Goals upon graduation

Recommendation Forms

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

Faculty Review

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

Summary of Required Application Materials

- **Admission Requirements**
- Completed graduate application for admission
- Bachelor's degree from a regionally accredited college or university
- Official transcripts from all colleges and universities attended
- Minimum GPA of 2.75 cumulative from undergraduate courses or 3.0 in graduate courses.
- Three recommendation forms
- Goal Statement (400 words) *The Goal Statement should be a least 400 words and include 1) a brief introduction, 2) how your previous experience and education has prepared you to be successful in the program, 3) your future goals as a counselor and 4) how this program will help you meet those goals.*
- Scores from the TOEFL (if applicable)

Special Student Admission

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

Conditional Admission

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

Course Curriculum Requirements

The Master of Science in Clinical Mental Health Counseling degree is a 61-semester hour online and on-campus program. The program utilizes a variety of online resources and tools for course management, conferencing, online discussions, student portfolios, assessment, evaluations, etc. Most of the courses in the program can be completed in the online courseroom environment. The Counseling Field Experience Course-COU 6390 - Counseling Practicum; COU 6695 - Internship in Counseling; COU 6596 - Clinical Training I; and COU 6597 - Clinical Training II- are exceptions. The two clinical training courses-**COU 6956 Clinical Training I** and COU 6597 - Clinical Training II-meet on Faulkner's Montgomery campus for face-to-face skills training and supervision once per semester. Supplemental online coursework is required in both Clinical Training experiences. The two placement experience courses-COU 6390 - Counseling Practicum (3 hours) and COU 6695 - Internship in Counseling (6 hours)-are designed to allow students to demonstrate the practical application of their counseling knowledge and skills in a true clinical setting. These training experiences require the student to complete supervised clinical experience at a site approved by the Clinical Coordinator. The Clinical Coordinator will seek to facilitate placement at an approved site in proximity to the student's residence. Given the breadth of the content areas, the clinical trainings, and the clinical experiences, the Master of Science in Clinical Mental Health Counseling degree provides a solid foundation to begin counseling as a professional.

Practicum Course

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

Internship Course

The internship course, COU 6695 - Internship in Counseling, will provide a more extensive experience and will build upon the skills learned in the practicum course. The students will be supervised by a licensed on-site counselor who has at least two years of counseling experience. The students will be required to complete 600 hours of supervised experience. Of the 600 hours, 240 hours must be in direct service. Meaning that the counselor-in-training and the client must be in face-to-face contact and physically present with each other in the session. The remaining 360 hours are considered indirect service and include, but are not limited to, case consultations, staff

meetings, chart reviews, etc. Sessions with clients are not required to be recorded as feedback and evaluation come directly from the site. Exceptions are made if the student is under remediation. Over the semester, students will complete assignments and discussions in the online classroom and meet at least one hour a week with their site supervisor. Further information concerning internship can be found the Internship Handbook.

Counselor Preparation Comprehensive Examination

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

Course Withdrawal and Incomplete Grades

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

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

Graduation Requirements

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

Licensure

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

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

Time Limit

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

Application for Degree

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

Transcripts

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

Audit

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

Transfer Credits

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

Units of Credit

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

Student Load

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

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

Advisement

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

Grade Point Average

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

Grade Reports

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

Class Attendance

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

Academic Review and Remediation

Should the student's GPA on the first six (6) hours of graduate work be below 3.0, he or she will be placed on academic probation. A student on academic probation will not be able to enroll for more than six more hours during any term in which the probation applies. The student on academic probation is required to achieve a 3.00 cumulative GPA by the time he or she has earned the next six (6) hours of graduate work. Failure to do so will result in suspension for the next regular term. A course in which the student has earned a grade of C or below may be repeated. In addition to maintaining an acceptable GPA, students are evaluated based on their

skills growth, knowledge and disposition (see below). Each disposition is measured at four different points in the Clinical Mental Health Counseling program. At the first and last points of evaluation the students are expected to self-assess. In the orientation course students are first introduced to expected dispositions and asked to rate themselves. Dispositions are evaluated at the student evaluation meeting after both Clinical Training experiences along with the Clinical Training Evaluation and are discussed in the follow up evaluation meetings with students. Dispositions are also measured at the end of student's practicum experience. Students are again asked to evaluate themselves and they are also evaluated by their University Supervisor meetings with students. Dispositions are also measured at the end of student's practicum experience. Students are again asked to evaluate themselves and they are also evaluated by their University Supervisor.

Dispositions Assessment Schedule

- COU 6000 - Graduate Program Orientation Student Self Assessment
- COU 6596 - Clinical Training I Faculty Assessment
- COU 6597 - Clinical Training II Faculty Assessment
- COU 6390 - Counseling Practicum Student Self-Assessment and Faculty Assessment

Eight Measures of Disposition

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

If at any point during the student's matriculation through the program the faculty concludes that the student's progress is unacceptable, a formal Remediation Plan may be required. The expectations for the Remediation Plan may vary by case but would typically include special projects related to the remediation issue, repeated coursework, or outside continuing education and/or participation in personal counseling. The Remediation Plan must be successfully completed for the student to progress to graduation.

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

1. Professors (online or ground classes) who have students who are not attending classes regularly or struggling academically in a course log into SOAR. The professors look up the student and answer a few questions to let us know what the issue is.

2. Once the referral (Send Alert) or non-attendance is submitted it generates an email that comes to OSS. We are the online student success advisors.
3. OSS reads through the information and follows up with the student.
4. Staff in the OSS office is trained as case managers and attempt to reach out to the student up to 3 times (via email and phone).
5. Once OSS staff communicate with students, they attempt to advise them on their potential options and help them get in touch with any resources or offices on campus that are appropriate. The OSS office will follow up with students as needed.

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

Personal Counseling Needs

Faulkner University makes personal counseling services available for all students. Services include individual and group counseling, outreach and workshops. They provide confidential counseling service for personal, emotional, social and mental health concerns. Services also include academic counseling (time management, study skills, test-taking and test anxiety) and Alcohol and Drug Education. Counseling is available by appointment and referrals are made to outside providers when necessary. Students who wish to pursue counseling after normal center hours or students who live a considerable distance from campus can utilize distance counseling services provided through the University by TimelyMD. The student will need to contact the University Counseling Center for a referral to TimelyMD. The University Counseling Center employs three master's level counselors. No faculty member associated with the Department of Graduate Counseling Programs is on staff at the University Counseling Center, though at times the counselors will assist faculty in skills training. University Counseling Center.
<https://www.faulkner.edu/departments/counseling-center/>

Field Placements

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

Professional Liability Insurance

Faulkner University provides professional liability insurance for each student during the program through the Healthcare Providers Service Organization (HPSO). Students are also required to purchase and maintain their own private insurance during Field Placement (Practicum and

Internship). This private liability insurance can typically be purchased at a much lower student rate through the American Counseling Association. Please reach out to your advisor with questions about purchasing liability insurance. You will not be allowed to complete practicum or internship hours or be at your site until you provide proof of your purchased counseling liability insurance.

Professional Behavior

Although the primary purpose of field placements is to assist you in the continued development and application of counseling skills, you are also an agent of the site. You are expected to operate under norms of the site. This includes being punctual, dressing appropriately, and presenting oneself professionally. As you continue the development of your professional identity, it is important to be aware of current issues and trends. You can learn a lot about the profession through contact with school counselors at your site, membership in ACA and ASCA and attendance at professional development workshops and seminars.

The Supervisory Relationship

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

The Recording Requirement

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

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

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

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

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

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

The Practicum Course

The practicum course will provide the first opportunity for students to practice the skills learned in previous course work to actual counseling situations. The students will be supervised by a master's level on-site school counselor who has at least two years of counseling experience and the course instructor. The students will be required to complete 100 hours of supervised experience. Of the 100 hours, 40 hours must be in direct service. Meaning that the counselor-in-training and the client must be in face-to-face contact and physically present with each other in the session. There have been some exceptions to in-person counseling due to Covid restrictions. With proper training and insurance coverage, students might be given approval to engage in telehealth counseling if it is used at the site placement. The continuation of the practice will be determined by guidance from the Alabama State Department of Education. The remaining 60 hours are considered indirect service and include, but are not limited to, case consultations, staff meetings, chart reviews, etc. Sessions with clients will be recorded for feedback and skills development. In a case where a student is not allowed to record counseling sessions, accommodations will be made for feedback and evaluation of progress. Over the 15 weeks of the

semester, students will complete assignments and discussions in the online classroom and meet at least one hour a week with their university and site supervisor. The practicum course will also meet 1 and ½ hours each week for class via Zoom.

The Internship Course

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

M.S. in Clinical Mental Health Counseling Core Courses

- COU 6310 - Counseling Theories
- COU 6320 - Life Span Development
- COU 6325 - Career and Guidance Counseling
- COU 6330 - Counseling Diverse Populations
- COU 6355 - Crisis Intervention in the Counseling Professions
- COU 6340 - Analysis of the Helping Relationship
- COU 6350 - Group Counseling
- COU 6360 - Measurement and Assessment
- COU 6365 - Research Methods
- COU 6380 - Diagnosis and Treatment
- COU 6370 - Integrations of Theology and Counseling
- COU 6375 - Legal and Ethical Issues
- COU 6390 - Counseling Practicum
- COU 6695 - Internship in Counseling
- COU 6596 - Clinical Training I
- COU 6597 - Clinical Training II

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

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

Total Hours Required for Graduation: 61

Licensure and/or Certification Note

This program leads to licensure and or certification. For more information regarding licensure or certification in your state, please see the link below: <https://www.faulkner.edu/consumer-information/state-authorization/>

M.S. in School Counseling

Program Mission

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

The Master of Education School Counseling Program prepares students to serve as professional school counselors. The degree is developed to meet the standards of the Alabama Department of Education and best practices of the profession outlined by the American School Counselor Association (ASCA) and the Council for Accreditation of Counseling, and Related Programs (CACREP) standards. Student preparation is provided through academic course work, and experiential learning opportunities during clinical training, observations, practicum, and internship. The following program objectives guide student

Program Oversight

The Master of Education in School Counseling program is in the Graduate Counseling Department under the College of Education. The Graduate Counseling Programs Department Chair and the School Counseling Program Director administer the program, including admissions and scheduling. Program oversight is led by:

Vice President of Academic Affairs - Dr. Dave Rampersad

Dean of College of Education - Dr. Sandy Ledwell

Department Chair of Graduate Counseling Program - Dr. Heath Willingham

Master of Education in School Counseling Faculty

Core Faculty

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

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

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

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

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

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

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

Certification Track Admission Requirements

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

Applications

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

Academic Credentials

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

Criminal Background Check

Applicants must complete and provide proof of a criminal background check as part of the admissions process. This is a requirement of the State Department of Education.

TOEFL (Test of English as a Foreign Language)

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

Goal Statement

Applicants must submit a statement of approximately 400 words specifying personal goals for their life and how earning a Master of Education in School Counseling at Faulkner University will contribute to those life goals.

Recommendation Forms

Applications must provide recommendations from three people unrelated to the applicant. Official recommendation forms are provided online at this link.

Proof of Teaching Experience

A Supplement EXP Form must be submitted to Faulkner University as proof of full-time, acceptable professional education work experience, as well as to the Alabama State Department of Education at the time of program application to verify the required one year of teaching experience.

Summary of Required Application Materials

1. Application form
2. Official copy of transcript(s)
3. Copy of Class A/ Class B teaching or educational support area certificate
4. Must hold a bachelor's degree from a regionally accredited college or university with a minimum GPA of 2.75 or 3.25 in graduate courses.
5. Criminal background check
6. If applicable, TOEFL Results
7. Goal Statement

8. Three Recommendations
9. Proof of teaching experience / Supplement EXP Form submitted to Alabama State Department of Education

Certification Track Completion Requirements

1. Completion of all coursework with a minimum 3.25 overall GPA with no grade below a C.
2. A practicum of at least 100 clock hours in a school-based setting, including a minimum of 40 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary, or secondary school students.
3. Candidates are expected to perform as demonstrated in a supervised early childhood/elementary or secondary school-based internship of at least 600 clock hours, begun subsequent to the completion of practicum and including 240 clock hours in direct service work with early childhood/elementary or secondary school students.
4. Must meet the Praxis II requirements for the program.
5. Successful completion of the master level special education course - if special education course was completed prior to unconditional admission to the school counseling program, students must take FED 6342 - Multicultural Education.

Curriculum Requirements

The Master of Education in School Counseling degree is a 60-hour on-line and on-campus hybrid program. The program utilizes a variety of on-line resources and tools for course management, conferencing, online discussions, student assignments, and assessments/evaluations, etc. These program tools include Canvas, Tevera, GoReact, and Zoom. Most of the courses in the program are completed in the on-line environment. The Counseling Field Experience Courses are an exception. The clinical training course, COU 6595 meets on Faulkner University's Montgomery campus for face-to-face skills training, supervision, and counseling topic sessions. COU 6595 also requires school counseling students to complete pre-practicum field experience in addition to their on-campus visit. The on-campus portion of COU 6595 is a four-day training that school counseling program students only attend once. The two clinical experience courses, COU 6390 - Counseling Practicum, and COU 6695 - Internship in Counseling, are designed to allow students to demonstrate practical application of their school counseling training in the school setting. There are four total courses that are linked to field experiences in the program. See the embedded chart outlining field experience progression in the program below. COU 6311 - Introduction to School Counseling provides school counseling students with their first field experience (observation, and school counselor interview) in the program, and after that the length and complexity of field experiences, and assignments increase with student program progression.

Faulkner University School Counseling Program Field Experience Progression Chart

Field Experience One - COU 6311 - Introduction to School Counseling

Field Experience Time Commitment: 8 hrs. (one hour interview with school counselor, and seven hours of observation in the school setting; with observation of at least three large group sessions in the classroom conducted by host school counselor.

The Field Experience Application Assignment (1) is designed to introduce the school counseling student to considerations related to meeting the needs of all students.

The School Counselor Interview and Professional Self-Reflection Paper is designed for students to consider what professional attributes are important to possess as a professional school counselor.

Students must seek diversity in school settings and in student populations served. School site choices are pre-approved by the school counseling program director to ensure diverse settings are chosen for each experience. Site diversity is documented on the field experience form and diversity in student population is documented and addressed in the field experience assignment (see documents in field experience folder).

Assignments connected to field experience:

- Field Experience Application Assignment
- School Counselor Interview and Professional Self-reflection Paper.

Field Experience Two - COU 6595 - Clinical Training for School Counseling

Field Experience Time Commitment at Site: 18 hours in the school setting (6 hours in elementary, middle, and high school settings.)

Students in the school counseling program complete the course, COU 6695 Clinical Training for School Counseling. This course provides training in individual and group work skills development on campus for four days. Students also have course work in Canvas to complete across the clinical training course semester. There is a field experience requirement in this course where students complete a field experience requirement in the elementary, middle, and high school setting for six hours in each of the three settings. These experiences are separate from the on-campus visit. Students are expected to find three schools for their field experiences where they will observe school counselors conducting large group for each of these settings. Students will respond to self-reflection prompts for all three settings that challenge them to consider differentiation of large-group counseling delivery in each of these settings. Then at one of the three schools the school counseling student will secure permission to co-lead one large group session with the school counselor on the day of the field experience. The student will develop a lesson plan based on the large group session topic and answer self-reflection questions related to the co-leading experience and meeting diverse student population needs. This assignment introduces the school

counseling student to diverse school settings and student populations, and the consideration and planning needed to meet all students' needs. This 2nd field experience takes place in the 2nd semester of the program.

Students must seek diversity in school settings and in student populations worked with in field experiences. School site choices are pre-approved by the school counseling program director to ensure diverse settings are chosen. Site diversity is documented on the field experience form and in the field experience assignment.

Assignment Connected to field experience:

- Field Experience Application Assignment
- Field Experience Form

Field Experience Three - COU 6390 COU 6390 - Counseling Practicum

Field Experience Time Commitment at Site: 100 hours

This is the first long-term field placement for students in the school counseling program. Students in this course complete 100 hours in a university approved school setting. This field experience consists of 40 hours of direct counseling service in individual counseling, large group, and small group counseling. Students must have direct counseling experiences in all three of these areas. Students receive three forms of supervision during the practicum experience: (1) individual supervision from a university supervisor (one hour weekly), (2) individual supervision from site supervisor (one hour weekly), and (3) group supervision class in Zoom 1 ½ hours weekly. These supervision experiences assist students in professional growth and counseling skills development. This third field experience takes place in the fourth semester in the program. Students must inform the school counseling program director prior to the practicum semester if they plan to do their practicum field experience in elementary or middle/high school. They must complete time in both settings. For example, if practicum is in the elementary setting, then internship would be in the middle/high school setting. This ensures students are prepared to work in all grade level configurations.

Students must complete at least 8 recorded sessions with clients or provide 8 1 session observation forms completed by the site supervisor if recording is not allowed. To record sessions, a permission to record form must be signed by a consenting client.

GoReact, an encrypted phone app is used to record sessions, and also provides university supervisors with access to the student recordings for the purpose of feedback related to counseling skills development.

Students must seek diversity in school settings and in student populations served. School site choices are pre-approved by the school counseling program director to ensure diverse settings are chosen.

Students in the practicum semester are required to develop a comprehensive school counseling plan based on their site placement, and the ASCA National Model, submit lesson plans, and self-reflect on their professional experiences in large group, small group, and individual counseling experiences.

Assignments Connected of field experience:

- School Counseling Plan
- Lesson Plan Submissions
- Large Group, and Small Group Experience Self-Reflections
- Students must pass the Praxis II (School Counseling) to be able to progress to Internship.

Field Experience Four- COU 6695 - Internship in Counseling

Field Experience Time Commitment 600 hours (240 direct counseling service hours, 360 indirect counseling service hours)

Internship in Counseling is a 600 hour intensive clinical experience in the school setting where school counselors-in-training complete 360 indirect counseling hours and 240 direct counseling hours. Direct counseling experiences include large group, small group, and individual counseling services. School counselors-in-training receive one and a half hours of weekly group supervision via Zoom from the course instructor, and one hour of individual supervision from their site supervisors. The cumulative project for this course is the Internship Final Project: School Counseling Intervention and Leadership Plan.

Students must seek diversity in school settings and in student populations served. School site choices are pre-approved by the school counseling program director to ensure diverse settings are chosen.

Assignment Connected to Field Experience:

- Internship Final Project
- Lesson Plan Submissions

Program Matriculation, Time Limits, and Completion Requirements

Students must complete the School Counseling program within 5 years of their first semester enrolled in courses and meet the following criteria to become a School Counselor in the State of Alabama:

1. At least a valid Class B Professional Educator Certificate in a teaching field, a valid Class A Professional Leadership Certificate, or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.
2. An official transcript from an institutionally accredited institution documenting an earned master's or bachelor's degree.
3. Meet Rule 290-3-3-.47(4) (b).
4. A minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved school counseling program.
5. A Practicum of at least 100 clock hours in a school-based setting, including a minimum of 40 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary or secondary school students.
6. A supervised elementary or secondary school-based internship of at least 600 clock hours, begun subsequent to the completion of the practicum and including a minimum of 240 clock hours in direct service work with early childhood/elementary and secondary school students.
7. Students must have experience in both the elementary, middle, and high school setting across their field experiences. Practicum and Internship should have one field experience in the elementary setting, and one in the secondary setting. (Ex. Practicum at an elementary school would then require the student to have internship experience in a secondary school setting.)
8. Must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP). A passing score is 159 or higher. The Praxis must be passed before the semester of internship.

Application for Degree

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

Academic Policies Pertaining to Grading, Transcripts, and Transfer Policies

Faulkner University, by its mission statement, is well known as a Christian university. Each student should know, understand, and accept the academic expectations as policies of the University. Each student is responsible for meeting the different requirements for the Master of Education in School Counseling Program. Students with matters of concern should consult with the Chair of the Department of Graduate Counseling.

Transcripts

Faulkner University has authorized Parchment to provide transcript ordering via the Web. You can order transcripts using any major credit card. Your card will only be charged after your order has been completed.

To order an official and/or unofficial transcript(s), go to [Parchment.com](https:// Parchment.com). The site will walk you through placing your order, including delivery options and fees. You can order as many transcripts as you like in a single session. A processing fee will be charged per recipient

Audit

Students are permitted to audit a course provided that there is room in the classroom and the number of auditors is not more than 20% of the class enrollment. A fee of \$300.00 per course is charged, but no credit is granted. With permission of the professor, a student may change his or her registration from credit to audit or audit to credit during the first three weeks of the semester. After this time, his or her options are to continue as registered or withdraw from the course.

Transfer Credits

A student who has earned graduate credit in a master's program from other institutions will be evaluated by the graduate counseling program committee to ascertain courses which can be applied to Faulkner's program. Students from an institutionally accredited institution may transfer a maximum of 12 semester hours for four courses into the Master of Education in School Counseling program. The director of the school counseling program must approve transfer hours.

Units of Credit

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

Student Load

Full-time load: For academic purposes, a student enrolled for six graduate semester hours is classified as a full-time student in the master of school counseling program.

Maximum Load

Maximum Load: No student may register for more than four courses per semester. The only exception is the first semester of the program which requires four 3 hour courses, and the 1 hour school counseling orientation course.

Advisement

The Chair of the Graduate Counseling Program will assign an advisor to provide the student with assistance in planning for his or her program, with registration and with evaluation of his/her progress. The advisor should approve each semester's schedule and any changes made or for seeking written approval of any exceptions. It is the student who bears responsibility for directing his or her progress through the program.

Grade Point Average

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

Grade Reports

Final grade reports will be posted on-line. The student should review low grades promptly with his or her advisor. Official notice of academic honors, probation, or suspension will be reported by the Registrar's Office.

Class Attendance

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

Good Academic Standing

Students must maintain a minimum GPA of 3.25 in all courses in the Alabama State Board of Education approved school counseling program.

Academic Review and Remediation

Should the student's GPA on the first six (6) hours of graduate work be below 3.0, he or she will be placed on academic probation. A student on academic probation will not be able to enroll for more than six hours during any term in which the probation applies. The student on academic probation must achieve a 3.00 cumulative GPA by the time they have earned the next six hours of graduate work. Failure to do so will result in suspension for the next regular term. A course in which the student has earned a grade of C or below may be repeated. In addition to maintaining an acceptable GPA, students are evaluated based on their skills growth, knowledge and disposition (see below). Each disposition is measured at 3 different points in master of education school counseling program. At the first and last points of evaluation the students are expected to self-assess. In the orientation course students are first introduced to expected dispositions and asked to rate themselves. Dispositions are evaluated by core faculty at the student evaluation meeting following the Clinical Training experience. The evaluation feedback from this faculty evaluation is shared in follow up meetings with students who attended clinical training. Dispositions are also measured at the end of student's practicum experience. Students are again asked to evaluate themselves and they are also evaluated by their University Supervisor.

Dispositions Assessment Schedule

- COU 6100 - Orientation to School Counseling Student Self Assessment
- COU 6596 - Clinical Training for School Counseling Faculty Assessment

- COU 6390 - Counseling Practicum Student Self-Assessment and Faculty Assessment

Eight Measures of Disposition

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

If during the student's matriculation through the program the faculty concludes that the student's progress is unacceptable, a formal Remediation Plan may be required. The expectations for the Remediation Plan may vary by case but would typically include special projects related to the remediation issue, repeated coursework, or outside continuing education and/or participation in personal counseling. The Remediation Plan must be successfully completed for the student to progress to graduation.

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

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

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

School Counseling Specific Program Checkpoints

Spring Semester (Year 1)

Clinical Training I

- At the conclusion of Clinical Training for School Counseling, students are evaluated by the core faculty based on their skills, knowledge, and professional dispositions (see above). A letter is sent to students in need of support and/or a remediation plan.

Fall Semester (Year 2)

Counseling Practicum

- Mid-term Evaluation Form
- Final Evaluation Form
- Hours Log
- Passing Score on School Counselor Praxis II required for matriculation to internship experience as well as satisfactory completion of course work and site hours.

Spring Semester (Year 2)

Internship

- Mid-term Evaluation Form
- Final Evaluation Form
- Hours Log

Academic Monitoring

If a student's GPA drops below a 3.25, a letter is sent to them offering support and/or remediation.

Program Requirements

- COU 6100 - Orientation to School Counseling
- COU 6310 - Counseling Theories
- COU 6311 - Introduction to School Counseling
- COU 6320 - Life Span Development
- COU 6325 - Career and Guidance Counseling
- COU 6330 - Counseling Diverse Populations
- COU 6335 - Child and Adolescent Counseling
- COU 6350 - Group Counseling
- COU 6360 - Measurement and Assessment
- COU 6375 - Legal and Ethical Issues
- COU 6385 - Substance Abuse Counseling
- COU 6355 - Crisis Intervention in the Counseling Professions
- COU 6595 - Clinical Training for School Counseling

Survey of Special Education Course: (3 hours)

(If course was taken for prior level certification, another approved diversity course is required.)

- FED 6345 - Differentiated Instruction for Diverse Learners

OR

- FED 6342 - Multicultural Education

Additional Courses (6 hours):

- FED 6380 - Action Research
- COU 6380 - Diagnosis and Treatment

Electives (Choose One): (3 hours)

- COU 6315 - Marriage and Family Theory
- COU 6370 - Integrations of Theology and Counseling
- COU 6345 - Counseling in the Community
- COU 6340 - Analysis of the Helping Relationship

Practicum for School Counseling (3 hours) and Internship: (9 hours)

- COU 6390 - Counseling Practicum
- COU 6695 - Internship in Counseling

Total Hours Required for Graduation: 60

Licensure and/or Certification Note

This program leads to licensure and or certification. For more information regarding licensure or certification in your state, please see the link below: <https://www.faulkner.edu/consumer-information/state-authorization/>

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 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.

English Proficiency Score

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

Goals Statement

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

Recommendation Forms

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

Official recommendation forms can be at [this link](#).

Summary of Required Application Materials

1. Completed Application
2. Official transcripts from all schools attended
3. Must hold a valid bachelor's degree from an institutionally accredited college or university in Elementary Education
4. Personal statement of lifetime goals (250 words)
5. Three (3) recommendations
6. A current Alabama Class B in Elementary Education K-6

Curriculum Requirements

The Master of Education Degree leading to Class A Elementary Certification is a 32-hour program with 12 hours in core courses and 20 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. 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

The Teacher Education Program admission date is the same as the unconditional admission date to the University.

Graduation Requirements

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

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

Certification

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

Programs of Study

The M.Ed. (Class A Certification) consists of 32 semester hours with the following breakdown: 4 three-hour core courses (12 hours total) and 20 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 - K-6 Classroom Management

OR

- FED 6342 - Multicultural Education
- FED 6322 - Curriculum Design & 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 of Elementary Mathematics
- EED 6368 - Teaching Elementary Science
- EED 6380 - Action Research

Licensure and/or Certification Note

This program leads to licensure and or certification. For more information regarding licensure or certification in your state, please see the link below: <https://www.faulkner.edu/consumer-information/state-authorization/>

College of Health Sciences

The College of Health Sciences (CHS) is Faulkner's newest and fastest-growing academic unit. CHS was initiated in August 2018 with the opening of the first health science program, a Master of Science and Master of Arts in Speech-Language Pathology. The Master of Science in Physician Assistant Studies opened in October 2020, the Doctor of Physical Therapy opened in August 2021, and the Doctor of Occupational Therapy accepted its first cohort in August of 2022. All graduate degree programs in CHS are designed to lead to professional licensure to practice in the healthcare system as competent, compassionate, Christian healthcare providers.

Mission

The mission of Faulkner University's College of Health Sciences is to train competent and compassionate healthcare professionals who use current knowledge and best practices to glorify God by being the hands and feet of Christ to the community.

Major

M.A. in Speech-Language Pathology

Graduate Offerings

The Master of Arts and Master of Science degree in Speech-Language Pathology prepares students for clinical and supervisory positions as speech language pathologists (SLPs) in healthcare and education. Through skillful leadership and individualized instruction, graduate students develop competency as speech-language pathologists and are prepared to:

- Assess and treat individuals with a wide range of communication disorders and feeding and swallowing disorders.
- Counsel families, educators and other professionals on how to interact effectively with children and adults who use sign language, hearing aids, augmentative communication systems or similar supportive technology, alternate means of feeding/nutrition, and tracheostomies.
- Work collaboratively with school and medical interdisciplinary teams.

The graduate program offers 2 tracks, the Master of Arts (online and on-ground) and the Master of Science (only on-ground). The academic and clinical requirements are identical for both tracks. The MA program will culminate with an evidence-based practice portfolio in which the student delves into the existing literature and learns to apply it in clinical cases, and comprehensive exam. The MS will culminate with a thesis in which the student conducts a publishable research study and is required to present it at a reputable conference, per thesis chair discretion. Candidates who are interested in pursuing the thesis option must meet with a potential thesis advisor to determine whether the thesis is a viable option for the student. Candidates who complete the thesis option will also be required to submit the final thesis for presentation at a conference at the discretion of the Thesis Supervisor. Graduates of both tracks must pass the national Praxis Examination in order to become licensed, certified SLPs. However, this exam is not a requirement for graduation.

Program Goals

In order to fulfill our mission and achieve our vision, the SLP program has set the following goals:

1. Prepare students to become "generalist" clinicians with the knowledge and skills to competently manage diverse caseloads.
2. Teach students to become "scientist" clinicians who apply the principles of EBP to every patient. Train students to serve others by using the knowledge and skills they have acquired.
3. Maintain student outcome data for timely graduation, Praxis passing score rate, and employment within 1 year of graduation at 85% or above.

Admission Requirements

- CSDCAS Application
- Letter of Introduction - submitted through CSDCAS; the letter should answer the following prompt: In 1-2 pages, explain what inspired you to pursue a career in speech-language pathology. Share any relevant academic and clinical experiences that have prepared you for this field and describe why you think our program is a great fit for your personal and professional goals.
- Official academic transcripts from all previously attended institutions- submitted through CSDCAS
- Academic transcript indicating an earned bachelor's degree from a regionally accredited institution - submitted through CSDCAS
- Evidence of successful completion of academic coursework in the following areas:
 1. Statistics
 2. Biological science
 3. Physical science (physics or chemistry)
 4. Social/behavioral science
- Completion of a CSD/SLP undergraduate degree or completion of leveling program/coursework from an accredited institution that includes instruction in:
 1. Normal language development
 2. Phonetics
 3. Anatomy and physiology of speech and hearing
 4. Speech science
 5. Phonological and articulation disorders
 6. Language disorders
 7. Audiology

For more information, please contact:

Graduate Enrollment
Faulkner University

Graduate Admissions
5345 Atlanta Highway
Montgomery, AL 36109-3398
334-386-7343
CHSAdmissions@faulkner.edu

Financial Aid

Faulkner's Financial Aid Office is happy to assist you with financing your education.

Seat Deposit

Upon admission to the on-ground/online Master's SLP program, students will be required to pay a \$500 deposit to secure their seat in the cohort for that year. This deposit is **non-refundable**. The seat deposit is due no later than April 15th, unless the student is admitted after this date.

Faulkner began offering leveling courses in Fall 2023. Each course is offered in a 8-week fully online format, but it is only offered once per year. For leveling courses, you can apply [HERE](#).

Essential Functions Document

All applicants are required to sign and submit the Essential Functions document as a part of the application packet. Access the Essential Functions document [here](#).

Steps to Apply

Complete Faulkner Online Application Complete CSDCAS application Send official copies of transcripts from each university attended to CSDCAS Submit your personal Letter of Introduction and Essential Functions through CSDCAS Three letters of recommendation (at least 1 must be from academic faculty) - submitted through CSDCAS. *Program may waive the requirement for academic faculty recommendation for online. Qualified applicants will undergo an interview via teleconference.

For additional information, contact CHSAdmissions@faulkner.edu

Leveling courses required for students with a major other than CSD or SLP

normal language development phonetics anatomy and physiology of speech and hearing speech science phonological and articulation disorders language disorders audiology statistics a biological science a physical science (physics or chemistry) a social/behavioral science

International Students

In addition to the above admission requirements, the MA/MS SLP program requires the following items from international students:

TOEFL 100 iBT score or IELTS 7.5 overall score for applicants whose native language is not English
Affidavit of Support for each individual source of funding
Bank Statements that support each source of funding
Copy of Valid Passport

****All SLP pre-requisite courses and statistics must be taken within 10 years of the admission cycle year unless the applicant has been working in the field of SLP. All courses must be from an accredited institution.**

Cumulative Undergraduate GPA of 3.0 or higher and SLP GPA of 3.0 or higher as calculated by CSDCAS. Three letters of recommendation (at least 1 must be from academic faculty) - submitted through CSDCAS. *Program may waive the requirement for academic faculty recommendation for online. Completed 25 guided Observation Hours signed by an ASHA Certified SLP, who is qualified to supervise. Completion of the Supplemental Information, Attestations, and Essential Functions Form. <https://www.faulkner.edu/supplemental-information-attestations-and-%20essential-functions-form/> Interview as determined by admissions committee.

**** Upon admission to the on ground/online Master's SLP program, students will be required to pay a \$500 deposit to secure their seat in the cohort for that year. This deposit is non-refundable.**

Additional Requirements

The holistic evaluation process includes a review of both academic and nonacademic factors. No one factor guarantees admission into the program. These include leadership activities, community service, advanced education, and patient care experiences. Students are strongly encouraged to spend time observing speech pathologists in various practice settings in order to gain an understanding of the profession. Both observation hours and employment in a clinical facility will be considered.

Graduation Requirements

- Completion of all courses with a "B" or higher and an overall GPA of 3.0 or higher
- Minimum of 375 clinical clock hours (plus 25 guided observation hours under an ASHA certified SLP who has the ability to supervise)
- All coursework must be completed at Faulkner; no transfer credit is allowed.
- Passing grade on Thesis (MS track) or EBP Portfolio (MA track)
- Passing score on Comprehensive Exam (MA track only)
- Passing grade on SLO 5 Portfolio
- Meet ASHA's Standards I-V for CCC-SLP per the Standards for CCC-SLP Tracking Form

Degree Plan

Fall 1

- SLP 6320 - Advanced Speech Sound Disorders

- SLP 6351 - Neurogenic Disorders I
- SLP 6280 - Research Methods
- SLP 6360 - Dysphagia - Adults
- SLP 6391 - Clinical Methods and Practicum I

Spring 1

- SLP 6352 - Neurogenic Disorders II
- SLP 6310 - Advanced Child Language Disorders
- SLP 6330 - Voice and Resonance Disorders
- SLP 6365 - Dysphagia - Pediatric
- SLP 6392 - Clinical Methods and Practicum II

Summer 1

- SLP 6205 - AAC
- SLP 6215 - Autism and Social Communication
- SLP 6270 - Aural Habilitation & Rehabilitation
- SLP 6240 - Fluency Disorders
- SLP 6393 - Clinical Methods and Practicum III

Fall 2

- SLP 6991 - Internship- Pediatric

OR

- SLP 6992 - Internship- Adult
- SLP 6381 - Research Experience in Speech Language Pathology I
- SLP 6101 - Praxis II - SLP Preparation

Spring 2

- SLP 6991 - Internship- Pediatric

OR

- SLP 6992 - Internship- Adult
- SLP 6382 - Research Experiences in Speech Language Path II
- SLP 6120 - Professional and Contemporary Issues in SLP

Total Hours Needed to Graduate 66 hours

Licensure and/or Certification Note

This program leads to licensure and or certification. For more information regarding licensure or certification in your state, please see the link below: <https://www.faulkner.edu/consumer-information/state-authorization/>

M.S. in Physician Assistant Studies

Graduate Offerings

The MS in PAS consists of 116 semester hours of coursework (beyond the baccalaureate degree) taught in seven sequential semesters. Program hours are a combination of didactic courses and supervised clinical practice experiences (SCPEs) to ensure students gain both knowledge and skills to become practicing clinicians. All courses are designed to meet the standards delineated by ARC-PA.

Students enter the program as a cohort. Each cohort progresses through the first four semesters together in lock step, completing 68 hours of didactic coursework in on-ground courses. In the last three semesters, students will rotate through 45 weeks of supervised clinical practice experiences (SCPEs) which will expose them to patients across the lifespan, covering acute, chronic, and emergent settings.

Graduates must pass the national licensing exam, called the PANCE, in order to become licensed physician assistants.

Program Goals

In order to fulfill our mission and achieve our vision, the PAS program has set the following goals:

1. Prepare students with the knowledge and skills necessary to deliver health care to diverse, underserved populations.
2. Train compassionate healthcare providers in a Christian environment to address the physical, mental, emotional, and spiritual needs of individuals in the communities where they live and work.
3. Model commitment to lifelong learning and professional development.
4. Train and graduate students with the knowledge and skills to be successful entry-level practitioners.
5. Promote graduates to be active in personal and professional organizations in order to be advocates for the PA profession.

Admission Requirements

Timeline for 2025 - 2026 Admission Cycle

April 24, 2025 CASPA Opens

Priority Admissions Deadline*

July 31, 2025

(App must be verified in CASPA by this date to qualify for Round 1 Interviews and Priority admissions.)

August 2025

Priority Admissions Interviews

August-September
2025

Priority Admissions Offers

Application Deadline

September 1, 2025

(App must be verified in CASPA by this date for Round 2 - 3 Interviews)

September 2025

Round 2 Interviews

October 2025

Round 3 Interviews

October-November
2025

Rounds 2 and 3 Interview Offers

Late Application Deadline

April 1, 2026

(App must be verified in CASPA by this date to qualify for review if seats are still available.)

*Applicants qualifying for priority admissions:

- Faulkner legacy candidates (Graduate of Faulkner University or completion of at least half of prerequisite courses at Faulkner)
- Applicants of schools that have an Articulation Agreement with Faulkner University for PA studies
- Applicants with a cumulative GPA of 3.75 or greater
- Applicants demonstrating missional alignment

PA Studies Admissions Procedures:

The program utilizes **CASPA** for application verification. Once an application is verified in CASPA, the CHS Graduate Admissions Coordinator sends the required Faulkner University Supplemental Form which includes the Technical Standards Attestation to the applicant. Upon completion, the CHS Admissions Coordinator marks the applicant as "Ready to Be Reviewed" in CASPA.

"Ready to Be Reviewed" applications are reviewed by one or more members of the PA Program's Admissions Committee. The reviewer assigns a score using an admissions pre-screening rubric, which is based on the admissions requirements and enhancements listed on the program's website. Based on the pre-screening rubric, qualifying applicants will be offered an interview (in-person or virtual option) while seats remain available. All interview panels include

program faculty and may also include community providers and Faulkner employees from other CHS graduate programs. Interviewers use a standard rubric to evaluate the interview.

Following the interviews, the total points from the admissions pre-screening rubric will be added to the applicant's interview rubric score and applicants will be ranked according to total score. The admissions committee will then meet to review rankings and discuss any additional insights gained from the interviews. Based on the comprehensive review, the Admissions committee decides to accept, deny, or place the applicant on a waitlist.

The final decision is communicated to the applicant via CASPA.

Program Minimum Application Requirements:

1) Official transcripts submitted via CASPA from every accredited United States College or University attended, or from a university outside of the United States with verified US equivalency.

- Courses completed at Faulkner University do not require official transcripts to be requested.
- Transcripts must provide evidence of earned or pending bachelor's degree from a regionally accredited United States University or from a university outside of the US with verified US equivalency.
- Transcripts must provide evidence of all required prerequisite coursework.
- Up to 2 prerequisite courses may be in progress at the time of application if they are successfully completed (with a letter grade of C or better while maintaining minimum GPA requirements of ≥ 3.0) by August 1st of the matriculation year.
- Accompanying labs are not considered in progress prerequisite courses.
- Medical Terminology, if not yet completed, may be in progress in addition to the 2 prerequisite courses.
- At the discretion of the Admissions Committee, comparable courses completed during a terminal health related degree may be considered in lieu of undergraduate prerequisite courses.

2) GPA Requirements:

- Undergraduate Cumulative GPA: ≥ 3.0

(The admissions committee may factor in health-related post-baccalaureate and graduate degree work GPA to determine cumulative GPA.)

- Overall Science GPA: ≥ 3.0
- Last 60 hrs. GPA ≥ 3.0

**GPAs are taken as determined by CASPA. It is the applicant's duty to ensure that GPAs are accurately reflected in CASPA.*

3) Minimum grade of 'C' in each prerequisite course.

4) Three Letters of Recommendation

- No relatives
- At least one letter must be from an MD, DO, NP, or PA.
- At least one letter must be from a supervisor or professor.
- Recommenders should be able to speak to the skill, knowledge, professionalism, work ethic, or unique qualifications of the applicant.
- Letters of recommendation are evaluated based on strength of recommendation.

5) Personal Statement

- Personal statements are evaluated based on quality of writing, demonstration of program missional alignment, and demonstration of motivation to pursue PA education or the PA profession.

6) Minimum of 200 Direct Patient Care Hours (Documented in CASPA)

- Patient Care Experiences are those in which you are directly responsible for a patient's care. For example, prescribing medication, performing procedures, directing a course of treatment, designing a treatment regimen, actively working on patients as a nurse, paramedic, EMT, CNA, phlebotomist, physical therapist, dental hygienist, etc.

https://help.liasonedu.com/CASPA_Applicant_Help_Center/Filling_Out_Your_CASPA_Application/CASPA_Supporting_Information/2_Experiences

- Click here to view Faulkner PA Studies Ranking Guide for Patient Care Experience

7) Submission of Faulkner PA Supplemental Form which includes technical standards attestation.

Additional Requirements for International Students:

Applicants submitting prerequisite courses and/or a bachelor's degree from a university outside

of the United States must provide a certified, translated transcript from NAIA Inc. or World Education Services that specifically states the US equivalent course(s) and/or degree.

Applicants whose native language is not English are required to take an examination of their English language ability. The test required is the Test of English as a Foreign Language (TOEFL), and a minimum score of 550 is required on the paper-based test and 213 on the computer-based test. On the computer-based TOEFL, we require a total score of 80 with 20 on each section (listening, speaking, reading and writing).

Prospective and current international students are responsible for staying informed of the United States Department of Homeland Security and regulations for the International Student and Exchange Visitor Program (SEVP). It is your responsibility to obtain your visa, file your I-901 form and pay the mandatory SEVIS fee, and make any necessary travel arrangements.

*Only international students with a valid immigration student status of F-1 will be permitted to register.

Applicants may enhance their application by demonstrating any of the following:

- Missional Alignment with Faulkner University
 - - Those who are of Christian Faith
 - - Additional enhancements will be given to those who are a member of the church of Christ as Faulkner University is affiliated with the churches of Christ.
- Faulkner Legacy Student, defined as one of the following:
 - Previous degree from Faulkner
 - - Completion of at least half of prerequisite coursework at Faulkner
- Excellence in Undergraduate Cumulative, Overall Science, and Last 60-hour GPAs.
- Completion of any of the following additional science coursework with a letter grade of B or higher:
 - - Immunology
 - - Genetics
 - - Pathophysiology

- - Biochemistry
- - Physics
- - Cell Biology
- - Organic Chemistry
- More than 200 Direct Patient Care Hours
- PA Shadowing Hours
- Military Service
- First Responder
- Leadership experience in a healthcare profession
- Advanced Degree in Health-Related Studies (Ex: Master's in Public Health)

Matriculation Requirements

Once candidates have been offered a seat in our program, there are several requirements that must be met prior to matriculating in the Fall. All acceptances are contingent upon satisfactory completion of the following requirements. Acceptance letters will provide detailed instructions for each item listed below.

1. **Seat Deposit:** Once an offer is extended, the candidate will be required to pay a non-refundable seat deposit of \$1,000 in order to reserve their seat.
2. **Prerequisites / Bachelor's Degree:** If any prerequisites were in progress at the time of application, the candidate will be required to submit official transcripts to verify successful completion. If a bachelor's degree is pending at the time of application, the candidate will be required to submit official transcripts showing degree conferral. All items must be completed by August 1st of the matriculation year.
3. **Criminal Background Check and Drug Screen:** The PA Program will set up an account for the candidate to complete a criminal background check and drug screen. The candidate will be responsible for the cost of the background check and drug screen. Unsatisfactory results will result in forfeiture of the candidate's seat.
4. **Health Insurance** - All students must maintain a valid major medical insurance policy while registered at Faulkner University. This includes classes during the didactic and clinical phases of the program.

5. **Physical Examination** - Candidates must have a comprehensive physical examination performed by their healthcare provider to demonstrate that the student is free of any physical or mental impairment(s) which may pose a potential risk to him/herself or to patients or which may interfere with the performance of clinical responsibilities.
6. **Immunizations** - All students are required to maintain immunizations that are recommended by the CDC for healthcare workers. These include: hepatitis B, influenza, COVID-19 (or exemption), measles/mumps/rubella (MMR), varicella (chickenpox), meningococcal, and tetanus/diphtheria/pertussis (Tdap).

For any additional questions, please contact CHS Admissions: chsadmissions@faulkner.edu

Graduation Requirements

- Successful completion of all courses
- Minimum of 1,200 clinical hours.

Student Load

A student in the MS PAS program is considered full time when registered for six (6) or more credit hours. However, due to the lockstep nature of this program, the hours taken each semester must reflect those assigned to the degree plan.

Degree Plan

Semester 1 (Fall):

- PAS 5500 - Human Anatomy with Lab (3:4)
- PAS 5410 - Foundations of Health and Disease I
- PAS 5210 - Professional Development I
- PAS 5211 - Clinical and Technical Skills I
- PAS 5111 - Clinical and Technical Skills Lab I
- PAS 5112 - Pharmacology I

Total Hours Semester 1: 15

Semester 2 (Spring):

- PAS 5215 - Clinical Neuroanatomy for PAS
- PAS 5220 - Foundations of Health and Disease II
- PAS 5120 - Professional Development II
- PAS 5221 - Clinical and Technical Skills II
- PAS 5121 - Clinical and Technical Skills Lab II
- PAS 5113 - Clinical Medicine - Dermatology
- PAS 5122 - Clinical Medicine - Hematology
- PAS 5233 - Clinical Medicine - Infectious Disease
- PAS 5244 - Clinical Medicine - Pulmonology

- PAS 5455 - Behavioral Medicine and Social Sciences
- PAS 5123 - Pharmacology II

Total Hours Semester 2: 19 hours

Semester 3 (Summer):

- PAS 5230 - Foundations of Health and Disease III
- PAS 5130 - Professional Development III
- PAS 5231 - Clinical and Technical Skills III
- PAS 5131 - Clinical and Technical Skills Lab III
- PAS 5160 - Clinical Medicine - EENT
- PAS 5270 - Clinical Medicine - Neurology
- PAS 5280 - Clinical Medicine - MSK/Rheumatology
- PAS 5490 - Clinical Medicine - Cardiology/ECG
- PAS 5128 - Geriatric Medicine
- PAS 5132 - Pharmacology III

Total Hours Semester 3: 17 hours

Semester 4 (Fall):

- PAS 5240 - Foundations of Health and Disease IV
- PAS 5140 - Professional Development IV
- PAS 5241 - Clinical and Technical Skills IV
- PAS 5141 - Clinical and Technical Skills Lab IV
- PAS 5260 - Clinical Medicine - Gastroenterology
- PAS 5125 - Clinical Medicine - Urology
- PAS 5133 - Clinical Medicine - Nephrology
- PAS 5143 - Clinical Medicine - Endocrinology
- PAS 5250 - Clinical Medicine - Women's Health
- PAS 5217 - Pediatrics
- PAS 5142 - Pharmacology IV
- PAS 5089 - Didactic Summative Seminar
- PAS 5100 - Clinical Phase Preparation

Total Hours Semester 4: 17 hours

Semesters 5, 6, 7 (Clinical Rotations):

- PAS 6508 - Women's Health
- PAS 6509 - Behavioral and Mental Health
- PAS 6510 - Elective I
- PAS 5150 - Professional Development V
- PAS 6503 - Internal Medicine
- PAS 6501 - Pediatrics

- PAS 6502 - Family Medicine
- PAS 5161 - Professional Development VI
- PAS 6511 - Elective II
- PAS 6505 - Emergency Medicine
- PAS 5170 - Professional Development VII
- PAS 5099 - Summative Seminar
- PAS 6514 - Surgery

Total Hours Semester 4: 48 hours

**SCPE courses may be taken in any combination and sequence throughout the clinical year.*

**Professional Development (PD) courses will be taken in numerical order with one PD course per semester.*

Curriculum	Total Credit Hours
Didactic	68
Clinical	48
Overall	116

M.S. in Speech-Language Pathology

Graduate Offerings

The Master of Arts and Master of Science degree in Speech-Language Pathology prepares students for clinical and supervisory positions as speech language pathologists (SLPs) in healthcare and education. Through skillful leadership and individualized instruction, graduate students develop competency as speech-language pathologists and are prepared to:

- Assess and treat individuals with a wide range of communication disorders and feeding and swallowing disorders.
- Counsel families, educators and other professionals on how to interact effectively with children and adults who use sign language, hearing aids, augmentative communication systems or similar supportive technology, alternate means of feeding/nutrition, and tracheostomies.
- Work collaboratively with school and medical interdisciplinary teams.

The graduate program offers 2 tracks, the Master of Arts (online and on-ground) and the Master of Science (only on-ground). The academic and clinical requirements are identical for both tracks. The MA program will culminate with an evidence-based practice portfolio in which the student delves into the existing literature and learns to apply it in clinical cases, and comprehensive exam. The MS will culminate with a thesis in which the student conducts a publishable research study and is required to present it at a reputable conference, per thesis chair discretion. Candidates who are interested in pursuing the thesis option must meet with a potential thesis advisor to determine whether the thesis is a viable option for the student. Candidates who complete the thesis option will also be required to submit the final thesis for presentation at a

conference at the discretion of the Thesis Supervisor. Graduates of both tracks must pass the national Praxis Examination in order to become licensed, certified SLPs. However, this exam is not a requirement for graduation.

Program Goals

In order to fulfill our mission and achieve our vision, the SLP program has set the following goals:

1. Prepare students to become "generalist" clinicians with the knowledge and skills to competently manage diverse caseloads.
2. Teach students to become "scientist" clinicians who apply the principles of EBP to every patient. Train students to serve others by using the knowledge and skills they have acquired.
3. Maintain student outcome data for timely graduation, Praxis passing score rate, and employment within 1 year of graduation at 85% or above.

Admission Requirements

- CSDCAS Application
- Letter of Introduction - submitted through CSDCAS; the letter should answer the following prompt: In 1-2 pages, explain what inspired you to pursue a career in speech-language pathology. Share any relevant academic and clinical experiences that have prepared you for this field and describe why you think our program is a great fit for your personal and professional goals.
- Official academic transcripts from all previously attended institutions- submitted through CSDCAS
- Academic transcript indicating an earned bachelor's degree from a regionally accredited institution - submitted through CSDCAS
- Evidence of successful completion of academic coursework in the following areas:
 1. Statistics
 2. Biological science
 3. Physical science (physics or chemistry)
 4. Social/behavioral science
- Completion of a CSD/SLP undergraduate degree or completion of leveling program/coursework from an accredited institution that includes instruction in:
 1. Normal language development
 2. Phonetics
 3. Anatomy and physiology of speech and hearing
 4. Speech science
 5. Phonological and articulation disorders
 6. Language disorders
 7. Audiology

****All SLP pre-requisite courses and statistics must be taken within 10 years of the admission cycle year unless the applicant has been working in the field of SLP. All courses must be from an accredited institution.**

- Cumulative Undergraduate GPA of 3.0 or higher and SLP GPA of 3.0 or higher as calculated by CSDCAS.
- Three letters of recommendation (at least 1 must be from academic faculty) - submitted through CSDCAS. *Program may waive the requirement for academic faculty recommendation for online.
- Completed 25 guided Observation Hours signed by an ASHA Certified SLP, who is qualified to supervise.
- Completion of the Supplemental Information, Attestations, and Essential Functions Form. <https://www.faulkner.edu/supplemental-information-attestations-and-%20essential-functions-form/>
- Interview as determined by admissions committee.
- **** Upon admission to the on ground/online Master's SLP program, students will be required to pay a \$500 deposit to secure their seat in the cohort for that year. This deposit is non-refundable.**

International Students

In addition to the above admission requirements, the MA/MS SLP program requires the following items from international students:

- TOEFL 100 iBT score or IELTS 7.5 overall score for applicants whose native language is not English
- Affidavit of Support for each individual source of funding
- Bank Statements that support each source of funding
- Copy of Valid Passport

For additional information, contact **CHSAdmissions@faulkner.edu**

Leveling courses required for students with a major other than CSD or SLP

- normal language development
- phonetics
- anatomy and physiology of speech and hearing
- speech science
- phonological and articulation disorders
- language disorders
- audiology
- statistics
- a biological science
- a physical science (physics or chemistry)
- a social/behavioral science

Faulkner began offering leveling courses in Fall 2023. Each course is offered in a 8-week fully online format, but it is only offered once per year. For leveling courses, you can apply [HERE](#).

Essential Functions Document

All applicants are required to sign and submit the Essential Functions document as a part of the application packet. Access the Essential Functions document [here](#).

Steps to Apply

1. Complete Faulkner Online Application
2. Complete CSDCAS application
3. Send official copies of transcripts from each university attended to CSDCAS
4. Submit your personal Letter of Introduction and Essential Functions through CSDCAS
5. Three letters of recommendation (at least 1 must be from academic faculty) - submitted through CSDCAS. *Program may waive the requirement for academic faculty recommendation for online.
6. Qualified applicants will undergo an interview via teleconference.

For more information, please contact:

Graduate Enrollment
Faulkner University
Graduate Admissions
5345 Atlanta Highway
Montgomery, AL 36109-3398
334-386-7343
CHSAdmissions@faulkner.edu

Financial Aid

Faulkner's Financial Aid Office is happy to assist you with financing your education.

Seat Deposit

Upon admission to the on-ground/online Master's SLP program, students will be required to pay a \$500 deposit to secure their seat in the cohort for that year. This deposit is **non-refundable**. The seat deposit is due no later than April 15th, unless the student is admitted after this date.

Additional Requirements

The holistic evaluation process includes a review of both academic and nonacademic factors. No one factor guarantees admission into the program. These include leadership activities, community service, advanced education, and patient care experiences. Students are strongly encouraged to spend time observing speech pathologists in various practice settings in order to

gain an understanding of the profession. Both observation hours and employment in a clinical facility will be considered.

Graduation Requirements

- Completion of all courses with a "B" or higher and an overall GPA of 3.0 or higher
- Minimum of 375 clinical clock hours (plus 25 guided observation hours under an ASHA certified SLP who has the ability to supervise)
- All coursework must be completed at Faulkner; no transfer credit is allowed.
- Passing grade on Thesis (MS track) or EBP Portfolio (MA track)
- Passing score on Comprehensive Exam (MA track only)
- Passing grade on SLO 5 Portfolio
- Meet ASHA's Standards I-V for CCC-SLP per the Standards for CCC-SLP Tracking Form

Degree Plan

Fall 1

- SLP 6320 - Advanced Speech Sound Disorders
- SLP 6351 - Neurogenic Disorders I
- SLP 6280 - Research Methods
- SLP 6360 - Dysphagia - Adults
- SLP 6391 - Clinical Methods and Practicum I

Spring 1

- SLP 6352 - Neurogenic Disorders II
- SLP 6310 - Advanced Child Language Disorders
- SLP 6330 - Voice and Resonance Disorders
- SLP 6365 - Dysphagia - Pediatric
- SLP 6392 - Clinical Methods and Practicum II

Summer 1

- SLP 6205 - AAC
- SLP 6215 - Autism and Social Communication
- SLP 6270 - Aural Habilitation & Rehabilitation
- SLP 6240 - Fluency Disorders
- SLP 6393 - Clinical Methods and Practicum III

Fall 2

- SLP 6991 - Internship- Pediatric

OR

- SLP 6992 - Internship- Adult
- SLP 6381 - Research Experience in Speech Language Pathology I
- SLP 6101 - Praxis II - SLP Preparation

Spring 2

- SLP 6991 - Internship- Pediatric

OR

- SLP 6992 - Internship- Adult
- SLP 6382 - Research Experiences in Speech Language Path II
- SLP 6120 - Professional and Contemporary Issues in SLP

Total Hours Needed to Graduate: 66 hours

Licensure and/or Certification Note

This program leads to licensure and or certification. For more information regarding licensure or certification in your state, please see the link below: <https://www.faulkner.edu/consumer-information/state-authorization/>

Doctorate

Doctor of Health Sciences (DHSc)

Program Mission

The mission of Faulkner University is to glorify God through education of the whole person, emphasizing integrity of character in a caring, Christian environment where every individual matters every day. The mission of Faulkner University's College of Health Science is to train competent and compassionate healthcare professionals who use current knowledge and best practices to glorify God by being the hands and feet of Christ to the community.

Program Goals

The goals of the program are to prepare doctoral level health science professionals to:

1. Advance quality healthcare through novel research (SLOs 1, 2, and 4)

2. Promote interprofessional evidence based practice (SLOs 4 and 5)
3. Assume leadership roles in academic and clinical settings (SLOs 3 and 4)

Program Student Learning Outcomes

Graduates of the interdisciplinary DHSc program will be able to:

- Identify, appraise, synthesize, and ethically apply existing high-quality literature
 - HS 8301, HS 8302, HS 8304, HS 8305, HS 8306, HS 8309, HS 8311
- Design, conduct, and analyze an original and ethical applied research project
 - HS 9301, HS 9302, HS 9303, HS 9304, HS 9305
- Articulate ethical decision-making, global thinking, and leadership skills in the roles of researcher, administrator, clinician, and/or educator
 - HS 8302, HS 8306, HS 8307, HS 8310
- Apply effective written and oral communication skills to function in academic and clinical environments
 - HS 8301, HS 8302, HS 8305, HS 8306, HS 8307, HS 8308, HS 8310, HS 8311
- Collaborate on multidisciplinary teams to engage in effective inter-professional

Admission Requirements

Prospective students who wish to enroll in the Doctor of Health Sciences program at Faulkner University must meet the following admissions requirements:

1. Graduate degree from an accredited institution in health sciences or a related field with a minimum 3.0 GPA
2. Official, unopened transcripts from all prior higher education institutions
3. Full resume with relevant education and professional experience
4. A letter of intent summarizing career goals, reasons for pursuing a Ph.D. in health sciences from Faulkner University, and research interest areas
5. Three letters of recommendation from former professors and professional supervisors
6. Completed graduate application
7. If you are applying for the traditional program you must provide an acceptable documentation of English proficiency on a standardized test.
 - Students from countries where English is not the native language are required to submit an acceptable score on either the TOEFL , Academic IELTS (International English Language Testing System) examination, or Duolingo English Test.
 - Official TOEFL, IELTS or Duolingo score reports are required for admission to the undergraduate and the graduate programs and may be ordered from Educational Testing Services (ETS), IELTS, or Duolingo. The TOEFL code number for Faulkner University is 1034.
 - The minimum requirements for admission on the TOEFL are 500 (on the paper test), 173 (on the computer-based test), 61 (on the internet-based test), IELTS: 5.5 or higher, or Duolingo English Test: 90 or higher.

Graduation Requirements

To graduate from the DHSc HS program, students must have successfully completed the program with:

1. A grade point average of 3.0 or higher.
2. No more than 3 "C" grades and no grade of "D" or "F" in the entire program of study.
 - a. Unacceptable examples include, but are not limited to:
 - i. *If a student earns a fourth course grade of "C" or any grade of "D" or "F", the student may have 1 opportunity to re-take the course and replace the grade. The student may not re-take a course a third time, or re-take 2 different classes to replace grades.
3. Earn a "pass" on the final capstone (this includes the written document and the capstone presentation).
4. No holds on any financial accounts. All financial accounts must be cleared by the Student Accounts and/or Financial Aid offices prior to receiving a diploma.

Students must complete the process of applying for graduation in order to have their degree conferred and receive a diploma.

Degree Plan

Fall

- HS 8301 - Evidence-Based Practice
- HS 8302 - Bioethics in Clinical Practice and Research
- HS 8311 - Mixed Methods Research

Spring

- HS 8304 - Clinical Statistics
- HS 8305 - Quantitative Research Methods
- HS 8306 - Leadership in Healthcare and Academia
- HS 8307 - Health Promotion and Disease Prevention

Summer

- HS 8308 - Grants and Publication
- HS 8309 - Qualitative Research Methods
- HS 8310 - Instructional Methods for Health Professionals

Capstone Phase

- HS 9307 - Capstone 1
- HS 9308 - Capstone 2

Total Hours: 36

Doctor of Occupational Therapy (OTD)

Program Mission

To glorify God by preparing students to become occupational therapists who exhibit excellence in clinical practice, research, and servant leadership in order to holistically treat patients and serve communities in which they live and work.

Program Vision

To earn a reputation as a leading contributor to the field of occupational therapy by graduating exceptional occupational therapists who have a heart for service, advancing the field through the development of distinguished faculty members, promoting academic and professional excellence through academic research, and serving the local community through exemplary therapy services.

Program Goals

In order to achieve our mission and fulfill our vision, the OT program has set the following program goals:

1. Teach students to apply research skills and the principles of evidence-based practice in order to provide relevant, quality services to all patients.
2. Train students to engage in inter-professional practice and the integration of faith into clinical practice to serve the community with holistic healthcare services.
3. Prepare graduates to be servant-leaders in their communities and professionals of integrity by promoting the values and ethics of occupational therapy.
4. Provide a quality academic experience that results in retention and graduation rates of 80% or above for each cohort.
5. Graduate students with the knowledge and skills necessary to achieve a pass rate on the National Board for Certification in Occupational Therapy Examination (NBCOT) at or above 80% within twelve (12) months of graduation.
6. Produce competent therapists, as evidenced by an OTR employment rate within twelve (12) months of graduation at or above 80%.

Student Learning Outcomes

In order to fulfill the intent to teach students via implementation of the experiential learning theory, the program developed the following Student Learning Outcomes (SLOs):

1. Synthesize foundational knowledge, theories, and basic tenets of occupational therapy for entry-level practice across the lifespan and the continuum of care.

2. Conduct the clinical process, including referral, screening, assessment, diagnosis, intervention, and discharge, in order to deliver client-centered, evidence-based, and occupation-based services.
3. Apply knowledge of professional issues, including ethics, values, and responsibilities, to leadership and management of all service delivery contexts.
4. Employ interpersonal and communication skills necessary to effectively communicate and collaborate with all healthcare team members, as well as communicate with patients and their families to provide optimal inter-professional care.
5. Engage in qualitative and quantitative research in order to describe and interpret the scope of the profession, build research capacity, establish new knowledge, and apply this knowledge in practice.
6. Utilize knowledge and skills to serve the local and global community to be the hands and feet of Christ.

Admission Requirements

*Application must be completed in OTCAS.

Degree and GPA Requirements

- Applicants must complete a bachelor's degree from an accredited institution prior to the start of the OTD program and have a cumulative undergraduate institutional GPA of at least a 3.0 (Relevant graduate work may be considered at the discretion of the admissions committee). The program does not admit students based on the ability to benefit.

Prerequisite Courses and Prerequisite GPA Requirement

- All applicants must complete each of the following prerequisites with a grade of "C" or better and must have a minimum prerequisite grade point average (GPA) of 3.0 or greater on a 4.0 scale.
 - 4 credits Biology, Physics, Chemistry, and/or Kinesiology credits (lab not required)
 - 4 credits Anatomy & Physiology I or Anatomy credits (lab required)
 - 4 credits Anatomy & Physiology II or Physiology credits (lab required)
 - 8 total credits Psychology and/or Sociology
 - 3 credits Mathematical or Psychological Statistics credits
- *If a prerequisite is retaken, the higher of the first or second grade attempt will be used to calculate the prerequisite GPA.
- *No more than two prerequisite courses can be repeated.

Letters of Recommendation

- Two letters of recommendation are required with the application.
 - One letter must be from a licensed occupational therapy practitioner (OT or OTA) who can provide information about your professional demeanor, communication skills, and understanding of occupational therapy.
 - One letter must come from a professor, a community leader (such as a coach, mentor, or former employer), or a trusted individual in a position of moral or ethical guidance who can speak to your character, sincerity, and dedication to completing a graduate professional program.

Observation Hours

- Minimum 20 hours observation required with licensed OT or OTA. (pediatrics, mental health, home health, acute care, inpatient rehabilitation, outpatient clinic, etc.) *2 different settings are preferred.

Personal Statement

- The personal statement is expected to be your own work not generated, enhanced, or developed with AI.

Complete the Supplemental Information, Attestations, and Essential Functions Form
(located in OTCAS under the program questions)

Participate in Interview

The program does not award credit to students for any previous course or work experience. The Faulkner Occupational Therapy Program does not accept transfer students.

Credit for Previous Courses/Work Experience

- The program does not award credit to students for any previous course or work experience. The Faulkner Occupational Therapy Program does not accept transfer students.

Applications will be considered once everything is submitted and verified in OTCAS.

2025/26 Admissions Timeline

The Faulkner OTD Program has developed a timeline for potential program applicants. If invited for an on-site interview, please anticipate meeting with faculty of the Faulkner OTD Program, completing a writing prompt, and touring the College of Health Sciences.

2025 Interview Schedule.pdf

If selected for admission, the non-refundable \$500 seat deposit will be due on the published seat deposit due date. If selected for admission and unable to enroll after paying the seat deposit due to extenuating circumstances, applicants may petition the program in writing to request a one-time/one admission cycle deferral; a final deferral determination to be made by the program. The program admits student cohorts each Fall semester.

Admissions Contact Information

*Hillary Moore (334) 386-7152
CHSAdmissions@faulkner.edu
www.faulkner.edu/otd*

Deferment of Admission

Extenuating circumstances may impact an applicants' ability to accept admission into the Faulkner University Doctor of Occupational Therapy Program. Applicants may request to defer acceptance into the program once. Applicants who have paid a seat deposit after being offered admissions but are unable to enroll during the cycle in which they were admitted, may petition the program to defer their admission into the program for one admission cycle (12 months). The applicant will forfeit their seat and seat deposit if they do not enroll during the subsequent cycle. Failure to enroll in the next cycle forfeits the deferment and the applicant will need to restart the application process for consideration in other admission cycles. Applicants requesting deferment must provide a written request that includes a detailed explanation of the reasons for the deferment (i.e. - family emergency, death in the family, catastrophic or life changing events, extreme financial hardship, military service, etc.). The written request must be submitted to the OTD program director no later than July 31st. The OTD program will review the request to make a determination. The OTD program will notify the applicant in writing of the final decision within 30 days of receiving the request.

Student Employment

Due to the rigorous nature of the curriculum, students are highly discouraged from engage in off-campus employment. If a student is approved for federal work-study, the student may be permitted to work a limited number of hours per week on campus. Some students with exemplary knowledge of course work may function as a paid peer tutor. Matriculation through the OTD program at Faulkner University is a full-time responsibility. Students should expect OTD program activities to occur Monday through Friday between 7:30am and 5:30pm, as well as some nights and weekends.

Technology Requirements

Occupational Therapy program students are required to have a laptop with a camera, microphone, and WIFI capabilities. The laptop should also be compatible with the minimum system requirements for ExamSoft.

<https://examsoft.com/resources/examplify-minimum-system-requirements/>

Students are expected to maintain their own technology equipment throughout their time in the OTD program. The program is not responsible for students' personal equipment that is left unattended in the building.

Health

Insurance

All students are required to provide evidence of personal health insurance upon admission to the OTD program. This insurance will be needed for coverage of laboratory testing and medications (if necessary) in the event of an exposure incident. Additionally, health insurance may be required as a site-specific requirement for fieldwork placements. It is the responsibility of the student to maintain health insurance coverage (i.e. - active status) throughout the program of study.

Immunization

Requirements

Immunization records must be submitted upon being admitted to the program prior to orientation. All vaccine/immunization records must include full date details (i.e., month/day/year) and the health care providers' signatures. Health care provider initials may be considered sufficient if the document is on the letterhead (including the name and address of the practice) of a health care provider. School records which merely reflect dates of administration will NOT be accepted. Immunization records submitted without thorough documentation such as date received, lot #, expiration date, etc., may not be accepted at clinical sites, and student will be required to repeat vaccines or obtain titers in lieu of vaccines if applicable.

Proof of the following immunizations is required prior to any clinical participation:

- Tdap - Tetanus, Diphtheria, and Pertussis (must be renewed every 10 years)
- Tuberculin Skin Test or chest X-ray as indicated (within the past year and again annually while participating in program)
- MMR - 2 doses or Positive Titer - Measles, Mumps, and Rubella (must submit lab report)
- Varicella - 2 doses or Positive Titer (Lab report required for Titers.)
- Hep B Series - 3 doses (dose 2 (30) days after dose 1, does 3 (5 months) after dose 2).

- Meningitis - complete primary dose/series or Positive Titer (Lab Report required for Titters).

The following immunizations are recommended by the college, but may be required by clinical sites as a site-specific requirement:

- Flu - Due annually and must be current flu season (September - April). Receipts not accepted.
- COVID-19

*** Please note than any titer results that are negative may require a repeat of vaccine doses and additional titer screening.

Background	Check	Policy
Graduation from the Doctor of Occupational Therapy Program at Faulkner University requires students to interact with others in various settings, both inside and outside of the classroom. One of the graduation requirements is the successful completion of the fieldwork education component of the curriculum. Because many fieldwork education sites are legally required to perform background checks on all individuals who interact with patients, background checks are often required for student placements. Therefore, a criminal background check is required of all students admitted into the Faulkner Occupational Therapy Program. Students may be required to have additional background checks as a site-specific requirement during fieldwork. Students are responsible for the cost of these additional background checks and any other site-specific fieldwork requirements such as drug screens, immunizations and such.		

The initial background check report completed at admission is included in the clinical fee and will be made available online to the OT Program Director. Reports will be permanently archived online with Universal Background Screening Inc. Printed copies can be made available to the student upon request. When a fieldwork site requests a copy of the report, it is the student's responsibility to deliver the report. The academic program will only provide a copy of the report to a student's fieldwork education site if specifically requested by the site and student. Students acknowledge and agree to the release of this information to the fieldwork education site when they sign the Student Agreement Form. The offer of admission will be revoked for failure to complete a background check within the defined timeframe or if the results are unsatisfactory. In the event the institution receives an affirmative background check response, the student will be notified of the results and be provided an opportunity to clarify the items in his or her background prior to a final admission decision. If any criminal history, sanctions, debarments, exclusions, suspensions or other adverse results are reported in subsequent background checks, the student will be dismissed from the program. Students will not be allowed to progress with fieldwork placements or be retained in the program if criminal history, sanctions, debarments, exclusions, suspensions or other adverse results are reported.

Disclaimer: The Criminal Background Check Policy and process at Faulkner University does not guarantee the safety of students, faculty, patients or staff, nor is it able to predict the individual's future behavior in the program or the profession. An acceptable student background check, as determined by the institution, state or experiential site, does not guarantee the student will be

eligible to complete the program, fieldwork affiliation, obtain an occupational therapy license or employment. An NBCOT Early Determination Review or affiliate/fieldwork site may interpret the results of the background check differently or discover other information not present in previous searches.

Graduation Eligibility

To qualify for the Doctor of Occupational Therapy Degree, the following conditions must be met:

- a. The student must complete all Institutional requirements for graduation, including meeting all financial obligations, and completing all required courses, including Fieldwork and Capstone, with requisite grades.
- b. The student must successfully complete all Occupational Therapy courses with a cumulative 3.0 GPA or higher.
- c. The student must earn a passing rate on their fieldwork assessments (AOTA Fieldwork Performance Evaluation: FWPE) at the completion of each Level II fieldwork experience.
- d. The student must successfully complete Capstone (Project & Experience) including dissemination.
- e. Students must complete all program requirements according to the Degree-Plan Course Sequence guide. The program is aware that circumstances may arise that would require an extension of the time needed to complete the program course requirements and that delays may affect an on-time, on-schedule graduation. Attaining the Faulkner OTD degree requires the successful completion of all didactic courses, clinical fieldworks, and a capstone project and experience as sequenced into eight consecutive semesters. Students must complete all didactic coursework in the first five (5) semesters with satisfactory progress to advance to Level II fieldwork in semesters six and seven. All didactic and Level II fieldwork must be successfully completed before starting Capstone. Completion of all Level two fieldworks and the Capstone must be completed within a 24-month period of time after the completion of the didactic portion of the program.

Degree Requirements

Year 1: Semester 1 (Fall)

- OTD 6520 - Basic Science I: Human Anatomy
- OTD 6312 - Movement Science I
- OTD 6313 - Pathology and Medical Management
- OTD 6330 - Basic Tenets of OT Practice I
- OTD 6240 - Service in Occupational Therapy I

Year 1: Semester 2 (Spring)

- OTD 6420 - Basic Science II: Neuroscience
- OTD 6333 - Basic Tenets of OT Practice II
- OTD 6434 - OT Across the Lifespan: Adult Population

- OTD 6352 - Treatment Techniques to Enhance Performance
- OTD 6120 - Fieldwork IA

Year 1: Semester 3 (Summer)

- OTD 6331 - Evidence-Based Practice
- OTD 6350 - Quantitative Research Methods
- OTD 6200 - Ethics, Service, and Multiculturalism in OT
- OTD 6121 - Fieldwork IB
- OTD 6430 - OT Across the Lifespan: Pediatric Population
- OTD 6432 - OT Across the Lifespan: Mental Health Population

Year 2: Semester 4 (Fall)

- OTD 7433 - OT Across the Lifespan: Aging Population
- OTD 7353 - Adaptive Equipment and Patient Care Concepts
- OTD 7350 - Qualitative Research Methods
- OTD 7212 - Clinical Communications
- OTD 7122 - Fieldwork IC

Year 2: Semester 5 (Spring)

- OTD 7255 - Wellness and Health within the Community
- OTD 7342 - Current Policies and Social Systems Related to OT
- OTD 7256 - Faith, Health and Quality of Life
- OTD 7257 - Servant Leadership
- OTD 7241 - Service in Occupational Therapy II
- OTD 7300 - Fieldwork Preparation

Year 2: Semester 6 (Summer)

- OTD 7920 - Fieldwork IIA

Year 2: Semester 7 (Fall)

Module 1 (12 weeks)

- OTD 7922 - Fieldwork IIB

Module 2 (4 weeks)

- OTD 8360 - Doctoral Capstone Project

Year 3: Semester 8 (Spring)

- OTD 8140 - Doctoral Capstone Experience

Total Hours for Degree: 110

Licensure and/or Certification Note

This program leads to licensure and or certification. For more information regarding licensure or certification in your state, please see the link below: <https://www.faulkner.edu/consumer-information/state-authorization/>

Doctor of Physical Therapy (DPT)

Program Goals

Program Goals:

The program has the responsibility to:

1. Develop a curriculum which challenges students to be critical thinkers, lifelong learners and competent, ethical professionals based on contemporary education and practice.
2. Create a collaborative, caring, learner centered Christian environment where every student feels valued and respected.
3. Build strong relationships with institutional and community partners to address the continuing health care needs of Alabama and the surrounding region.

Faculty Goals:

Faculty members have the responsibility to:

1. Serve as role models to students, faculty, and the community, in service, leadership, and interprofessional collaboration.
2. Exhibit a strong commitment to excellence through knowledge acquisition, practice and professional growth in teaching, service and scholarship.

Student Goals:

Students are expected to:

1. Demonstrate skills necessary to practice physical therapy in a variety of settings with integrity, both independently and collaboratively, utilizing the best available evidence and sound clinical judgment.

2. Exhibit the traits of lifelong learners who continue to grow professionally and personally through continuing education, mentorship and self-directed learning.
3. Develop an appreciation for the role of each physical therapist in impacting change within the profession, the community and society as a whole.

Graduate Goals:

Graduates are expected to:

1. Engage in compassionate, holistic, person centered, evidence-based care which promotes optimal movement and health.
2. Participate in activities which support the physical therapists' leadership role in effecting change within their profession, community and society.
3. Practice the traits of lifelong learners who continue to grow professionally and personally through continuing education, mentorship and self-directed learning.

Admission Requirements

Degree Requirements

- Applicants must complete a Bachelor's degree from an accredited institution prior to starting the DPT program.

G.P.A Requirements

- Applicants must have a minimum GPA of 3.0 or greater (4.0 scale) in the following:
 - Last 60 hours of their undergraduate degree coursework
 - Prerequisite courses
- While not required, an overall GPA of 3.0 or higher is strongly recommended

Prerequisite Course Requirements

- Human Anatomy/ A & P I with lab (4 credits hours)
- Human Physiology/ A & P II with lab (4 credit hours)
- Biology I and II with labs (8 credits)
- General Chemistry I and II (8 credits)
- General Physics I and II
- General Psychology
- English Composition I and II
- *Statistics

- **Precalculus trigonometry or higher

* Course must be offered through a science or psychology-based program, not business or math.

**Precalculus trigonometry will be waived if student can verify through syllabus and course description that content was taught in physics.

All applicants must complete each of the following prerequisites with a grade of "C" or higher. Grades of "B" or higher are strongly recommended to improve the strength of their application.

Official Test Scores

All applicants must take the Graduate Record Examination (GRE) within 5 years of the admission cycle year. While there is no minimum score required, the combined verbal and quantitative score of 290 or higher and analytical writing score of 3.0 or higher is recommended.

Letters of Recommendation

Two letters of recommendation are required with the application.

- A Professor who can speak to your academic ability to matriculate successfully through a graduate professional program. The other must be from a
- A licensed Physical Therapist who can speak to your professional demeanor, ability to function in a complex environment, communicate effectively, and collaborate with others.
- Letters from employers are strongly encouraged but not required.

Observation Hours

Applicants are required to complete a minimum of 40 hours of observation of physical therapy services within the past two years in a minimum of 2 different settings. (outpatient, acute care, home health etc.)

Interview

Successful completion of an admission interview is required. Applicants are selected for interviews based on a holistic evaluation of their application and supporting materials. Applicants may be selected for additional interviews if needed. These interviews may be in person or virtual. Submission of all required application materials does not guarantee an interview.

Additional Requirements

The holistic evaluation process includes a review of both academic and nonacademic factors. No one factor guarantees admission into the program. These include leadership activities, community service, advanced education, military service and patient care experiences. Students

are strongly encouraged to spend time observing physical therapists in various practice settings in order to gain an understanding of the profession. Both observation hours and employment in a clinical facility will be considered. We suggest coming to Faulkner and meeting with our admissions team and touring the College of Health Sciences. We can help you along the way if you have questions about the application process.

*****Completion of minimum requirements does not guarantee admission. The Faulkner University PT Program Admissions Process is a competitive process; final decisions for admission are based on the recommendations of the Admissions Committee**

Please note: Accepted students will be required to complete an Anatomy and Medical Terminology Review course prior to the start of the first semester.

How to Apply

Anyone interested in applying to the DPT program at Faulkner University must apply through the Physical Therapy Application Service (PTCAS) as well as complete the Faulkner University supplemental application form.

1. Review PTCAS application process: https://help.liaisonedu.com/PTCAS_Applicant_Help_Center/Starting_Your_PT_CAS_Application
2. Obtain student transcripts from all universities attended. This will assist you in completing your application.
3. Create an account through PTCAS.
4. Request official transcripts from each institution you have attended by using the PTCAS transcript request form. These must go directly to PTCAS. This should be done as early as possible to ensure your application is verified by the deadline. Do not send transcripts to Faulkner unless requested to do so.
5. Each applicant must submit at least 2 letters of recommendation, 1 from a professor and 1 from a physical therapist. These must be submitted through your PTCAS application.
6. Submit documentation through PTCAS verifying your 40 observation hours.
7. Submit your official test scores through PTCAS and select Faulkner University DPT program (code 2962)
8. Complete the Faulkner University Supplemental Application.
9. Your application will not be considered until it is VERIFIED in PTCAS.

Each applicant is required to review and attest to their ability to perform the Essential Functions of a Physical Therapist. This form is included in the supplemental application. This form will be completed in the supplemental application so applicants are encouraged to review the document. Any questions should be directed to the Director for the Center of Accessibility.

Graduation Requirements

In order to qualify for the Doctor of Physical Therapy Degree, the following conditions must be met:

1. Complete all institutional requirements for graduation, including meeting all financial obligations, and completing all required courses with requisite grades.
2. Maintain a cumulative 3.0 GPA or higher.
3. Successfully complete all Remediation plans and Individual Development Contracts (IDCs).
4. Earn no more than 6 credits of "C."
5. Earn a rating of entry level or above on all components of the CPI at the completion of their clinical experiences.
6. Be recommended for graduation by the Department of Physical Therapy Faculty.

Degree Plan

- PHT 6520 - Basic Science I
 - PHT 6312 - Movement Science I
 - PHT 6210 - Introduction to Clinical Sciences
 - PHT 6224 - Exercise Physiology
 - PHT 6350 - Principles of Clinical Practice I
 - PHT 6222 - Pathology and Medical Management I
-
- PHT 6421 - Basic Science II
 - PHT 6351 - Principles of Clinical Practice II
 - PHT 6313 - Movement Science II
 - PHT 6211 - Basic Examination
 - PHT 6230 - Professionalism and Leadership I
 - PHT 6323 - Pathology and Medical Management II
-
- PHT 6214 - Movement Science III
 - PHT 6480 - Foundation of Clinical Sciences: Physical Therapy through the Lifespan IA
 - PHT 6581 - Foundation of Clinical Sciences: Physical Therapy through the Lifespan II
 - PHT 6282 - Foundation of Clinical Sciences: Physical Therapy through the Lifespan IIIA
 - PHT 6340 - Evidence Based Practice I
 - PHT 7200 - Integrated Clinical Experience
 - PHT 7273 - Advanced Clinical Sciences: Pediatrics
 - PHT 7371 - Advanced Clinical Sciences: Neurological Rehabilitation
 - PHT 7480 - Foundation of Clinical Sciences: Physical Therapy Through the Lifespan IB
 - PHT 7360 - Advanced Clinical Sciences: Clinical Reasoning in Rehabilitation
 - PHT 7233 - Spiritually Integrated Physical Therapy

- PHT 7483 - Advanced Clinical Sciences: Physical Therapy Management of the Spine
- PHT 7361 - Advanced Clinical Sciences: Inpatient Rehabilitation
- PHT 7201 - Community Health
- PHT 7190 - Elective
- PHT 7382 - Foundation of Clinical Sciences: Physical Therapy through the Lifespan IIIB
- PHT 7384 - Advanced Clinical Sciences: Primary Care

- PHT 7202 - Experiences in Clinical Practice
- PHT 7362 - Advanced Clinical Sciences: Outpatient Rehabilitation
- PHT 7385 - Advanced Clinical Sciences: Special Populations
- PHT 7141 - Evidence Based Practice II
- PHT 7232 - Professionalism and Leadership II

- PHT 8590 - Experiential Learning Experience I
- PHT 8591 - Experiential Learning Experience II

- PHT 8692 - Experiential Learning Experience III
- PHT 8392 - Experiential Learning Experience IIIA
- PHT 8393 - Experiential Learning Experience IIIB
- PHT 8135 - Professional Seminar

- PHT 8142 - Evidence Based Practice III

Note:

Students will be enrolled in either PHT 7200, PHT 7201 and **PHT 7202** in the Fall, Spring or Summer of year 2.

Licensure and/or Certification Note

This program leads to licensure and or certification. For more information regarding licensure or certification in your state, please see the link below: <https://www.faulkner.edu/consumer-information/state-authorization/>

Total Hours - 111

Ph.D. in Health Sciences

Program Mission

The mission of Faulkner University is to glorify God through education of the whole person, emphasizing integrity of character in a caring, Christian environment where every individual matters every day. The mission of Faulkner University's College of Health Science is to train competent and compassionate healthcare professionals who use current knowledge and best practices to glorify God by being the hands and feet of Christ to the community.

Program Goals

The goals of the program are to prepare doctoral level health science professional to:

1. advance quality healthcare through novel research (SLOs 1, 2, and 4)
2. promote interprofessional evidence based practice (SLOs 4 and 5)
3. assume leadership roles in academic and clinical settings (SLOs 3 and 4)

Program Student Learning Outcomes

Graduates of the interdisciplinary PhD program in Health Sciences will be able to:

1. Identify, appraise, synthesize, and ethically apply existing high-quality literature
 - a. HS 8301, HS 8302, HS 8304, HS 8305, HS 8306, HS 8309, HS 8311
2. Design, conduct, and analyze an original and ethical research project
 - a. HS 9301, HS 9302, HS 9303, HS 9304, HS 9305,
3. Articulate ethical decision-making, global thinking, and leadership skills in the roles of researcher, administrator, clinician, and/or educator
 - a. HS 8302, HS 8306, HS 8307, HS 8310
4. Apply effective written and oral communication skills to function in academic and clinical environments
 - a. HS 8301, HS 8302, HS 8305, HS 8306, HS 8307, HS 8308, HS 8310, HS 8311
5. Collaborate on multidisciplinary teams to engage in effective interprofessional education, research, and practice
 - a. HS 8301, HS 8302, HS 8305, HS 8306, HS 8307, HS 8309, HS 8310, HS 8311

Program Description

The PhD in Health Sciences is an accelerated, fully online doctoral program designed to prepare healthcare practitioners for advanced roles in administrative, academic, and clinical environments. The program challenges the student to examine the current state of healthcare both locally and globally; apply sophisticated knowledge of research design, biostatistics, and epidemiology to the literature of their core discipline; develop ethical leadership skills for inter-professional environments; and design and conduct original research in healthcare.

This fully online graduate program consists of 10 didactic courses totaling 30 credit hours, followed by 5 dissertation courses totaling 15 credit hours. Students can complete the didactic phase in just 1 year, and the dissertation phase in as little as 6 months. Students may begin the program at 10 entry points during the year. The program is designed to allow working healthcare professionals to complete their degree while maintaining their full-time jobs.

Admission Requirements

Prospective students who wish to enroll in the Ph.D. in Health Sciences program at Faulkner University must meet the following admissions requirements:

1. Graduate degree from an accredited institution in health sciences or a related field with a minimum 3.0 GPA
2. Official, unopened transcripts from all prior higher education institutions
3. Full resume with relevant education and professional experience
4. A letter of intent summarizing career goals, reasons for pursuing a Ph.D. in health sciences from Faulkner University, and research interest areas
5. Three letters of recommendation from former professors and professional supervisors
6. Completed graduate application
7. If you are applying for the traditional program you must provide an acceptable documentation of English proficiency on a standardized test.
 - Students from countries where English is not the native language are required to submit an acceptable score on either the TOEFL , Academic IELTS (International English Language Testing System) examination, or Duolingo English Test.
 - Official TOEFL, IELTS or Duolingo score reports are required for admission to the undergraduate and the graduate programs and may be ordered from Educational Testing Services (ETS), IELTS, or Duolingo. The TOEFL code number for Faulkner University is 1034.
 - The minimum requirements for admission on the TOEFL are 500 (on the paper test), 173 (on the computer-based test), 61 (on the internet-based test), IELTS: 5.5 or higher, or Duolingo English Test: 90 or higher.

Any exceptions to the admissions criteria above are considered by the PhD HS program and the administration of the College of Health Sciences.

Graduation Requirements

To graduate from the PhD HS program, students must have successfully completed the program with:

1. A grade point average of 3.0 or higher.
2. No more than 3 "C" grades and no grade of "D" or "F" in the entire program of study. Unacceptable examples include, but are not limited to:
 - a. If a student earns a fourth course grade of "C" or any grade of "D" or "F", the student may have 1 opportunity to re-take the course and replace the grade. The

student may not re-take a course a third time, or re-take 2 different classes to replace grades.

3. Earn a "pass" on the final dissertation (this includes the written document and the dissertation defense).
4. No holds on any financial accounts. All financial accounts must be cleared by the Student Accounts and/or Financial Aid offices prior to receiving a diploma.
5. Students must complete the process of applying for graduation in order to have their degree conferred and receive a diploma.

Degree Plan

Fall

- HS 8301 - Evidence-Based Practice
- HS 8302 - Bioethics in Clinical Practice and Research

Spring

- HS 8304 - Clinical Statistics
- HS 8305 - Quantitative Research Methods
- HS 8306 - Leadership in Healthcare and Academia
- HS 8307 - Health Promotion and Disease Prevention

Summer

- HS 8308 - Grants and Publication
- HS 8309 - Qualitative Research Methods
- HS 8310 - Instructional Methods for Health Professionals

Dissertation Phase

- HS 9301 - Dissertation 1
- HS 9302 - Dissertation 2
- HS 9303 - Dissertation 3
- HS 9304 - Dissertation 4
- HS 9305 - Dissertation 5

Total Hours - 45

Faulkner Online

Faulkner University's online programs provide more than just a degree. Each curriculum is inspired by the school's mission and values, which stay true to the university's proudly Christian heritage. No matter what sort of subject matter your courses cover, our institution's deep-rooted Christian ideals will be instilled throughout.

Therefore, in order to complement our extensive list of on-campus programs, we're proud to offer students the following array of degree programs that can be completed online. Any residency requirements will be specified in the degree's catalog section. Each program provides a flexible, individualized experience, an in-depth curriculum and the same quality of education for which our on- campus programs are known.

Undergraduate Offerings

Associate of Arts, Associate of Science in Liberal Arts - Emphasize the importance and versatility of a liberal arts education. The degrees allow students to obtain a post-secondary credential while preparing them for entrance to the University's various bachelor degree programs.

Associate of Science in Computer Information Science - Emphasizes the importance and versatility of a liberal arts education. The program provides a solid foundation in computer programming language and paradigms like object- oriented, visual, and database concepts.

Bachelor of Arts in Biblical Studies - Provides students the opportunity to deepen their Bible knowledge, to develop skills in studying and understanding God's word, and to gain tools to better serve Christ. You can combine your heart for the Bible and God's people with abilities to better serve in God's kingdom.

Bachelor of Arts in Humanities - Helps students explore what it means to be truly human. The degree includes courses in philosophy, literature, the arts, foreign languages, and the cultural heritage of the West.

Bachelor of Science in Business - Provides a versatile academic foundation in a range of business and management topics, as well as four different elective areas. The program surveys accounting, economics, and marketing while examining Christian values and ethics in business, as well as international culture to round out your business skills.

Bachelor of Science in Counseling Psychology - Guides students through both psychology and counseling courses to help prepare them for careers in counseling, psychology, human services, and some areas of ministry. This degree is also a good choice for students who plan to pursue a graduate degree in counseling or marriage and family therapy.

Bachelor of Criminal Justice - A degree-completion program specifically designed for current professionals seeking to advance their careers. The program enhances field knowledge in various areas, including law enforcement, corrections, and legal and private security. It also supports professional development through continued learning.

Bachelor of Fire Science Management - A degree-completion program specifically designed for current professionals seeking to advance their careers. The program enhances field knowledge in various areas to meet the demands of first responders and emergency personnel. It also supports professional development through continued learning.

Bachelor of Science in Forensic Psychology - Provides students with the core competence in psychology and is specifically designed for students who desire to work in areas of law enforcement, legal systems or with rehabilitation and correction of juvenile and adult offenders. The degree includes a selection of courses in criminal justice to provide students with knowledge in the area of forensics and criminal justice to apply to the core psychology learned in the program.

Bachelor of Science in General/Clinical Psychology - Helps students explore a variety of interests in psychology as well as prepare those who are looking to pursue further graduate studies in psychology or research. The degree offers many elective options and includes courses to prepare students with a broad range of skills in psychology.

Bachelor of Science in Health & Rehabilitation Psychology - Geared toward students interested in working in psychology areas of health and rehabilitation. It combines studies in areas of psychology with additional science requirements to give students a well-rounded knowledge of both the mind and body and how they work together.

Bachelor of Science in Sports Psychology - Prepares students to be qualified professionals with professional sports franchises, gyms, athletic clubs, high school or college athletic programs, and fitness training centers. The degree can also become sports or lifestyle coaches, athletic directors, or exercise program coordinators.

Bachelor of Science in Human Resource Management - In a business world of globalization, outsourcing, and constant technological change, education and flexibility have never been so vital. HRM is a degree completion program that combines both, in a degree designed for the working adult.

Graduate Offerings

Master of Arts in Biblical Studies - Reflects the University's efforts to study and communicate the knowledge of God's Word and foster professionals with a deep understanding of Christian principles and ethics. The program provides strong preparation for effective church service and a solid foundation for additional training in biblical studies and practices.

Master of Arts in Christian Counseling and Family Ministry - Equips students to provide family life education programs and interventions designed to improve the functioning of children

and their families, to strengthen interpersonal and family relationships, and to solve personal and family problems.

Master of Arts in Humanities - Prepares great leaders and thinkers using the same core Christian principles and ethics in instruction and course structure as the University's Honors College. The program helps students think critically, creatively, and analytically to understand the relationship of Christian thought to the themes of the Great Books and the Great Tradition.

Executive Master of Business Administration - Provides students with the knowledge and skills needed to advance in the business world. This innovative, executive program prepares students to make a difference at the executive level within for-profit and nonprofit organizations, or wherever they are called to serve.

Master of Education in Elementary Education - Earns the candidate a Traditional Class A certificate with required school field experiences. The degree blends professional courses with teaching field courses for a balanced curriculum and familiarizes students with the technology of learning, philosophy, and ethics as it applies to the elementary classroom.

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

Master of Education in School Counseling - Prepares students to adequately serve youth with the professional tools necessary to assist with social, academic and family situations.

Master of Education in Elementary Education (Alternative A Certification) - The route for those with degrees in other areas to move into the education field through ALSDE elementary certification. In addition to classroom work, a higher degree in education opens up doors across the field for additional opportunities.

Master of Education in Social Science with Secondary Education (Alternative A Certification) - The route for those with degrees in other areas to move into the education field through ALSDE certification. In addition to classroom work, a higher degree in education opens up doors across the field for additional opportunities.

Master of Education in English with Secondary Education (Alternative A Certification) - The route for those with degrees in other areas to move into the education field through ALSDE certification. In addition to classroom work, a higher degree in education opens up doors across the field for additional opportunities.

Master of Justice Administration - Prepares students for career advancement within their chosen criminal justice field through the acquisition of new skills and superior knowledge. The program strengthens students in various areas related to justice administration.

Master of Science in Clinical Mental Health Counseling - Bridges traditional academia with practical experiences and explores various areas of counseling and mental health while integrating Christian principles to the profession. The program has been developed to meet the state and national regulatory criteria, leading to licensure and certification of professional counselors.

Master of Science in Management - Provides a strategic management perspective, applies leading-edge management theory to real-world problems and issues, and addresses ethical issues vital to today's business infrastructure. It focuses on teamwork and the empowerment process by providing a dynamic forum for new ideas and broadened perspectives. Qualified individuals, willing to accept an academic and knowledge-building challenge, will find this program to be one of their best lifetime investments.

Master of Science in Psychology (General Track) - An excellent choice for students who want to continue their education and skill set in psychology and other human services fields, or who want to begin their career in an area that emphasizes working with people including mental health, human services, law enforcement, public relations, business, military, ministry, and social services.

Master of Science in Psychology (Disability Services Track) - Prepares students to provide and coordinate services and accommodations for the disabled, disadvantaged, and other special needs populations, meet legal and facility requirements for accommodations, and advocate for the disabled in society, employment, and public access

Graduate Certificate in Disability Services - Provides skills and knowledge related to the provision of disability services for those whose career aspirations do not require the complete master's degree in disability services.

Master of Theology - Provides further preparation for teaching, scholarly enhancement of ministry, or additional progress toward graduate study at the doctorate level. It is often a helpful, intermediate step between a first graduate degree in a ministerial or related field and the doctorate.

Doctor of Philosophy in Biblical Studies - Prepares well trained, morally oriented, and ethically driven scholars for their chosen fields. The program provides students essential knowledge in key areas of biblical studies and prepares them for scholarly endeavors.

Doctor of Philosophy in Humanities - Provides an academic path to a career in Christian education and offers a challenging opportunity for students to expand their minds and experiences. Rooted in the Great Tradition of the Western World, the curriculum follows the Great Books to facilitate students' intellectual and spiritual engagement.

Even when offered online, each degree program and course is housed within its respective academic unit.

The Faulkner Online homepage is at <https://www.faulkner.edu/online/>. For assistance with matters related to online classes, please contact the relevant degree program director or onlinesuccess@faulkner.edu.

Courses

Christian Counseling and Family Life Ministry

BFAM 5150 - Orientation to Graduate Family Studies

An orientation to major bibliographical and reference sources relevant to the discipline of family studies and to religious literature pertinent to family life ministry. An orientation to the professional publication manual (APA) and other guidelines needed for effective writing of graduate-level research papers. Must be completed within the first six hours of one's program. Offered every module.

Credits: 1

BFAM 5360 - Family Dynamics: Theoretical Foundations

This course examines a variety of theoretical and conceptual frameworks which can be utilized to describe and explain the dynamics of human development, human behavior and interpersonal relationships in the context of family life in order to facilitate optimal individual and family functioning over the life course. Offered in fall of odd years.

Credits: 3

BFAM 5362 - Family Life Ministry: Contexts and Methods

This course examines family life ministry including the challenges of ministry to contemporary families by exploring the historical, sociological, theological, and biblical contexts of ministry and the methodologies of family life ministry/education. Offered in fall of even years.

Credits: 3

BFAM 5364 - Family Life Cycle: Diversity and Complexity

This course examines the process of change in couples and families as they move across various stages of the family life cycle with an emphasis on a diversity of family forms in society and the unique challenges thereof. Offered in summer of even years.

Credits: 3

BFAM 5370 - Marital and Family Strengths

This course explores the history of family strengths research and examines the contributions of contemporary researchers to the study of how families succeed. The course examines the formation of a healthy personal identity, the process of mate selection, and the building of a strong marriage and faithful family all in accordance with God's design. Offered in spring of

even years.

Credits: 3

BFAM 5372 - Parent and Character Education

This course provides a comprehensive model for effective parenting and character development of children including the etiology of child behaviors, dysfunctional parenting styles, and mechanisms of behavior change. Offered in fall of odd years.

Credits: 3

BFAM 5374 - Human Intimacy and Sexuality

This course examines sexual development and behavior from a biblical and biopsychosocial perspective with an emphasis on healthy versus unhealthy sexual attitudes and behaviors. Students are equipped with an ability to address a multitude of sexual issues in a variety of life and cultural contexts. The spiritual meaning of human sexuality including sex as a place of spiritual warfare is explored. Offered in spring of even years.

Credits: 3

BFAM 5376 - Men in Contemporary Society

This course examines a social/cultural definition of masculinity as compared to a biblical model of masculinity with an emphasis on the role of men as spiritual leaders in the context of marriage and family life (i.e., men as husbands and fathers). Offered in spring of odd years.

Credits: 3

BFAM 5378 - Personal and Family Finances

This course provides students with effective money and resource management skills including a biblical perspective of family finances, work, and resource management relevant to both their professional and personal interests. Offered every summer.

Credits: 3

BFAM 5380 - Christian Counseling: The Skilled Helper

This course is designed to introduce students to the field of Christian counseling and basic counseling skills. Biblically-based foundations and approaches to counseling will be examined and students will have an opportunity to develop skills related to active listening, reflecting emotions accurately, joining with a client, asking a variety of questions, and distinguishing between content and process. Offered in fall of even years.

Credits: 3

BFAM 5382 - Counseling Families in Crisis

This course equips students to work effectively with children and families that are experiencing stress and crises for which church and community resources are designed and employed as interventions. Offered in spring of odd years.

Credits: 3

BFAM 5384 - Couple, Family, and Church Assessments

This course introduces students to a variety of models and tools utilized to assess individual, couple, parent-child, family, and church functioning. Offered in summer of odd years.

Credits: 3

Bible

BI 5089 - Comprehensive Examination

A synthesis of the biblical studies curriculum through written and oral examinations. Comprehensive Exam fee is \$300. Offered every semester.

Prerequisite(s): Coursework completed

Credits: 0

BI 5090 - Comprehensive Examination

A synthesis of the biblical studies curriculum through written and oral examinations. Comp. Exam fee \$300. Offered every semester.

Credits: 0

BI 5102 - Orientation to Biblical Literature

A survey of the Old and New Testaments, giving special attention to providing a contextual framework of the biblical literature. A numeric grade of 80 (B) must be achieved. Offered every semester.

Credits: 1

BI 5103 - 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. A numeric grade of 80 (B) must be achieved. Offered every semester.

Credits: 1

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 paper. Must be completed within the first 12 hours of the program. Offered every fall and spring semester.

Credits: 3

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 every fall and spring semester.

Credits: 3

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 every fall semester.

Credits: 3

BI 5306 - Old Testament Theology

A systematic study of the major doctrinal themes of the Old Testament. Offered every spring semester.

Credits: 3

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.

Credits: 3

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. BI 5307 or Permission of instructor. Offered every spring semester.

Credits: 3

BI 5309 - Seminar in Select Old Testament Text

Research and discussion on selected Old Testament book(s) or type(s) of Old Testament literature. Offered every summer semester.

Credits: 3

BI 5310 - Seminar in Elective Old Testament Text

Like BI 5309, but with the choice of different Old Testament selections. Offered every summer semester.

Prerequisite(s): Permission of instructor

Credits: 3

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 on demand.

Credits: 3

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 of the Aramaic portions of the Hebrew Bible. (Gen 31:47; Jer 10:11; Ezra 4:8-6:18; Ezra 7:12-26; Dan 2:4b-7:28). Offered every summer semester.

Prerequisite(s): BI 5307 or permission from the instructor.

Credits: 3

BI 5316 - Old Testament World

A study of the social, political and religious facets of the cultures which affected the life and thought of ancient Israel with special emphasis upon texts relating to the history, literature, and

thought of the Old Testament. Offered every fall and spring semester.

Credits: 3

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 Every Spring Semester in conjunction with the PhD course BI 7312 Advanced Studies in Biblical Backgrounds

Credits: 3

BI 5320 - Advanced Introduction to the New Testament

A study of the canonicity, authorship, date, purpose and setting of the books of the New Testament. Critical problems are addressed. Offered every fall semester.

Credits: 3

BI 5321 - New Testament Theology

An in-depth thematic study of major doctrinal themes in the New Testament. Offered every spring semester.

Credits: 3

BI 5322 - Readings in the Greek New Testament

Selected readings from the Greek New Testament emphasizing vocabulary, grammar and syntax. Offered every fall semester.

Credits: 3

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. Offered every spring semester.

Credits: 3

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 every summer semester.

Credits: 3

BI 5325 - Seminar in Elective New Testament Text

Like BI 5324, but with the choice of different New Testament selections. Offered every summer semester.

Prerequisite(s): Consent of instructor

Credits: 3

BI 5326 - The New Testament World

A study of the social, political and religious facets of the Jewish and Graeco-Roman world with affected the life and thought of the early church. Offered every fall and spring semester.

Credits: 3

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 in spring of odd years.

Credits: 3

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. Offered in spring of odd years.

Prerequisite(s): BI 5328

Credits: 3

BI 5332 - Biblical Greek I

A study of elements of NT Greek with emphasis on grammar, syntax and vocabulary. Offered in spring of even years.

Credits: 3

BI 5333 - Elementary New Testament Greek II

A continuation of BI 5332 -A study of elements of NT Greek with emphasis on grammar, syntax, and vocabulary. Offered in spring of even years.

Prerequisite(s): BI 5332

Credits: 3

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 every semester.

Credits: 3

BI 5395 - Thesis Proposal

This course serves as the initial step in formulating a research topic, methodology, bibliography, and research proposal. Students 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 may register for BI 5396 Thesis -Research and Writing. Offered on demand.

Prerequisite(s): BI 5089

Credits: 3

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 5395 the student proceeds to develop, in consultation with the thesis committee, the draft chapters of the thesis. Offered on demand.

Prerequisite(s): BI 5395

Credits: 3

BI 7100 - Introduction to Postgraduate Biblical Studies

An introduction to postgraduate work in biblical studies. The course focuses on tools, resources, and processes that provide a strong foundation for work in biblical studies at the postgraduate level. Students entering in the fall take BI 7100 the prior summer. Students entering in the spring take BI 7100 the prior fall. Students must successfully complete BI 7100 before enrolling in a textual elective seminar. Offered in module 2 of every summer and fall semester. Students may register late up until the end of the 15th day before the end of module 2.

Credits: 1

BI 7301 - Biblical Scholarship and Christian Ministry

This course is an advanced study of the inter-relationship of academic research and Christian ministry. This course also orients new students to the doctoral program and to advanced research methods in biblical studies. Offered every fall semester.

Credits: 3

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 addresses ways genre recognition (e.g., law, narrative, parable, epistle, apocalyptic, etc.) affects the hermeneutical process. Offered every spring semester.

Credits: 3

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.

Credits: 3

BI 7316 - Advanced Studies in Biblical Theology

This course involves sustained reflection on how to read Scripture theologically. Attention will be given to related questions like the concepts of biblical authority, hermeneutical theory, and ways of reading Scripture that speak to contemporary contexts. Methodological approaches will be historical, comparative, and constructive. Offered every fall semester.

Credits: 3

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 in fall of even years.

Credits: 3

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 in spring of odd years.

Credits: 3

General Education Designation Graduate Bible

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 to the Hellenistic expansion in the ancient world precipitated by Alexander the Great and the emergence of and the emergence of Koinē Greek. Offered every fall semester.

Credits: 3

General Education Designation Graduate Bible

BI 8320 - Advanced Studies in Biblical Textual Criticism

This course involves advanced research in the text of the Hebrew Old Testament and the Greek New Testament. Special attention is given to learning about ancient manuscripts, ancient versions of the Bible, the history of textual criticism, the use of current critical texts, and the basic criteria for evaluating variant readings. Offered every spring semester.

Prerequisite(s): BI 8313 Advanced Studies in Biblical Languages

Credits: 3

General Education Designation Graduate Bible

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.

Credits: 0

General Education Designation Graduate Bible

BI 9042 - Biblical Language Proficiency Exam: Greek

Written/Oral examination designed to measure proficiency in the primary biblical language of Greek. Offered on demand.

Credits: 0

General Education Designation Graduate Bible

BI 9044 - Secondary Language Proficiency Exam

Written/Oral examination designed to measure proficiency of a secondary research language. Offered on demand.

Credits: 0

General Education Designation Graduate Bible

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.

Credits: 0

General Education Designation Graduate Bible

New Testament

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 in fall of even years.

Credits: 3

General Education Designation New Testament

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 21st century biblical scholar and Christian. Offered in summer of even years.

Credits: 3

General Education Designation New Testament

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 also 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 in fall of odd years.

Credits: 3

General Education Designation New Testament

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 in summer of odd years.

Credits: 3

General Education Designation New Testament

NT 8329 - Seminar in General Epistles/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 in spring of odd years.

Credits: 3

General Education Designation New Testament

NT 8331 - Seminar in the Epistle to the Romans

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 critical issues that modern scholars have raised about the book and its context. Students will also explore practical applications of the epistle's teachings to the church and to individuals living today. Offered in spring of even years.

Credits: 3

General Education Designation New Testament

Old Testament

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 in fall of even years.

Credits: 3

General Education Designation Old Testament

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, ANE background, critical issues, and relevance for the 21st century biblical scholar and Christian. The course gives specific attention is given to narrative exegesis. Offered in spring of odd years.

Credits: 3

General Education Designation Old Testament

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 in spring of even years.

Credits: 3

General Education Designation Old Testament

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 in fall of odd years.

Credits: 3

General Education Designation Old Testament

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 is on 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 in summer of odd years.

Credits: 3

General Education Designation Old Testament

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 in summer of even years.

Credits: 3

General Education Designation Old Testament

Dissertation Bible

RD 9025 - Dissertation Continuation

This course serves as a continuation of the dissertation process for students who (a) need additional time to complete the requirements of their dissertations, (b) have already completed RD 9320, RD 9321, and RD 9322, but (c) are not yet ready to register for and complete RD 9323 in a single term in the judgment of their dissertation supervisors. Students in this situation must register for RD 9025 in each successive term until they receive permission from their supervisors to register for RD 9323. Offered on demand.

Credits: 0

General Education Designation Research Dissertation

RD 9320 - Dissertation I

This course serves as the initial step in formulating a research topic, methodology, bibliography, and research proposal. Student receives approval of the dissertation proposal, which includes a review of literature demonstrating the distinctiveness of the project's contribution to scholarship. Offered on demand.

Credits: 3

General Education Designation Research Dissertation

RD 9321 - Dissertation II

This course serves as a continuation of the dissertation process. Student works on the project as described in the approved proposal under the guidance of the chair and, where appropriate, the broader dissertation committee. Offered on demand.

Credits: 3

General Education Designation Research Dissertation

RD 9322 - Dissertation III

This course serves as a continuation of the dissertation process. Student works on the project as described in the approved proposal under the guidance of the chair and, where appropriate, the broader dissertation committee. Offered on demand.

Credits: 3

General Education Designation Research Dissertation

RD 9323 - Dissertation IV

This course serves as the conclusion of the dissertation process. Student completes the dissertation, makes all necessary corrections and revisions of dissertation, and successfully completes an oral defense of the dissertation. Offered on demand.

Credits: 3

General Education Designation Research Dissertation

School Counseling

COU 6000 - Graduate Program Orientation

Credits: 0

General Education Designation MS in Counseling

COU 6100 - Orientation to School Counseling

This course provides students with an overview of program and professional expectations for School Counseling.

Credits: 1

General Education Designation MS in Counseling

COU 6310 - Counseling Theories

This course of study provides a broad understanding of professional theories and application to the counseling process, including roles and functions; professional goals and objectives; professional organizations and associations; professional history and trends; ethical and legal standards; professional preparation standards; and professional credentialing.

Credits: 3

General Education Designation MS in Counseling

COU 6311 - Introduction to School Counseling

Credits: 3

General Education Designation MS in Counseling

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.

Credits: 3

General Education Designation MS in Counseling

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 in the developmental psychology. Emphasis placed on the application to professional counseling.

Credits: 3

General Education Designation MS in 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.

Credits: 3

General Education Designation MS in 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 also be discussed.

Credits: 3

General Education Designation MS in Counseling

COU 6335 - Child and Adolescent Counseling

Credits: 3

General Education Designation MS in Counseling

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.

Credits: 3

General Education Designation MS in Counseling

COU 6345 - Counseling in the Community

This course provides an overview of the field of counseling which emphasizes theories and philosophies underlying current practices in the field of counseling. Course content covers the history of the counseling profession, contemporary practices in community mental health, and future projections for the counseling profession.

Credits: 3

General Education Designation MS in Counseling

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.

Credits: 3

General Education Designation MS in Counseling

COU 6355 - Crisis Intervention in the Counseling Professions

Credits: 3

General Education Designation MS in Counseling

COU 6360 - Measurement and Assessment

Introduction to the history and theory of measurement and assessment as it applies to counselors. This course is tailored to professionals who may interact with other professionals across a wide range of settings to include schools, universities, hospitals, and community mental health centers.

Credits: 3

General Education Designation MS in Counseling

COU 6365 - Research Methods

This course covers the different methodologies that apply in conducting research in the counseling profession. It provides a review of historical research approaches and moves into standard and unique research methods. Topics of emphasis include research protocol, basic approaches, survey techniques, educational investigations, and applied studies.

Credits: 3

General Education Designation MS in Counseling

COU 6370 - Integrations of Theology and Counseling

This course is designed to provide students with an introduction to assessment, clinical diagnosis and treatment planning, both from a Christian perspective and current knowledge in the field of counseling. The course prepares students to counsel with a variety of religious clients, particularly religious clients and provides a systematic overview of Christian doctrines, a discussion of various theological viewpoints regarding those doctrines, and an examination of how counseling and theological concepts re

Prerequisite(s): Graduate Acceptance

Credits: 3

General Education Designation MS in 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 exam 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.

Credits: 3

General Education Designation MS in Counseling

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.

Credits: 3

General Education Designation MS in Counseling

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.

Prerequisite(s): COU 6345, COU 6380

Credits: 3

General Education Designation MS in Counseling

COU 6390 - Counseling Practicum

This course is designed to provide part-time practical experience while completing hours in a clinical setting. Counselors-in-training will be placed in mental health settings (such as community agencies and substance abuse treatment programs). Historical, philosophical, psychological, and sociological foundations of community counseling will also be discussed.

Credits: 3

General Education Designation MS in Counseling

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.

Prerequisite(s): COU 6345

Credits: 3

General Education Designation MS in Counseling

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.

Credits: 5

General Education Designation MS in Counseling

COU 6596 - Clinical Training I

Clinical Training I is a 4 day intensive experience for the purpose of face-to-face interaction. The training will specifically focus on skills development and preparation for Practicum. Academic Advising will also be available during this time. Clinical Training I must be completed before the student can participate in COU 6390 or COU 6995.

Credits: 5

General Education Designation MS in Counseling

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 issue in counseling; such as supervision and consultation, the licensing process, professional identity development, and career exploration. The Training is designed to be completed during the students enrollment in either Practicum (COU 6390) or Internship (COU 6995).

Credits: 5

General Education Designation MS in Counseling

COU 6695 - Internship in Counseling

This course is a pre-professional course, designed to culminate the studies in the profession of counseling and to prepare you for possible licensure, future employment or further graduate study through clinical experience. Counselors-in-training will be placed in mental health settings on a full-time basis.

Prerequisite(s): COU 6390 - Counseling Practicum

Credits: 6

General Education Designation MS in Counseling

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 future employment or further graduate study through clinical experience. Counselors-in-training will be placed in mental health settings on a full-time basis.

Credits: 9

General Education Designation MS in Counseling

Doctor of Health Sciences

HS 5000 - Pre Anatomy & Physiology

This voluntary course is designed to review undergraduate Human Anatomy and Physiology in an effective, efficient way. Students are invited to work at their own pace through videos, questions presented in Google Slides, Quizlet quizzes and vocabulary flashcards. Participants will review concepts and vocabulary which will prepare them for graduate level anatomy courses.

Credits: 0

General Education Designation Graduate Health Sciences

HS 8301 - Evidence-Based Practice

This course provides a working knowledge of evidence-based practice in an interdisciplinary environment. Cases will be used as the backbone of this course to assist the student in analyzing data to justify the treatments used in clinical practice. Students will also learn to critically appraise the literature, evaluate diagnostic test performance, design clinical pathways and standard of care, and implement evidenced based practice findings in their own clinical or administrative setting.

Credits: 3

General Education Designation Graduate Health Sciences

HS 8302 - Bioethics in Clinical Practice and Research

This course introduces students to ethical concepts as they apply to clinical practice and conducting research with human subjects. The aim is to increase students' awareness of and ability to reason through ethical issues that arise in human subjects research and clinical practice. The course will draw upon historical examples, codes, declarations, and other sources of ethical guidance.

Credits: 3

General Education Designation Graduate Health Sciences

HS 8304 - Clinical Statistics

The course will cover statistical concepts used by healthcare practitioners and academicians in both appraising literature and conducting research. This will include descriptive statistics,

parametric group comparison statistics, basic non-parametric statistics, linear modeling, probability, ANOVA, regression analysis, and chi-square tests. The focus of this course is on understanding, interpreting, and accurately applying statistical tests, such as selecting the correct test when designing a research

Credits: 3

General Education Designation Graduate Health Sciences

HS 8305 - Quantitative Research Methods

The course will cover the basic methods and approaches used in quantitative research in clinical and academic settings. A major emphasis of the course will be on the conceptualization and design of research studies, including theoretically underpinnings and application of concepts. Students will learn formulation of research questions, study design, reliability, validity, sampling, measurement, and interpretation of research findings. Practiced skills will include appraising published quantitative literature

Credits: 3

General Education Designation Graduate Health Sciences

HS 8306 - Leadership in Healthcare and Academia

This course explores the various methods of leadership and management, both in academia and healthcare environments, and their impact on productivity, profitability, and employee satisfaction. Students will demonstrate competency of the various types of leaders and systems, as well as critique various leadership and management theories. Practiced skills will include applying leadership theories and concepts to their own personal growth and in their employment settings.

Credits: 3

General Education Designation Graduate Health Sciences

HS 8307 - Health Promotion and Disease Prevention

This course develops the knowledge and skills needed to work with communities to improve health status of the community. Students will examine the concepts of health and wellness, the determinants of health behavior, national health status, the history of health education, and the role of health promotion for disease prevention.

Credits: 3

General Education Designation Graduate Health Sciences

HS 8308 - Grants and Publication

This course is designed to provide writing experiences which prepare the learner for manuscript and grant proposal submissions. This introductory experience into the grant process will include identification of funding sources, proposal writing, project management, and funding challenges. The course will also cover the process of publication, including selecting a journal, preparing the manuscript, submission, revision, and acceptance. Other course topics include writing abstracts, responding to a call

Credits: 3

General Education Designation Graduate Health Sciences

HS 8309 - Qualitative Research Methods

This course will focus on the knowledge and skills needed to conduct qualitative research in clinical and academic settings. Students will explore the epistemology, theory, ethics, methodology, and procedures of qualitative research. Practiced skills will include appraising qualitative research articles and conceptualizing and designing qualitative research studies related to health issues.

Credits: 3

General Education Designation Graduate Health Sciences

HS 8310 - Instructional Methods for Health Professionals

In this course, students examine theoretical principles of teaching and learning for adult learners. Students will explore a variety of teaching methods with a particular emphasis on the educational roles health care professionals assume in both academic and clinical settings. Practiced skills will include formulating instructional plans for adult learners and apply instructional skills in real contexts.

Credits: 3

General Education Designation Graduate Health Sciences

HS 8311 - Mixed Methods Research

This course is designed to provide student exploration of mixed methods research, which combines qualitative and quantitative research methods to enhance the understanding of complex social phenomena in social sciences. The course will cover the basic principles and concepts of mixed methods research, including its philosophical underpinnings, design strategies, data collection and analysis techniques, and integration of findings. Students will be able to design, conduct, analyze, and write up mixed methods research studies that are appropriate for their own research interests and professional field.

Credits: 3

HS 9106 - Dissertation- Continuation

Students will enroll in this course if they have not successfully defended their dissertation by the end of HS 9305. The student will continue to work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student must enroll in this course every semester until they have successfully defended their dissertation or until they ha

Credits: 1

General Education Designation Graduate Health Sciences

HS 9109 - Capstone Continuation

Students will enroll in this course if they have not successfully defended their Capstone by the end of HS 9308. The student will continue to work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student must enroll in this course every semester until they have successfully defended their dissertation.

Credits: 1

General Education Designation Graduate Health Sciences

HS 9301 - Dissertation 1

Through the dissertation course series, the student will work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student and dissertation chairperson will determine which steps of the research process will be completed in each course while ensuring that the defined learning outcomes for each course are being met.

Credits: 3

General Education Designation Graduate Health Sciences

HS 9302 - Dissertation 2

Through the dissertation course series, the student will work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain

IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student and dissertation chairperson will determine which steps of the research process will be completed in each course while ensuring that the defined learning outcomes for each course are being met.

Credits: 3

General Education Designation Graduate Health Sciences

HS 9303 - Dissertation 3

Through the dissertation course series, the student will work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student and dissertation chairperson will determine which steps of the research process will be completed in each course while ensuring that the defined learning outcomes for each course are being met.

Credits: 3

General Education Designation Graduate Health Sciences

HS 9304 - Dissertation 4

Through the dissertation course series, the student will work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student and dissertation chairperson will determine which steps of the research process will be completed in each course while ensuring that the defined learning outcomes for each course are being met.

Credits: 3

General Education Designation Graduate Health Sciences

HS 9305 - Dissertation 5

Through the dissertation course series, the student will work with their dissertation chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student and dissertation chairperson will determine which steps of the research process will be completed in each course while ensuring that the defined learning outcomes for each course are being met.

Credits: 3

General Education Designation Graduate Health Sciences

HS 9307 - Capstone 1

Through the capstone course series, the student will work with their capstone chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student and capstone chairperson will determine which steps of the research process will be completed in each course while ensuring that the defined learning outcomes for each course are being met.

Credits: 3

General Education Designation Graduate Health Sciences

HS 9308 - Capstone 2

Through the Capstone course series, the student will work with their Capstone chairperson to design an independent research project, develop the methodology, defend a proposal, obtain IRB approval, collect and analyze data, draw conclusions, and ultimately defend the final project. The student and Capstone chairperson will determine which steps of the research process will be completed in each course while ensuring that the defined learning outcomes for each course are being met.

Credits: 3

General Education Designation Graduate Health Sciences

Education

COU 6373 - Psychopharmacology and Counseling

This course is designed to familiarize students with the uses, taxonomy, side-effects and contraindications of commonly prescribed medications for mental health issues. Offered in Spring and Fall.

Credits: 3

COU 6374 - Human Sexuality

An overview of the physiological, psychological, sociological and spiritual aspects of human sexuality including varied sexual issues encountered in the counseling practice.

Credits: 3

ED 6322 - Curriculum Design and Instructional Methods

Credits: 3

General Education Designation Graduate Education

EED 6096 - Clinical Experiences/Practicum

A course designed to provide for the demonstration of pedagogical knowledge and skills and to foster the dispositions essential for future educators. Students will complete a minimum of 15 hours of service in an educational setting.

Credits: 0

General Education Designation Elementary Education

EED 6097 - Clinical Experiences/Practicum

A course designed to provide for the demonstration of pedagogical knowledge and skills and to foster the dispositions essential for future educators. Students will complete a minimum of 15 hours of service in an educational setting.

Credits: 0

General Education Designation Elementary Education

EED 6098 - Clinical Experiences/Practicum

A course designed to provide for the demonstration of pedagogical knowledge and skills and to foster the dispositions essential for future educators. Students will complete a minimum of 15 hours of service in an educational setting.

Credits: 0

General Education Designation Elementary Education

EED 6099 - Clinical Experiences/Practicum

A course designed to provide for the demonstration of pedagogical knowledge and skills and to foster the dispositions essential for future educators. Students will complete a minimum of 15 hours of service in an educational setting.

Credits: 0

General Education Designation Elementary Education

EED 6140 - Health and PE for Children

This course is designed to address the techniques of teaching Physical Education and Health to children, including appropriate levels of games and activities, as well as developmentally appropriate instruction and program development, as well as understand the relationship and contributions of physical education and health education programs within the elementary school curriculum and process. Participants will be able to identify historical, philosophical, and social perspectives on education issues and legislation and to understand the emotional and health-related needs of today's children.

Credits: 1

General Education Designation Elementary Education

EED 6299 - Education Capstone

Education Capstone

Credits: 2

General Education Designation Elementary Education

EED 6301 - Ethics for Educators

A study of the historical, sociological, philosophical factors underlying present day American education. Emphasized is the study of related problems requiring educational adjustments in school and society.

Credits: 3

General Education Designation Elementary Education

EED 6324 - Early Literacy Instruction

A survey of the methods for teaching emergent literacy skills and strategies in the elementary classroom. Field experience is required.

Credits: 3

General Education Designation Elementary 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.

Credits: 3

General Education Designation Elementary Education

EED 6328 - The Science of Learning

This course is intended to provide an overview of the theories and principles from psychology related to education. Specifically, the course addresses motivation, learning, and development as well as an introduction into the research and theory of reading 232 instruction. It is designed to provide insights into further elementary education courses in content, methodology and practice.

Credits: 3

General Education Designation Elementary Education

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.

Credits: 3

General Education Designation Elementary Education

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.

Credits: 3

General Education Designation Elementary Education

EED 6341 - Teaching of 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 concepts.

Credits: 3

General Education Designation Elementary Education

EED 6368 - Teaching Elementary Science

Methods and materials of elementary school science and selected science topics. .

Credits: 3

General Education Designation Elementary Education

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.

Credits: 3

General Education Designation Elementary Education

EED 6390 - Directed Study

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Under directed study, the student and qualified instructor collaboratively.

Credits: 3

General Education Designation Elementary Education

EED 6398 - Practicum

This course is designed for students who are interning in their own classrooms. A minimum of 40 hours must be completed in a different grade band from the assigned grade band.

Credits: 3

General Education Designation Elementary Education

EED 6399 - Internship

Credits: 3

General Education Designation Elementary Education

EED 6432 - Teaching Elementary Language Arts

Teaching Elementary Language Arts

Credits: 4

General Education Designation Elementary Education

EED 6699 - Internship in Elementary Education

A full semester of supervised internship and mentoring class.

Credits: 6

General Education Designation Elementary Education

EED 7200 - Elementary Education Capstone Portfolio

Elementary Education Capstone Portfolio

Credits: 2

General Education Designation Elementary Education

EED 7300 - Elementary Education Capstone Portfolio

Elementary Education Capstone Portfolio

Credits: 3

General Education Designation Elementary Education

EH 6099 - Individualized Study

Credits: 0

General Education Designation Humanities

EH 6302 - Rhetoric, Grammar, and Composition

Emphasizes clear, consistent, logical writing with emphasis on topics appropriate for students in graduate and professional programs.

Credits: 3

General Education Designation Humanities

EH 6314 - Shakespeare in Print, Performance, and Practice

A study of the major plays including histories, tragedies, and comedies, as well as the sonnets.

Credits: 3

General Education Designation Humanities

EH 6329 - Materials and Methods

Provides graduate students with an in-depth study of instructional methods, curriculum models, technology, student characteristics, and factors impacting the secondary program.

Credits: 3

General Education Designation Humanities

EH 6346 - Adolescent Literature

A study of literature appropriate for the adolescent reader. The course includes an overview of the history of young adult literature; an analysis of individual titles and characteristics; reading patterns and major concerns of adolescents; and methods for teaching reading and writing as they relate to literature in the secondary school.

Credits: 3

General Education Designation Humanities

EH 6350 - Issues and Topics in the English Language

An introduction to the study of the English language, including the history of English. Emphasis will be placed on how the language works and on ways to describe it. Designed primarily for students interested in English, communications, and foreign languages.

Credits: 3

General Education Designation Humanities

EH 6351 - Studies in the English Language

An introduction to the study of the English language, including the history of English. Emphasis will be placed on how the language works and on ways to describe it. Designed primarily for students interested in English, communications and foreign language.

Prerequisite(s): Must be admitted into Masters Program

Credits: 3

General Education Designation Humanities

FED 6000 - Orientation to Teacher Education

An introduction to education, including an overview of professional practice with an emphasis on character and ethics, the units' conceptual framework, law and technology and special topics.

Credits: 0

General Education Designation Educational Found.

FED 6299 - Education Capstone

Credits: 2

General Education Designation Educational Found.

FED 6301 - Ethics for Educators

A study of the historical, sociological, philosophical factors underlying present day American education. Emphasized is the study of related problems requiring educational adjustments in school and society.

Credits: 3

General Education Designation Educational Found.

FED 6320 - Curriculum Design, Assessment and Evaluation

Concepts of evaluation by traditional and nontraditional methods. An emphasis on building assessments through curriculum planning, setting of instructional objectives, proper test construction, and analysis of scores yielded through assessment techniques.

Credits: 3

General Education Designation Educational Found.

FED 6322 - Curriculum Design & 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.

Credits: 3

General Education Designation Educational Found.

FED 6324 - Early Literacy Instruction

A survey of the methods for teaching emergent literacy skills and strategies in the elementary classroom.

Credits: 3

General Education Designation Educational Found.

FED 6326 - Reading Skills and Comprhension

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.

Credits: 3

General Education Designation Educational Found.

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.

Credits: 3

General Education Designation Educational Found.

FED 6332 - Special Topics in Education

An introduction to education, including an overview of professional practice with an emphasis on character and ethics, the units' conceptual framework, law and special topics of interest to the teaching profession.

Credits: 3

General Education Designation Educational Found.

FED 6333 - 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.

Credits: 3

General Education Designation Educational Found.

FED 6336 - Teaching Elementary Social Studies

Teaching Elementary Social Studies

Credits: 3

General Education Designation Educational Found.

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.

Credits: 3

General Education Designation Educational Found.

FED 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 concepts.

Credits: 3

General Education Designation Educational Found.

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.

Credits: 3

General Education Designation Educational Found.

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.

Credits: 3

General Education Designation Educational Found.

FED 6349 - K-6 Classroom Management

A study of classroom management techniques with an emphasis on relationships with students, parents, paraprofessionals, administration, and the community. Management planning and classroom success skills are emphasized.

Credits: 3

General Education Designation Educational Found.

FED 6350 - Technology of Learning

A course which focuses on the current and emerging uses of technology in the classroom, considering the different teaching and learning styles of the learner. Students must demonstrate skill in selection of software for the remediation of students and must be able to teach lessons using multimedia-authoring tools.

Credits: 3

General Education Designation Educational Found.

FED 6352 - Special Topics in Education

An introduction to education, including an overview of professional practice with an emphasis on character and ethics, the units' conceptual framework, law and special topics of interest to the teaching profession.

Credits: 3

General Education Designation Educational Found.

FED 6368 - Teaching Elementary Science

Methods and materials of elementary school science and selected science topics.

Credits: 3

General Education Designation Educational Found.

FED 6380 - Action Research

An examination of the role, process, and application of research and science in education. The course examines the ethical, legal, and moral issues in research. The course focuses on creating

effective consumers of research.

Credits: 3

General Education Designation Educational Found.

FED 6399 - Education Capstone

Credits: 3

General Education Designation Educational Found.

FED 7010 - Elementary Education Pedagogy

FED 7010 Capstone Portfolio, Elementary Education Pedagogy

Credits: 0

General Education Designation Educational Found.

FED 7020 - English Language Arts Pedagogy

FED 7020 Capstone Portfolio, English Language Arts Pedagogy

Credits: 0

General Education Designation Educational Found.

FED 7030 - General Science Pedagogy

FED 7030 Capstone Portfolio, General Science Pedagogy

Credits: 0

General Education Designation Educational Found.

FED 7040 - General Social Science Pedagogy

FED 7040 Capstone Portfolio, General Social Science Pedagogy

Credits: 0

General Education Designation Educational Found.

FED 7050 - Mathematics Pedagogy

FED 7050 Capstone Portfolio, Mathematics Pedagogy

Credits: 0

General Education Designation Educational Found.

FED 7060 - Capstone Portfolio

Credits: 0

General Education Designation Educational Found.

SED 6000 - Orientation to Teacher Education

An introduction to education, including an overview of professional practice with an emphasis on character and ethics, the units' conceptual framework, law and technology and special topics.

Credits: 0

General Education Designation Secondary ED - (MED)

SED 6301 - Ethics for Educators

A study of the historical, sociological, philosophical factors underlying present day American education. Emphasized is the study of related problems requiring educational adjustments in school and society.

Credits: 3

General Education Designation Secondary ED - (MED)

SED 6317 - Reading in the Secondary Curriculum

Credits: 3

General Education Designation Secondary ED - (MED)

SED 6328 - The Science of Learning

This course is intended to provide an overview of the theories and principles from psychology related to education. Specifically, the course addresses motivation, learning, and development as well as an introduction into the research and theory of secondary instruction. It is designed to provide insights into further secondary education courses in content, methodology and practice.

Credits: 3

General Education Designation Secondary ED - (MED)

SED 6399 - Education Capstone

This course is taken simultaneously with the first Internship placement to complete the edTPA assessment. edTPA focuses on planning instruction, implementation of effective instruction, and assessment of student work within a content field. If a student does not pass the edTPA, they would resubmit the edTPA portfolio during their second Internship placement and could retake this course as a means of remediation.

Credits: 3

General Education Designation Secondary ED - (MED)

SED 6699 - Internship in Secondary Education

A full semester of supervised Internship and mentoring class.

Credits: 6

General Education Designation Secondary ED - (MED)

SFED 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.

Credits: 3

SFED 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.

Credits: 3

SFED 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.

Credits: 3

SFED 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.

Credits: 3

SFED 6349 - Secondary Classroom Management

A study of classroom management techniques with an emphasis on relationships with students, parents, paraprofessionals, administration, and the community. Management planning and classroom success skills are emphasized.

Credits: 3

SOS 5320 - Principles of Government and Economics

This course includes the interrelationship of local, state, national, and international governments and their affects on markets and world economies.

Credits: 3

SOS 5385 - Global Environment and Culture

The study of the interconnectedness of history and culture between various global environments and human behaviors.

Credits: 3

SOS 6329 - General Social Science Materials and Methods

The course focuses on the materials and methods of teaching as related to the field of Social Science and the purposes of education and characteristics of adolescents.

Credits: 3

General Education Designation Graduate Social Science

SOS 6369 - Graduate Seminar in Social Sciences

This course is a broad overview of the interrelationship of disciplines in the Social Sciences

Credits: 3

General Education Designation Graduate Social Science

SOS 7200 - History/General Social Science Capstone Portfolio

History/General Social Science Capstone Portfolio

Credits: 2

General Education Designation Graduate Social Science

Humanities

BIO 6300 - Human Nutrition

A graduate course that provides a broad survey of the role of nutrient in maintaining normal metabolic processes in humans. The course provides the basic materials needed to understand importance of nutrition in preventing and treating human diseases such as heart disease, cancer, diabetes and osteoporosis.

Prerequisite(s): Must be admitted into Masters Program

Credits: 3

General Education Designation Humanities

BIO 6329 - Materials and Methods

Provides graduate students with an in-depth study of instructional methods, curriculum models, technology, student characteristics, and factors impacting the secondary program.

Credits: 3

General Education Designation Humanities

BIO 6351 - Advanced Genetics

The course focuses on advanced genetics concepts; genetic transmission molecular structure of DNA; genetic markers and their application; molecular aspects of DNA replication and recombination; chromosome mapping; mechanisms of mutation and DNA repair; genetic engineering; population genetics; quantitative genetics.

Prerequisite(s): Must be admitted into Masters Program

Credits: 3

General Education Designation Humanities

BIO 6362 - Ecological Theories

An in depth study of ecological principles is presented using a broad environmental science and problem solving approach.

Prerequisite(s): Must be admitted to Masters Program

Credits: 3

General Education Designation Humanities

BIO 6380 - History and Philosophy of Biological Research

The development of the biological sciences is addressed broadly in the context of the history of mankind. The changing roles of the Judeo- Chrisitan cultures have had in the advancement of biotechnology are included in the course discussion.

Prerequisite(s): Must be admitted to Masters Program

Credits: 3

General Education Designation Humanities

BIO 6381 - General Science Action Research

Credits: 3

General Education Designation Humanities

BIO 6390 - Directed Studies

Taken concurrently with the internship in teaching, this course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Current issues in education, teaching resources, and finding employment in education are included.

Credits: 3

General Education Designation Humanities

BIO 6395 - Special Topics in Biological Science

This course is designed for students to engage in an in depth examination of a topic that is not offered elsewhere across the University. Under directed study, the student and qualified instructor work collaboratively.

Credits: 3

General Education Designation Humanities

BIO 6396 - Special Topics in Biological Science

Credits: 3

General Education Designation Humanities

BIO 6397 - Special Topics in Biological Science

Credits: 3

General Education Designation Humanities

BIO 6398 - Special Topics in Biological Science

Credits: 3

General Education Designation Humanities

BIO 6400 - Human Nutrition

Human Nutrition

Credits: 4

General Education Designation Humanities

BIO 6429 - Biology/General Science Materials & Methods

Biology/General Science Materials & Methods

Credits: 4

General Education Designation Humanities

BIO 7200 - Biology/General Science Capstone Portfolio

Biology/General Science Capstone Portfolio

Credits: 2

General Education Designation Humanities

BIO 7300 - Biology/General Science Capstone Portfolio

Biology/General Science Capstone Portfolio

Credits: 3

General Education Designation Humanities

CED 5308 - Histories and Philosophies of Classical Education

The seven liberal arts, as historically understood, serve as the historical foundation and frame for Classical education. This course examines the history of the liberal arts through the western intellectual tradition, always with Classical teaching and learning in mind. Special consideration will be given to the ends of education, the nature and role of the student and teacher, key figures and books within the tradition, and the nature of Classical pedagogy. Offered fall semesters.

Credits: 3.0

General Education Designation Humanities

CED 5309 - The Trivium and Quadrivium: Readings in Primary and Secondary Sources

In this course, students read classic and contemporary works in each of the three language arts of grammar, logic (dialectic), rhetoric and the four mathematical arts known as the quadrivium—arithmetic, geometry, music, and astronomy—and discover the role that these arts have within the great tradition of a liberal arts or classical education. Offered in spring semesters.

Credits: 3.0

General Education Designation Humanities

CED 5310 - Special Topics and Readings

The Classical Christian movement has roots that run to the ancient world and is always considering and reconsidering key issues in and ideas with its rich history. This course reflects on such topics as leisure, festivity, the Black Intellectual Tradition, Common Arts, Socratic dialogues, Wonder and discovery, and school culture and aesthetics. Offered in even summer semesters.

Credits: 3.0

General Education Designation Humanities

CED 5312 - Thesis

The Master thesis is the pinnacle of this academic program in classical education. 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.

Credits: 3.0

General Education Designation Classical Education

CED 5330 - The Paideia Approach to Classical Education

This course is a consideration of the reforming educational efforts of Mortimer Adler, Robert Hutchins, and later the Paideia Group. As a major educational movement spanning the 1940s to the present moment this has been key in reviving Classical Liberal Arts education for the modern world. This movement spans and has been influential in the contemporary Classical renewal. Offered in odd summer semesters.

Credits: 3.0

General Education Designation Humanities

CED 7313 - Special Topics and Readings

The Classical Christian movement has roots that run to the ancient world and is always considering and reconsidering key issues in and ideas with its rich history. This course reflects on such topics as leisure, festivity, the Black Intellectual Tradition, Common Arts, Socratic dialogues, Wonder and discovery, and school culture and aesthetics. Offered even summer semesters.

Credits: 3.0

General Education Designation Humanities

CED 7330 - Paideia Approach to Classical Education

This course is a consideration of the reforming educational efforts of Mortimer Adler, Robert Hutchins, and later the Paideia Group. As a major educational movement spanning the 1940s to the present moment this has been key in reviving Classical Liberal Arts education for the modern world. This movement spans and has been influential in the contemporary Classical renewal. Offered in odd summer semesters.

Credits: 3.0

General Education Designation Humanities

CED 8310 - Histories and Philosophies of Classical Education

The seven liberal arts, as historically understood, serve as the historical foundation and frame for Classical education. This course examines the history of the liberal arts through the western

intellectual tradition, always with Classical teaching and learning in mind. Special consideration will be given to the ends of education, the nature and role of the student and teacher, key figures and books within the tradition, and the nature of Classical pedagogy. Offered fall semesters.

Credits: 3.0

General Education Designation Humanities

CED 8312 - The Trivium and Quadrivium: Readings in Primary and Secondary Sources

In this course, students read classic and contemporary works in each of the three language arts of grammar, logic (dialectic), rhetoric and the four mathematical arts known as the quadrivium—arithmetic, geometry, music, and astronomy—and discover the role that these arts have within the great tradition of a liberal arts or classical education. Offered in spring semesters.

Credits: 3.0

General Education Designation Humanities

CED 9301 - Dissertation

The doctoral dissertation is the pinnacle of this academic program in classical education. 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. Offered on demand.

Prerequisite(s): Must be taken in the final 12 hours of the student's degree plan.

Credits: 3.0

General Education Designation Classical Education

CED 9302 - Dissertation

The doctoral dissertation is the pinnacle of this academic program in classical education. 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. Offered on demand.

Prerequisite(s): Must be taken in the final 12 hours of the student's degree plan.

Credits: 3.0

General Education Designation Classical Education

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. Offered spring semesters.

Credits: 3

General Education Designation Fine Arts

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.

Credits: 3

General Education Designation Humanities

HU 5320 - General Humanities Concentration Track

This course is required for students on the general humanities track. Offered summer of even years.

Credits: 3

General Education Designation Humanities

HU 8312 - 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.

Credits: 3

General Education Designation Humanities

HU 8313 - 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.

Credits: 3

General Education Designation Humanities

HU 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.

Credits: 3

General Education Designation Humanities

HU 8320 - General Humanities Track Seminar

This course is required of Ph.D. students on the general humanities track. Offered summers of even years.

Credits: 3

General Education Designation Humanities

HU 8326 - 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 Brothers Karamazov, Bradbury's Dandelion Wine, and Wilbur's Collected Poems. Offered spring semesters.

Credits: 3

General Education Designation Humanities

HU 9301 - 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. Offered on demand.

Prerequisite(s): Must be taken in the final 12 hours of the student's degree plan.

Credits: 3

General Education Designation Humanities

HU 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. Offered on demand.

Prerequisite(s): Must be taken in the final 12 hours of the student's degree plan.

Credits: 3

General Education Designation Humanities

SSC 7319 - 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. Offered fall semesters.

Credits: 3

General Education Designation Social Science

Fine Arts

EH 6361 - Selected Readings in British Literature

This course features readings of selected works by British writers of fiction, poetry, drama, or essay. Course content may vary with repeated offerings and may focus on specific authors, genres, recurring themes, or literary periods.

Credits: 3

General Education Designation Humanities

EH 6362 - Selected Readings in American Literature

This course features readings of selected works by American writers of fiction, poetry, drama, or essay. Course content may vary with repeated offerings and may focus on specific authors,

genres, recurring themes, or literary periods.

Credits: 3

General Education Designation Humanities

EH 6380 - English Language Arts Action Research

English Language Arts Action Research

Credits: 3

General Education Designation Humanities

EH 6390 - Directed Study

Taken concurrently with the internship in teaching, this course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Current issues in education, teaching resources, and finding employment in education are included.

Credits: 3

General Education Designation Humanities

EH 6395 - Special Topics in Literature

Credits: 3

General Education Designation Humanities

EH 6396 - Special Topics in Literature

Credits: 3

General Education Designation Humanities

EH 6397 - Special Topics in Literature

Credits: 3

General Education Designation Humanities

EH 6398 - Special Topics in Literature

Credits: 3

General Education Designation Humanities

EH 7200 - English Language Arts Capstone

English Language Arts Capstone

Credits: 2

General Education Designation Humanities

Humane Letters

HU 5308 - 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.

Credits: 3

General Education Designation Humanities

HU 5309 - 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.

Credits: 3

General Education Designation Graduate Humanities

HU 5310 - 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.

Credits: 3

General Education Designation Graduate Humanities

HU 5311 - Introduction to Humane Letters and Learning

This course examines the history and philosophy of Humane learning using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to Ecclesiastes, Hugh of St. Victor's Didascalicon, Dante's Paradiso, John of Salisbury's Metalogicon, Bruni's The Study of Literature, Guarino's A Program of Teaching and Learning, Vico's On Humanistic Education, and Barzun's House of Intellect.

Credits: 3

General Education Designation Graduate Humanities

HU 7311 - Introduction to Humane Letters and Learning

This course examines the history and philosophy of Humane learning using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Ecclesiastes, Hugh of St. Victor's Didascalicon, Dante's Paradiso, John of Salisbury's Metalogicon, Bruni's The Study of Literature, Guarino's A Program of Teaching and Learning, Vico's On Humanistic Education, and Barzun's House of Intellect. Offered in fall semesters.

Credits: 3

General Education Designation Humanities

History

HY 5308 - 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.

Credits: 3

General Education Designation History

HY 5309 - 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.

Credits: 3

General Education Designation History

HY 5310 - 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.

Credits: 3

General Education Designation Graduate History

HY 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.

Credits: 3

General Education Designation History

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. Offered on demand.

Credits: 3

General Education Designation History

HY 5315 - Great Ideas: 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. Offered fall semesters.

Credits: 3

General Education Designation History

HY 5320 - History Track Seminar

Required course for master's students on the history track. Offered in summer semesters of odd years.

Credits: 3

General Education Designation History

HY 6229 - Materials and Methods

The course focuses on the materials and methods of teaching as related to the field of History and Social Science.

Credits: 2

General Education Designation Graduate History

HY 6301 - Directed Readings

Credits: 3

General Education Designation Graduate History

HY 6311 - Research and Writing in History

Readings and analytical historical writing covering selected topics in US or World History. The major emphasis of this course is the mastery of analytical skills and writing techniques used by historians in pursuit of their craft.

Prerequisite(s): Must be admitted into Masters Program

Credits: 3

General Education Designation Graduate History

HY 6312 - Seminar in Historical Research and Writing

Credits: 3

General Education Designation Graduate History

HY 6314 - Seminar in Historiography & Philosophy of History

Credits: 3

General Education Designation Graduate History

HY 6315 - Philosophy and Theory of History

A detailed study of History as a distinct discipline and its related field of historical interpretation and application

Credits: 3

General Education Designation Graduate History

HY 6329 - Materials and Methods

Provides graduate students with an in-depth study of instructional methods, curriculum models, technology, student characteristics, and factors impacting the secondary program.

Credits: 3

General Education Designation Graduate History

HY 6340 - Special Topics in History

Credits: 3

General Education Designation Graduate History

HY 6341 - Special Topics in History

Credits: 3

General Education Designation Graduate History

HY 6342 - Special Topics in History

Credits: 3

General Education Designation Graduate History

HY 6369 - Graduate Seminar in Social Sciences

Credits: 3

General Education Designation Graduate History

HY 6370 - Seminar in Social Sciences

A study emphasizing the interrelationship of the several social science disciplines.

Prerequisite(s): Must be admitted into Masters Program

Credits: 3

General Education Designation Graduate History

HY 6371 - Seminar in U.S. Social and Cultural History

Credits: 3

General Education Designation Graduate History

HY 6375 - Current Issues in World History

This course will concentrate on current events and issues in an ever changing world. Emphasis will be given to exploring the interactions of history, religion, and culture as they affect governmental policies on a global scale.

Prerequisite(s): Must be admitted into Masters Program

Credits: 3

General Education Designation Graduate History

HY 6380 - Gener Social Science Action Research

Gener Social Science Action Research

Credits: 3

General Education Designation Graduate History

HY 6390 - Directed Study

Taken concurrently with the internship in teaching, this course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University.

Current issues in education, teaching resources, and finding employment in education are included.

Credits: 3

General Education Designation Graduate History

HY 6395 - Special Topics in History

Credits: 3

General Education Designation Graduate History

HY 6396 - Special Topics in History

Credits: 3

General Education Designation Graduate History

HY 6397 - Special Topics in History

Credits: 3

General Education Designation Graduate History

HY 6398 - Special Topics in History

Credits: 3

General Education Designation Graduate History

HY 8312 - 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.

Credits: 3

General Education Designation History

HY 8313 - 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.

Credits: 3

General Education Designation History

HY 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.

Credits: 3

General Education Designation History

HY 8315 - 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 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. Offered fall semesters.

Credits: 3

General Education Designation History

HY 8320 - History Track Seminar

Credits: 3

General Education Designation Graduate History

HY 9301 - 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. Offered on demand.

Prerequisite(s): Must be taken in the last twelve hours of the student's degree plan.

Credits: 3

General Education Designation History

HY 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. Offered on demand.

Prerequisite(s): Must be taken in the last twelve hours of the student's degree plan.

Credits: 3

General Education Designation History

Literary Analysis

LIT 5308 - 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.

Credits: 3

General Education Designation Humanities

LIT 5309 - 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.

Credits: 3

General Education Designation Humanities

LIT 5310 - 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.

Credits: 3

General Education Designation Humanities

LIT 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.

Credits: 3

General Education Designation Humanities

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.

Credits: 3

General Education Designation Humanities

LIT 5324 - Great Ideas: 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. Offered fall semesters.

Credits: 3

General Education Designation Humanities

LIT 5330 - Literature Track Seminar

This is a required course for M.A. students on the literature track. Offered summers of even years.

Credits: 3

General Education Designation Humanities

LIT 7324 - 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 Apology for Poetry, and Blamires's History of Literary Criticism. Offered fall semesters.

Credits: 3

General Education Designation Humanities

LIT 8312 - 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.

Credits: 3

General Education Designation Humanities

LIT 8313 - 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.

Credits: 3

General Education Designation Humanities

LIT 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.

Credits: 3

General Education Designation Humanities

LIT 8330 - Literature Track Seminar

This is a required course for Ph.D. students in the literature track. It is offered summers of even years.

Credits: 3

General Education Designation Humanities

LIT 9301 - 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. Offered on demand.

Prerequisite(s): Must be taken in the last twelve hours of the student's degree plan.

Credits: 3

General Education Designation Humanities

LIT 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. Offered on demand.

Prerequisite(s): Must be taken in the last twelve hours of the student's degree plan.

Credits: 3

General Education Designation Humanities

Interdisciplinary Studies

IDS 5301 - Scholarly Inquiry and Writings 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. Offered spring semesters.

Credits: 3

General Education Designation IDS

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. Offered spring semesters.

Credits: 3

General Education Designation IDS

IDS 7310 - Interdisciplinary Study 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. Offered in spring and summer semesters.

Credits: 3

General Education Designation IDS

IDS 8310 - Interdisciplinary Study 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. Offered in spring and summer semesters.

Credits: 3

General Education Designation IDS

Math and Scientific Reasoning

NMS 8328 - Math and Scientific Reasoning

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, and Huygens's Treatise on Light. Offered fall semesters.

Credits: 3

General Education Designation Nat & Math Science

Philosophy

PHL 5308 - 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.

Credits: 3

General Education Designation Humanities

PHL 5309 - 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.

Credits: 3

General Education Designation Humanities

PHL 5310 - 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.

Credits: 3

General Education Designation Humanities

PHL 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.

Credits: 3

General Education Designation Humanities

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. Offered on demand.

Credits: 3

General Education Designation Humanities

PHL 5313 - Great Ideas: 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. Offered spring and summer semesters.

Credits: 3

General Education Designation Humanities

PHL 5320 - Philosophy Track Seminar

This is a required course for all M.A. students on the philosophy track. It is offered summers of odd years.

Credits: 3

General Education Designation Humanities

PHL 7313 - 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. Offered spring and summer semesters.

Credits: 3

General Education Designation Humanities

PHL 8312 - 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.

Credits: 3

General Education Designation Humanities

PHL 8313 - 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.

Credits: 3

General Education Designation Humanities

PHL 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.

Credits: 3

General Education Designation Humanities

PHL 8320 - Philosophy Track Seminar

This is a required course for Ph.D. students in the philosophy track. Offered summers of odd years.

Credits: 3

General Education Designation Humanities

PHL 9301 - 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. Offered on demand.

Prerequisite(s): Must be taken in the last twelve hours of the student's degree plan.

Credits: 3

General Education Designation Humanities

PHL 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. Offered on demand.

Prerequisite(s): Must be taken in the last twelve hours of the student's degree plan.

Credits: 3

General Education Designation Humanities

Justice Administration

JA 5301 - Problem Oriented Policing

The purpose of this course is to focus on policing strategies which involve the identification and analysis of crime and disorder problems in order to develop effective responses. This course offers a critical look at management issues that include hot-spot community concerns, as well as strategies for with the special needs population. Course materials will include contemporary studies useful to individuals/agencies seeking solutions and template to begin the important work of engaging special populations.

Prerequisite(s): Admission to program

Credits: 3

General Education Designation Justice Admin

JA 5302 - Research and Writing

Students will learn problem-solving techniques to prepare effective professional communications. They will learn concepts to help them appropriately respond in writing to various situations within and outside the workplace. Students will write various documents, such as emails, cover letters, resumes, and police reports. Students will also learn best practices for law enforcement's use of social media. Additionally, this course covers preparing community surveys and performing internet research for factual investigations.

Prerequisite(s): Admission to program

Credits: 3

General Education Designation Justice Admin

JA 5303 - Organizational Development

This course provides a project based curriculum in which the student will identify an opportunity for organizational based improvement through analysis of a chosen organization. Students complete a review of literature to identify alternatives to improve the organization and collect data to further inform the development of the implementation plan.

Prerequisite(s): Admission to program

Credits: 3

General Education Designation Justice Admin

JA 5304 - Managing Human Resources in Criminal Justice

This course focuses on the problems criminal justice professionals encounter in their duties as managers and supervisors regarding human resources with a focus on policy development, labor laws, supervising the difficult employee, internal discipline, recruitment, training, retention issues, and working with minority issues and cultural issues.

Prerequisite(s): Admission to program

Credits: 3

General Education Designation Justice Admin

JA 5305 - Public Policy

Credits: 3

General Education Designation Justice Admin

JA 5306 - Strategic Communication Practices

The course will examine practice and theory for effective communications for law enforcement agencies. The course will consider influences on public opinion and the growing numbers of communications channels which are available including media and social media. Case studies of either historical or theoretical nature will be used to develop techniques to manage situations which are urgent, long-term, or a combination of both; preparation and organization of strategic communications will be emphasized.

Prerequisite(s): Admission to program

Credits: 3

General Education Designation Justice Admin

JA 5320 - Law & 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.

Prerequisite(s): Admission to program

Credits: 3

General Education Designation Justice Admin

JA 5350 - Corrections

This course provides a comparative study of corrections and the issues facing the over-crowded and expensive correctional system in place today. Topics covered in the course include: the structure and use of the corrections system; the US Constitution and its role in sentencing; the impact of US policies on the corrections system; sentencing options and alternatives to incarceration; the impact of socioeconomics on incarceration; and the on-going debate of rehabilitation vs. punishment. This course also explores the social world of the corrections industry including the day to day workings of the system, violence and assaults, living conditions for the incarcerated, and prisoner rights.

Prerequisite(s): Admission to program

Credits: 3

General Education Designation Justice Admin

JA 5360 - Courts

This course is designed to provide the student with an understanding of the American Judicial System at the state and federal level, the influence of the Constitution on those systems, and the history, traditions, and philosophy underlying our system of justice as it is played out in the criminal court. This course also focuses on the dynamics of the courthouse and judicial players.

Prerequisite(s): Admission to program

Credits: 3

General Education Designation Justice Admin

JA 5370 - Ethics

Course applies foundational ethical principles to current ethical challenges within criminal justice areas of policing, courts, corrections, and legal services. Materials related to deontological & teleological ethics are presented. Consideration of the six major ethical views provided. Cases of ethical violations committed by attorneys in various jurisdictions are evaluated as they relate to codes of ethics. Consideration also given to various variations in some attorney ethics rules among jurisdictions.

Prerequisite(s): Admission to program

Credits: 3

General Education Designation Justice Admin

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.

Credits: 3

General Education Designation Master Business Adm

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.

Credits: 3

General Education Designation Master Business Adm

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.

Credits: 3

General Education Designation Master Business Adm

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.

Credits: 3

General Education Designation Master Business Adm

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.

Credits: 3

General Education Designation Master Business Adm

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.

Credits: 3

General Education Designation Master Business Adm

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.

Credits: 3

General Education Designation Master Business Adm

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.

Credits: 3

General Education Designation Master Business Adm

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.

Credits: 3

General Education Designation Master Business Adm

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.

Credits: 3

General Education Designation Master Business Adm

Master of Science in Management

MSM 6001 - MSME Internship 1

An experimental application of principles introduced in the first semester of the program. This ongoing activity consists of smaller, regularly documented tasks in some combination of the environments of business management, integration, and application of technology, administrative oversight, marketing, financial management, human resource management, and operations management.

Credits: 0

General Education Designation MS in Management

MSM 6002 - MSME Internship 2

An experimental application of principles introduced in the second semester of the program. This ongoing activity consists of smaller, regularly documented tasks in some combination of the environments of business management, integration, and application of technology, administrative oversight, marketing, financial management, human resource management, and operations management.

Credits: 0

General Education Designation MS in Management

MSM 6003 - MSME Internship 3

An experimental application of principles introduced in the third semester of the program. This ongoing activity consists of smaller, regularly documented tasks in some combination of the environments of business management, integration, and application of technology, administrative oversight, marketing, financial management, human resource management, and operations management.

Credits: 0

General Education Designation MS in Management

MSM 6004 - MSM Internship 4

An experimental application of principles introduced in the fourth semester of the program. This ongoing activity consists of smaller, regularly documented tasks in some combination of the environments of business management, integration, and application of technology, administrative oversight, marketing, financial management, human resource management, and operations management.

Credits: 0

General Education Designation MS in Management

MSM 6005 - MSME Internship 5

An experimental application of principles introduced in the fifth semester of the program. This ongoing activity consists of smaller, regularly documented tasks in some combination of the environments of business management, integration, and application of technology, administrative oversight, marketing, financial management, human resource management, and operations management.

Credits: 0

General Education Designation MS in Management

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.

Credits: 3

General Education Designation MS in Management

MSM 6321 - Business Analytics

Exploring business decisions with quantitative methods. An overview of operations research and tools for decisions making. Emphasis on techniques most useful in their application to managerial problems. Critical evaluation of modeling techniques.

Credits: 3

General Education Designation MS in Management

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.

Credits: 3

General Education Designation MS in Management

MSM 6323 - Marketing Perspectives for Mgmt.

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.

Credits: 3

General Education Designation MS in Management

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.

Credits: 3

General Education Designation MS in Management

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.

Credits: 3

General Education Designation MS in Management

MSM 6326 - Ethics for Business & Mgmt.

A study of principles and concepts for building and enhancement of ethical and managerial paradigms for corporate operations. Focus on integrity in organizational cultures.

Credits: 3

General Education Designation MS in Management

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.

Credits: 3

General Education Designation MS in Management

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.

Credits: 3

General Education Designation MS in Management

MSM 6329 - Integrative Business Perspectives

An integrative overview of various functional areas of Business, including Management, Marketing, policy framing, Financial Perspectives, and Strategic Dimension. The course adopts an interdisciplinary approach to Business decision making and operations. This course was originally named Business Policy and Strategy but was given approval for name change on July 11, 2018.

Credits: 3

General Education Designation MS in Management

MSM 6331 - 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.

Credits: 3

General Education Designation MS in Management

MSM 6332 - Web Analytics

This course explores the managerial aspect of e-business, including online business models, infrastructure, web marketing, and security, with specific focus on Web Analytics.

Credits: 3

General Education Designation MS in Management

MSM 6341 - Information Systems Infrastructure

A study of information systems infrastructure, with a focus on architecture, platforms, database systems, and network technologies needed to support organizational processes and functions.

Credits: 3

General Education Designation MS in Management

MSM 6342 - Current & Emerging Technology

A study of the latest trends and developments in the field of Information Technology. This includes coverage of various IT domains, such as artificial intelligence, cloud computing, big data, blockchain, internet of things, cybersecurity, and other emerging technologies.

Credits: 3

General Education Designation MS in Management

MSM 6343 - Information Systems Security

A study of the principles and practices used to secure information systems. This course examines aspects of information security, including network security, risk management, cybersecurity, and compliance with legal and ethical standards.

Credits: 3

General Education Designation MS in Management

MSM 6351 - Data Management for Data Science

This course provides an overview of database management systems, data models, and query languages. The goal of this course is to prepare students to design and implement solutions based on user and data requirements.

Credits: 3

General Education Designation MS in Management

MSM 6352 - Applied Data Science & Analysis

This course examines fundamental concepts of data science. The focus is on acquisition, analysis, and interpretation of data to extract knowledge and make informed decisions.

Credits: 3

General Education Designation MS in Management

MSM 6353 - Python for Data Science

This course introduces Python programming in the context of statistics and data science to solve complex problems. Emphasis is placed on the analysis and manipulation of data to identify patterns and relationships.

Credits: 3

General Education Designation MS in Management

MSM 6354 - Data Visualization

This course examines the theoretical and practical elements of data visualization. Emphasis is placed on the translation of complex data into actionable insights using modern visualization tools.

Credits: 3

General Education Designation MS in Management

Occupational Therapy

OTD 6120 - Fieldwork IA

(Adult) This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

Credits: 1

General Education Designation Occupational Therapy

OTD 6121 - Fieldwork IB

(Pediatric/Psychosocial) This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

Credits: 1

General Education Designation Occupational Therapy

OTD 6200 - Ethics, Service, and Multiculturalism in OT

In this course students will be introduced to ethical principles and multicultural awareness as they relate to occupational therapy. Students will discuss the social determinants of health as related to sociocultural factors, socioeconomic factors, diversity factors, and lifestyle choices. Students will explore professional ethics using the AOTA Code of Ethics and Standards of Practice.

Credits: 2

General Education Designation Occupational Therapy

OTD 6240 - Service in Occupational Therapy I

This course introduces students to information necessary for service-based occupational interventions. This course will focus on entry-level clinical practice as it relates to service in local, national, and international organizations and agencies. This course explores how to serve the community drawing upon faith-based beliefs and following the guidelines and history of the profession.

Credits: 2

General Education Designation Occupational Therapy

OTD 6312 - Movement Science I

The course introduces the fundamental concepts underlying human movement. In this course, the principles of anatomy, functional anatomy, biomechanics, and kinesiology will provide a basis for understanding normal and abnormal movement in the human body. Ergonomic assessment and analysis will also be introduced.

Credits: 3

General Education Designation Occupational Therapy

OTD 6313 - Pathology and Medical Management

This course focuses on pathogenesis, clinical presentation, prognosis, and medical intervention of diseases encountered in occupational therapy practice. The relevance of medical imaging and laboratory values in diagnosis and management will be covered. Students will be introduced to the pharmacological management of various conditions and the implications related to

Occupational therapy practice will be discussed.

Credits: 3

General Education Designation Occupational Therapy

OTD 6330 - Basic Tenets of OT Practice I

This course will analyze OT history, philosophical base, theory, frames of reference, Vision 2025, and the sociopolitical climate and their importance in meeting society's current and future occupational needs. Students will also be introduced to documentation and will learn basic documentation skills.

Credits: 3

General Education Designation Occupational Therapy

OTD 6331 - Evidence-Based Practice

This course is designed for students to gain the knowledge and skills required to become an evidence-based practitioner. The course introduces the foundation of evidence-based practice and the integration of clinical reasoning skills.

Credits: 3

General Education Designation Occupational Therapy

OTD 6333 - Basic Tenets of OT Practice II

This course will introduce the interaction of occupation and activity, and the distinct nature of occupation. This course will explore therapeutic use of self, safety of self and others, the process of referrals to specialists, reimbursement, documentation, professional development, and personal and professional responsibilities.

Credits: 3

General Education Designation Occupational Therapy

OTD 6350 - Quantitative Research Methods

In this course students will be introduced to quantitative research methods. This course provides an overview of research design from the perspective of the hierarchy of levels of evidence, including consideration of validity, strength of methodology, and relevance. Students learn to locate, select, analyze, and evaluate existing scholarly literature using descriptive, correlational, and inferential quantitative statistics, as well as design and implement scholarly studies to advance the literature.

Credits: 3

General Education Designation Occupational Therapy

OTD 6352 - Treatment Techniques to Enhance Performance

This course explores various media and methods to use in treatment. This course provides instruction and hands-on learning for making splints and orthotics and providing appropriate therapy techniques using methods available within various settings. This course will allow students the chance to explore various methods of treatment and will be introduced to activity analysis and grading activities up/down depending on the client. The course is designed to introduce and practice treatment techniques that are specific modalities for physical dysfunctions, such as superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices.

Credits: 3

General Education Designation Occupational Therapy

OTD 6420 - Basic Science II: Neuroscience

This course is an in-depth study of the structure and function of the neurological system and physiology. Students will be introduced to selected pathologies and special tests that facilitate the understanding of how the nervous system affects movement of the human body.

Credits: 4

General Education Designation Occupational Therapy

OTD 6430 - OT Across the Lifespan: Pediatric Population

This course will provide an overview of pediatric occupational therapy from birth through adolescence (18 years). Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various pediatric standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

Credits: 4

General Education Designation Occupational Therapy

OTD 6432 - OT Across the Lifespan: Mental Health Population

This course will provide an overview of occupational therapy for individuals with mental health concerns. Students will learn the entire clinical process, including screening, assessment,

diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

Credits: 4

General Education Designation Occupational Therapy

OTD 6434 - OT Across the Lifespan: Adult Population

This course will provide an overview of occupational therapy for adult patients, ages 18 through 59 years. Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

This course will provide an overview of occupational therapy for adult patients, ages 18 through 59 years. Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

Credits: 4

General Education Designation Occupational Therapy

OTD 6520 - Basic Science I: Human Anatomy

This course is an advanced, detailed examination of the structure and function of the human body. Special emphasis will be on the musculoskeletal, neurological, cardiovascular, and respiratory systems. A variety of learning opportunities will be provided to gain a better understanding of the systems and their interrelationships.

Credits: 5

General Education Designation Occupational Therapy

OTD 7122 - Fieldwork IC

(Aging) This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

Credits: 1

General Education Designation Occupational Therapy

OTD 7212 - Clinical Communications

In this course students will demonstrate the ability to justify OT services to clients, colleagues, payers and policy makers. They will use technology and written word to create evaluations, treatment plans, discharge reports and home programs as well as professional reports for various OT settings and communicate said information to the appropriate party. This course will also teach effective intraprofessional collaboration between OT and OTA and interprofessional skills for interprofessional practice. Students will also demonstrate understanding of the socio-economic, political, geographic, demographic and reimbursement factors that impact policy and practice.

Credits: 2

General Education Designation Occupational Therapy

OTD 7241 - Service in Occupational Therapy II

This second course is a continuation of information necessary for service-based occupational interventions. This course will focus on entry-level clinical practice as it relates to service in local, national, and international organizations and agencies. Students will explore the practice of occupational therapy with an emphasis on service and leadership. Pro bono services will be introduced as an act of Christian values and service. This course explores how to serve the community drawing upon faith-based beliefs and following the guidelines and history of the profession.

Credits: 2

General Education Designation Occupational Therapy

OTD 7255 - Wellness and Health within the Community

This course will explore sociocultural and socioeconomic factors that apply to occupational therapy service delivery. Students will learn and explore the role of occupational therapy in promoting health and various teaching and learning approaches to promote health literacy within the community. Students will evaluate access to community resources and development of primary care opportunities for occupational therapy within the community.

Credits: 2

General Education Designation Occupational Therapy

OTD 7256 - Faith, Health and Quality of Life

This course is designed to examine the complex role of the occupational therapist in interactions with clients, colleagues, families, and the profession. Students gain an understanding of the role and impact of illness, disability, health, spirituality, and other factors on clients as well as their own life. Students will explore what it means to be a Christian in healthcare. Emphasis will be placed on self-awareness as well as awareness of others with respect to illness, pain, addictions, cultural differences and sensitivity, spirituality, and coping strategies. Discussions include faith-based foundations, including the Christian moral transition, sociocultural influences, professional codes, organizational norms, and personal ethical norms.

Credits: 2

General Education Designation Occupational Therapy

OTD 7257 - Servant Leadership

The Core Competencies of Leadership will be introduced and meaningful ways to apply leadership skills discussed. This course will cover leadership skills related to business aspects of practice, marketing of services, quality management, servant leadership, liability issues, requirements for credentialing and licensure, professional development requirements, supervision of personnel, professional engagement, and organizational ethics. This course also prepares students for entry into and leadership within academic settings.

Credits: 2

General Education Designation Occupational Therapy

OTD 7300 - Fieldwork Preparation

This course will review treatment techniques, evaluation techniques, and documentation skills to ensure students are prepared for their Fieldwork experience.

Credits: 3

General Education Designation Occupational Therapy

OTD 7342 - Current Policies and Social Systems Related to OT

This course will introduce current policy issues, advocacy to promote occupational therapy, and the system structures that create federal and state regulations for occupational therapy.

Credits: 3

General Education Designation Occupational Therapy

OTD 7350 - Qualitative Research Methods

In this course students will be introduced to qualitative research methods. This course provides an overview of research design including hierarchy of levels of evidence, validity, strength of methodology, and relevance. Students learn to locate, select, analyze, and evaluate existing scholarly literature, as well as design and implement scholarly studies, including coding and synthesizing qualitative data, to advance the literature.

Credits: 3

General Education Designation Occupational Therapy

OTD 7353 - Adaptive Equipment and Patient Care Concepts

This course introduces students to various adaptive equipment that may be used with clients. This course also introduces all the latest technology to use when helping and serving clients.

Credits: 3

General Education Designation Occupational Therapy

OTD 7433 - OT Across the Lifespan: Aging Population

This course will provide an overview of occupational therapy for elderly patients (age 60 through end-of-life). Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

Credits: 4

General Education Designation Occupational Therapy

OTD 7920 - Fieldwork IIA

Students will engage in two full-time 12-week fieldwork placements during the spring and fall semesters. Students will apply their understanding of occupation, professional practice, therapeutic use of self, evidence-based practice, and leadership during these placements. Students will continue to focus on personal transformation as occupational therapists, applying content learned in didactic courses to clinical settings in order to develop the professional competencies of an entry-level occupational therapist. *(12 weeks)*

Credits: 9

General Education Designation Occupational Therapy

OTD 7922 - Fieldwork IIB

Students will engage in two full-time 12-week fieldwork placements during the spring and fall semesters. Students will apply their understanding of occupation, professional practice, therapeutic use of self, evidence-based practice, and leadership during these placements. Students will continue to focus on personal transformation as occupational therapists, applying content learned in didactic courses to clinical settings in order to develop the professional competencies of an entry-level occupational therapist (*12 weeks*).

Credits: 9

General Education Designation Occupational Therapy

OTD 8140 - Doctoral Capstone Experience

In this course students will complete the capstone experience. The doctoral capstone provides a comprehensive experience in the student's chosen setting for 14 weeks. Completion of a capstone project will also be a part of this course. It will emphasize the comprehensive understanding of the focused area of study.

Credits: 14

General Education Designation Occupational Therapy

OTD 8360 - Doctoral Capstone Project

In this course, students will collaborate to design their capstone project in their area of interest. Per ACOTE requirements, preparation for the capstone project will include a literature review, needs assessment, goals/objectives, and an evaluation plan. This course will prepare students for the 14-week doctoral capstone experience which will occur in the final semester of the program (*4 weeks*).

Credits: 3

General Education Designation Occupational Therapy

Physician Assistant Studies

PAS 5089 - Didactic Summative Seminar

This pass/fail seminar is a mandatory prerequisite for the supervised clinical practice experiences (SCPEs) within the Physician Assistant program. In alignment with ARC-PA standards, students must demonstrate satisfactory proficiency in foundational medical knowledge, interpersonal skills, clinical and technical skills, clinical reasoning and problem solving abilities, and patient care and professional behaviors to ensure readiness for SCPEs.

Credits: 0

General Education Designation Physician Assistant

PAS 5099 - Summative Seminar

The purpose of this pass/fail seminar is twofold: to comprehensively demonstrate knowledge, patient care skills, and professional competency sufficient to function as an entry-level physician assistant, and to prepare graduation candidates for the physician assistant national certifying examination (PANCE).

Credits: 0

General Education Designation Physician Assistant

PAS 5100 - Clinical Phase Preparation

This course is designed to equip students with the essential knowledge and skills necessary for a successful transition into the clinical year of their physician assistant program. This includes: understanding policies and procedures governing the clinical year, safety in the clinical setting, effective preparation for clinical rotations, understanding student and preceptor expectations, and professional and legal requirements for practice as a student.

Credits: 1

General Education Designation Physician Assistant

PAS 5102 - Introduction to PA Practice

This course will provide the student with an introduction to the profession of Physician Assistant, including its history, development, and current practice. The role of the PA across all aspects of medicine will be discussed with an emphasis on optimal team practice and lifelong professional development. Important issues, such as licensing, credentialing, insurance, and legal liabilities, will also be explored.

Prerequisite(s): Acceptance to MS-PAS program

Credits: 1

General Education Designation Physician Assistant

PAS 5103 - Bioethics

This course examines both Christian and secular principles and approaches to bioethical issues faced by the physician assistant. Students will, using case-based scenarios, discuss and debate multiple ethical issues including provider-patient relationships, beginning of life, end of life, and foregoing medical care. Students will also consider established bioethical codes as they begin to

form and develop a personal bioethical code.

Prerequisite(s): Acceptance to MS-PAS program

Credits: 1

General Education Designation Physician Assistant

PAS 5104 - Medical Communications

This course is designed to introduce students to the art of medical history-taking and offers practical strategies for effective, patient-centered interpersonal communication. Learners will be instructed in the appropriate formats for documentation of patient history as well as techniques to enhance the effectiveness of both history-taking and patient education.

Prerequisite(s): Acceptance to MS-PAS program

Credits: 1

General Education Designation Physician Assistant

PAS 5106 - Introduction to Pharmacology

This course introduces the pharmacologic principles and concepts which are essential for making sound pharmacotherapeutic decisions. This course covers pharmacokinetics, pharmacodynamics, drug metabolism, and pharmacogenetics, as well as an introduction of the general classification of medications.

Prerequisite(s): Acceptance to MS-PAS program

Credits: 1

General Education Designation Physician Assistant

PAS 5111 - Clinical and Technical Skills Lab I

This lab course will complement the Clinical and Technical Skills lecture based course. Weekly small group labs facilitated by the faculty will allow the student to practice and develop history and physical exam skills. Students will ultimately learn the proper techniques in order to perform a comprehensive physical examination.

Credits: 1

General Education Designation Physician Assistant

PAS 5112 - Pharmacology I

This course introduces the pharmacologic principles and concepts which are essential for making sound pharmacotherapeutic decisions. This course covers pharmacokinetics, pharmacodynamics, drug metabolism, and pharmacogenomics.

Credits: 1

General Education Designation Physician Assistant

PAS 5113 - Clinical Medicine - Dermatology

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the dermatological system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included. This course is coordinated with the Foundations of Health and Disease

Credits: 1

General Education Designation Physician Assistant

PAS 5117 - Introduction to Pediatrics

This course is designed to introduce students to pediatric care by providing an overview of specific illnesses, diagnostic tests, terminology and treatment in this special population while emphasizing the role of the PA in a general pediatric practice. The course will explore normal growth and development and immunization recommendations and, also, provide an overview of the similarities and differences between pediatric and adult populations.

Credits: 1

General Education Designation Physician Assistant

PAS 5118 - Introduction to Surgery

This course is designed to introduce students to the field of surgery and studies major and minor surgical conditions with an emphasis on indications for surgical intervention. Management of patients through the pre-, intra-, and post-operative stages in both ambulatory and inpatient settings will be discussed.

Credits: 1

General Education Designation Physician Assistant

PAS 5120 - Professional Development II

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, advocacy, research, the public health system, and the business of medicine with the practice of medicine. The second semester focuses on the medical ethics, medical professionalism, and interprofessional collaboration with the practice of medicine.

Credits: 1

General Education Designation Physician Assistant

PAS 5121 - Clinical and Technical Skills Lab II

This course is the second in a four course series that will complement the Clinical and Technical Skills Lecture course. It will introduce clinical decision-making skills as well as procedural skills required in physician assistant practice. Topics included in this course are closely aligned with those in the Clinical Medicine and Pharmacotherapeutics courses. Each topic is presented in a variety of formats to include but not limited to small group exercises and laboratory exercises. Clinical case study dis

Credits: 1

General Education Designation Physician Assistant

PAS 5122 - Clinical Medicine - Hematology

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the hematologic system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included. This course is coordinated with the Foundations of Health and Disease,

Credits: 1

General Education Designation Physician Assistant

PAS 5123 - Pharmacology II

This course is the second in a four course sequence that is designed to teach students appropriate pharmacotherapeutics in an organ systems-based approach that complements the sequencing in the clinical medicine course.

Credits: 1

General Education Designation Physician Assistant

PAS 5125 - Clinical Medicine - Urology

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the urological system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included. This course is coordinated with the Foundations of Health and Disease, P

Credits: 1

General Education Designation Physician Assistant

PAS 5127 - Introduction to Emergency Medicine

This course will provide the student with an introduction to Emergency medicine.

Prerequisite(s): Acceptance to MS-PAS program

Credits: 1

General Education Designation Physician Assistant

PAS 5128 - Geriatric Medicine

This course will focus on issues specific to geriatrics, examining the similarities and, primarily, the differences inherent to this population. The process of death and dying and end of life issues will be discussed.

Prerequisite(s): Successful completion of the didactic portion

Credits: 1

General Education Designation Physician Assistant

PAS 5130 - Professional Development III

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, advocacy, research, the public health system, and the business of medicine with the practice of medicine. The third semester focuses on research methods and advocating for the PA profession with the practice of medicine.

Credits: 1

General Education Designation Physician Assistant

PAS 5131 - Clinical and Technical Skills Lab III

This course is the third in a four course series that will complement the Clinical and Technical Skills Lecture course. It will introduce clinical decision-making skills as well as procedural skills required in physician assistant practice. Topics included in this course are closely aligned with those in the Clinical Medicine and Pharmacotherapeutics courses. Each topic is presented in a variety of formats to include but not limited to small group exercises and laboratory exercises. Clinical case study disc

Credits: 1

General Education Designation Physician Assistant

PAS 5132 - Pharmacology III

This course is the third in a four course sequence that is designed to teach students appropriate pharmacotherapeutics in an organ systems-based approach that complements the sequencing in the clinical medicine course.

Credits: 1

General Education Designation Physician Assistant

PAS 5133 - Clinical Medicine - Nephrology

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the Nephrological system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included. This course is coordinated with the Foundations of Health and Disease

Credits: 1

General Education Designation Physician Assistant

PAS 5140 - Professional Development IV

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, advocacy, research, the public health system, and the business of medicine with the practice of medicine. The fourth semester focuses on the public health system and the business of medicine including: health policy, healthcare delivery systems, patient advocacy, and maintenance of population health.

Credits: 1

General Education Designation Physician Assistant

PAS 5141 - Clinical and Technical Skills Lab IV

This course is the last in a four course series that will complement the Clinical and Technical Skills Lecture course. It will introduce clinical decision-making skills as well as procedural skills required in physician assistant practice. Topics included in this course are closely aligned with those in the Clinical Medicine and Pharmacotherapeutics courses. Each topic is presented in a variety of formats to include but not limited to small group exercises and laboratory exercises. Clinical case study disc

Credits: 1

General Education Designation Physician Assistant

PAS 5142 - Pharmacology IV

This course is the last in a four course sequence that is designed to teach students appropriate pharmacotherapeutics in an organ systems-based approach that complements the sequencing in the clinical medicine course.

Credits: 1

General Education Designation Physician Assistant

PAS 5143 - Clinical Medicine - Endocrinology

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the endocrine system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included. This course is coordinated with the Foundations of Health and Disease, Ph

Credits: 1

General Education Designation Physician Assistant

PAS 5150 - Professional Development V

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, advocacy, research, the public health system, and the business of medicine with the practice of medicine. The fifth semester focuses on the provider wellness, patient safety, prevention of medical error, quality improvement, and risk management within the practice of medicine.

Credits: 1

General Education Designation Physician Assistant

PAS 5160 - Clinical Medicine - EENT

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the EENT system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included. This course is coordinated with the Foundations of Health and Disease, Pharmac

Credits: 1

General Education Designation Physician Assistant

PAS 5161 - Professional Development VI

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, advocacy, research, the public health system, and the business of medicine with the practice of medicine.

The sixth semester course is designed to aid students in pinpointing areas of improvement within clinical practice and inspiring them to conduct research to enhance the delivery of care and patient outcomes. Furthermore, it aims to cultivate an enthusiasm for advancing Physician Assistant scholarship and fostering lifelong learning.

Credits: 1

General Education Designation Physician Assistant

PAS 5170 - Professional Development VII

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, advocacy, research, the public health system, and the business of medicine with the practice of medicine. The seventh semester focuses on PA professional practice to include: licensure, credentialing, laws and regulations regarding professional practice and conduct, and policy issues that affect clinical practice.

Credits: 1

General Education Designation Physician Assistant

PAS 5205 - Biostatistics and Evidence Based Medicine

This course is designed to access, and critically interpret, medical literature. As lifelong learners, PAs must be able to locate, understand and apply concepts derived from the medical literature as they relate to the treatment of their patients. The students should learn to differentiate between statistical and clinical significance as they focus on an evidence-based approach to interpreting medical literature. This course will evaluate basic biostatistical methods and formulae.

Prerequisite(s): Acceptance to MS-PAS program

Credits: 2

General Education Designation Physician Assistant

PAS 5210 - Professional Development I

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, advocacy, research, the public health system, and the business of medicine with the practice of medicine. The first semester focuses on the history of the profession, and integrating advocacy and evidence based medicine with the practice of medicine.

Credits: 2

General Education Designation Physician Assistant

PAS 5211 - Clinical and Technical Skills I

This course is the first in a sequence of four didactic courses presented in the first year. The in-person course is designed to develop the clinical skills necessary for practice as a physician assistant in primary care. This course introduces the student to the art of obtaining the patient history and performing the physical examination. Lectures will detail how to elicit a medical history, perform a complete physical examination, and correct medical documentation.

Credits: 2

General Education Designation Physician Assistant

PAS 5212 - Clinical Skills and Procedures I

This course is the first in a three-course sequence that is designed to teach students foundational knowledge in clinical diagnostic skills that prepare the student for required responsibilities in patient care. Course content includes clinical, laboratory, and basic surgical techniques required in primary care. Students learn best practice approaches to caring for patients and guidelines for preventive care and disease screening.

Credits: 2

General Education Designation Physician Assistant

PAS 5215 - Clinical Neuroanatomy for PAS

This course is an in depth study of the structure and function of the neurological system, including gross anatomy, histology, embryology and physiology. Students will be introduced to selected pathologies and special tests that facilitate the understanding of the relationship of the nervous system to function of the human body.

Credits: 2

General Education Designation Physician Assistant

PAS 5217 - Pediatrics

This course is designed to introduce students to pediatric care by providing an overview of specific illnesses, diagnostic tests, terminology and treatment in this special population while emphasizing the role of the PA in a general pediatric practice. The course will explore normal growth and development and immunization recommendations and, also, provide an overview of the similarities and differences between pediatric and adult populations.

Credits: 2

General Education Designation Physician Assistant

PAS 5220 - Foundations of Health and Disease II

This is a systems based course that will emphasize the application of knowledge of human physiology to primary care practice. This is the second of four Foundation courses presented in the didactic year; these courses will align with the Clinical Medicine series. The courses cover important foundational information and review content for organ system and disease-specific conditions: anatomy and physiology, approach to the patient, pathophysiologic basis of disease, and genetic basis of disease.

Credits: 2

General Education Designation Physician Assistant

PAS 5221 - Clinical and Technical Skills II

This course is the second in a sequence of four didactic courses presented in the first year. The course is designed to develop the clinical skills necessary for practice as a physician assistant in primary care. This course will enhance the knowledge and skills relevant to obtaining a medical history, conducting a physical examination, formulating a differential diagnosis, and developing

an initial management plan. The focus of this course is to develop critical thinking skills as well as procedural skills

Credits: 2

General Education Designation Physician Assistant

PAS 5222 - Clinical Skills and Procedures II

This course is the second in a three-course sequence that is designed to teach students foundational knowledge in clinical diagnostic skills that prepare the student for required responsibilities in patient care. Course content includes clinical, laboratory, and basic surgical techniques required in primary care. Students learn best practice approaches to caring for patients and guidelines for preventive care and disease screening.

Credits: 2

General Education Designation Physician Assistant

PAS 5230 - Foundations of Health and Disease III

This is a systems based course that will emphasize the application of knowledge of human physiology to primary care practice. This is the third of four Foundation courses presented in the didactic year; these courses will align with the Clinical Medicine series. The courses cover important foundational information and review content for organ system and disease-specific conditions: anatomy and physiology, approach to the patient, pathophysiologic basis of disease, and genetic basis of disease.

Credits: 2

General Education Designation Physician Assistant

PAS 5231 - Clinical and Technical Skills III

This course is the third in a sequence of four didactic courses presented in the first year. The course is designed to further develop the clinical skills necessary for practice as a physician assistant in primary care. This course will enhance the knowledge and skills relevant to obtaining a medical history, conducting a physical examination, formulating a differential diagnosis, and developing a management plan. The focus of this course is to develop critical thinking skills as well as procedural skills

Credits: 2

General Education Designation Physician Assistant

PAS 5232 - Clinical Skills and Procedures III

This course is the third in a three-course sequence that is designed to teach students foundational knowledge in clinical diagnostic skills that prepare the student for required responsibilities in patient care. Course content includes clinical, laboratory, and basic surgical techniques required in primary care. Students learn best practice approaches to caring for patients and guidelines for preventive care and disease screening.

Credits: 2

General Education Designation Physician Assistant

PAS 5233 - Clinical Medicine - Infectious Disease

This course uses a generalized approach to study infectious diseases by examining the mechanisms of disease transmission and pathogenicity, methods of diagnosis, antimicrobial pharmacotherapy, common and systemic clinical presentations, and methods for infection control and prevention. Common bacterial, viral, fungal, and parasitic pathogens are explored. Organ system specific infections are primarily discussed in their corresponding clinical science courses. This course is coordinated with the Foundations

Credits: 2

General Education Designation Physician Assistant

PAS 5235 - Research Methods

This course is designed to introduce students to methods, and areas of need, in research to improve delivery of care and/or patient outcomes and to foster an interest in promoting Physician Assistant scholarship.

Prerequisite(s): Acceptance to MS-PAS program

Credits: 2

General Education Designation Physician Assistant

PAS 5240 - Foundations of Health and Disease IV

This is a systems based course that will emphasize the application of knowledge of human physiology to primary care practice. This is the second of four Foundation courses presented in the didactic year; these courses will align with the Clinical Medicine series. The courses cover important foundational information and review content for organ system and disease-specific conditions: anatomy and physiology, approach to the patient, pathophysiologic basis of disease, and genetic basis of disease.

Credits: 2

General Education Designation Physician Assistant

PAS 5241 - Clinical and Technical Skills IV

This course is the last in a sequence of four didactic courses presented in the first year. The course is designed to further develop the clinical skills necessary for practice as a physician assistant in primary care. This course will enhance the knowledge and skills relevant to obtaining a medical history, conducting a physical examination, formulating a differential diagnosis, and developing a management plan. The focus of this course is to develop critical thinking skills as well as procedural skills req

Credits: 2

General Education Designation Physician Assistant

PAS 5244 - Clinical Medicine - Pulmonology

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the pulmonary system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included. This course is coordinated with the Foundations of Health and Disease, Ph

Credits: 2

General Education Designation Physician Assistant

PAS 5250 - Clinical Medicine - Women's Health

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the reproductive system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included. This course is coordinated with the Foundations of Health and Disease,

Credits: 2

General Education Designation Physician Assistant

PAS 5260 - Clinical Medicine - Gastroenterology

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and

treatment of disease states and conditions commonly encountered in the gastrointestinal system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included. This course is coordinated with the Foundations of Health and Disease

Credits: 2

General Education Designation Physician Assistant

PAS 5270 - Clinical Medicine - Neurology

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the neurological system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included. This course is coordinated with the Foundations of Health and Disease,

Credits: 2

General Education Designation Physician Assistant

PAS 5280 - Clinical Medicine - MSK/Rheumatology

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the musculoskeletal and rheumatological system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included. This course is coordinated with the Foundations

Credits: 2

General Education Designation Physician Assistant

PAS 5311 - Physical Examination I with Lab (2:4)

This course is the first in a three-course sequence that is designed to teach students the techniques to obtain a pertinent history and perform an appropriate physical examination in complement to the information learned in the clinical medicine course.

Credits: 3

General Education Designation Physician Assistant

PAS 5314 - Pharmacology I

This course is the first in a three-course sequence that is designed to teach students appropriate pharmacotherapeutics in an organ systems-based approach that complements the sequencing in the clinical medicine course.

Credits: 3

General Education Designation Physician Assistant

PAS 5321 - Physical Examination II with Lab (2:4)

This course is the second in a three-course sequence that is designed to teach students the techniques to obtain a pertinent history and perform an appropriate physical examination in complement to the information learned in the clinical medicine course.

Prerequisite(s): Acceptance to the MS PAS Program

Credits: 3

General Education Designation Physician Assistant

PAS 5324 - Pharmacology II

This course is the second in a three-course sequence that is designed to teach students appropriate pharmacotherapeutics in an organ systems-based approach that complements the sequencing in the clinical medicine course.

Credits: 3

General Education Designation Physician Assistant

PAS 5331 - Physical Examination III with Lab (2:4)

This course is the third in a three-course sequence that is designed to teach students the techniques to obtain a pertinent history and perform an appropriate physical examination in complement to the information learned in the clinical medicine course.

Credits: 3

General Education Designation Physician Assistant

PAS 5334 - Pharmacology III

This course is the third in a three-course sequence that is designed to teach students appropriate pharmacotherapeutics in an organ systems-based approach that complements the sequencing in the clinical medicine course.

Credits: 3

General Education Designation Physician Assistant

PAS 5401 - Medical Physiology with Lab (3:2)

This is a systems-based course that will emphasize the application of knowledge of human physiology to clinical practice. This course covers system structure and function while demonstrating the design inherent within cells and systems and how alterations from the norm can affect function.

Prerequisite(s): Acceptance to MS-PAS program

Credits: 4

General Education Designation Physician Assistant

PAS 5410 - Foundations of Health and Disease I

This is a systems based course that will emphasize the application of knowledge of human physiology to primary care practice. This is the first of four Foundation courses presented in the didactic year; the subsequent three courses will align with the Clinical Medicine series. The courses cover important foundational information and review content for organ system and disease-specific conditions: anatomy and physiology, approach to the patient, pathophysiologic basis of disease, and genetic basis of dis

Credits: 4

General Education Designation Physician Assistant

PAS 5415 - Neuroanatomy

This course is an in depth study of the structure and function of the neurological system, including gross anatomy, histology, embryology and physiology. Students will be introduced to selected pathologies and special tests that facilitate the understanding of the relationship of the nervous system to function of the human body.

Credits: 4

General Education Designation Physician Assistant

PAS 5455 - Behavioral Medicine and Social Sciences

This course is designed to provide students with a comprehensive understanding of behavioral medicine and social sciences essential for successful clinical practice. Students will develop a solid foundation in medical knowledge, skills, and attitudes crucial for the clinical year. Topics

covered will include psychological principles, social determinants of health, patient communication strategies, cultural competency, and ethical considerations in healthcare. By exploring the intersection of medicine and be

Credits: 4

General Education Designation Physician Assistant

PAS 5490 - Clinical Medicine - Cardiology/ECG

This system-based lecture course is designed to teach the student fundamental principles in epidemiology, physiology, pathophysiology, clinical presentation, diagnostic testing, and treatment of disease states and conditions commonly encountered in the cardiological system across the lifespan. Appropriate ordering and interpretation of diagnostic tests and pharmacological treatment as related to the disease states presented are included. This course is coordinated with the Foundations of Health and Disease

Credits: 4

General Education Designation Physician Assistant

PAS 5500 - Human Anatomy with Lab (3:4)

This is a systems-based course that will emphasize the application of anatomical knowledge to clinical practice. The course covers gross anatomy while demonstrating the design inherent in the human body and how alterations from the norm can affect function. Structure-function relationships will be explored at multiple levels of organization, specifically, cell, tissue, organ and systems.

Prerequisite(s): Acceptance to MS-PAS program

Credits: 5

General Education Designation Physician Assistant

PAS 5510 - Clinical Medicine I

This course is the first in a three-course sequence that is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based and supplemented by case discussions. Information will be presented in organ system-based sequences that will include the mechanism, clinical presentation, and approach to diagnosis of disease as well as health promotion.

Credits: 5

General Education Designation Physician Assistant

PAS 5520 - Clinical Medicine II

This course is the second in a three-course sequence that is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based and supplemented by case discussions. Information will be presented in organ system-based sequences that will include the mechanism, clinical presentation, and approach to diagnosis of disease as well as health promotion.

Credits: 5

General Education Designation Physician Assistant

PAS 5530 - Clinical Medicine III

This course is the second in a three-course sequence that is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based and supplemented by case discussions. Information will be presented in organ system-based sequences that will include the mechanism, clinical presentation, and approach to diagnosis of disease as well as health promotion.

Credits: 5

General Education Designation Physician Assistant

PAS 6308 - Women's Health

Credits: 3

General Education Designation Physician Assistant

PAS 6309 - Behavioral and Mental Health

Credits: 3

General Education Designation Physician Assistant

PAS 6310 - Elective I

This is a three-week supervised clinical practice experience designed to allow students to explore new areas of PA practice or reinforce and strengthen areas of perceived deficits. Students may also choose to utilize the elective rotation to evaluate and be evaluated by a potential employer.

Credits: 3

General Education Designation Physician Assistant

PAS 6311 - Elective II

This is a three-week supervised clinical practice experience designed to allow students to explore new areas of PA practice or reinforce and strengthen areas of perceived deficits. Students may also choose to utilize the elective rotation to evaluate and be evaluated by a potential employer.

Credits: 3

General Education Designation Physician Assistant

PAS 6312 - Elective III

This is a three-week supervised clinical practice experience designed to allow students to explore new areas of PA practice or reinforce and strengthen areas of perceived deficits. Students may also choose to utilize the elective rotation to evaluate and be evaluated by a potential employer.

Credits: 3

General Education Designation Physician Assistant

PAS 6501 - Pediatrics

This course is a five week supervised clinical practice experience in general pediatric care providing exposure to patients across the lifespan of infants, children, and adolescents. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Prerequisite(s): Acceptance to program and completion of didactic

Credits: 5

General Education Designation Physician Assistant

PAS 6502 - Family Medicine

This course is a five week supervised clinical practice experience in family medicine and is designed to provide exposures to patients across the lifespan of infants, children, adolescents, adults, and elderly. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Prerequisite(s): Acceptance to program and completion of didactic

Credits: 5

General Education Designation Physician Assistant

PAS 6503 - Internal Medicine

This course is a five week supervised clinical practice experience in internal medicine and is designed to provide exposures to patients across the lifespan of adults and elderly. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Prerequisite(s): Acceptance to program and completion of didactic

Credits: 5

General Education Designation Physician Assistant

PAS 6504 - General Surgery

This course is a five week supervised clinical practice experience in general surgery and is designed to provide exposures to patients across the lifespan and include management of pre-, intra-, and post-operative issues. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Prerequisite(s): Acceptance to program and completion of didactic

Credits: 5

General Education Designation Physician Assistant

PAS 6505 - Emergency Medicine

This course is a five week supervised clinical practice experience in emergency medicine and is designed to provide exposures to patients across the lifespan and include management of urgent and emergent issues. Unique opportunities to be an integral part of a multidisciplinary team are expected. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Prerequisite(s): Acceptance to program and completion of didactic

Credits: 5

General Education Designation Physician Assistant

PAS 6508 - Women's Health

This course is a five week supervised clinical practice experience in women's health, including prenatal and gynecologic care in various clinical settings, and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Prerequisite(s): Acceptance to program and completion of didactic

Credits: 5

General Education Designation Physician Assistant

PAS 6509 - Behavioral and Mental Health

This course is a five week supervised clinical practice experience in behavioral and mental health in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Prerequisite(s): Acceptance to program and completion of didactic

Credits: 5

General Education Designation Physician Assistant

PAS 6510 - Elective I

This course is a five week supervised clinical practice experience designed to allow students to explore new areas of PA practice or reinforce and strengthen areas of perceived deficits. Students may also choose to utilize the elective rotation to evaluate, and be evaluated by, a potential employer.

Prerequisite(s): Acceptance to program and completion of didactic

Credits: 5

General Education Designation Physician Assistant

PAS 6511 - Elective II

This course is a five week supervised clinical practice experience designed to allow students to explore new areas of PA practice or reinforce and strengthen areas of perceived deficits. Students may also choose to utilize the elective rotation to evaluate, and be evaluated by, a potential employer.

Prerequisite(s): Acceptance to program and completion of didactic

Credits: 5

General Education Designation Physician Assistant

PAS 6514 - Surgery

This course is a five-week supervised clinical practice experience in surgery and is designed to provide exposures to patients across the lifespan and includes management of pre-, intra-, and post-operative issues. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Credits: 5

General Education Designation Physician Assistant

PAS 6601 - Pediatrics

This course is a six-week supervised clinical practice experience in general pediatric care providing exposure to patients across the lifespan of infant, children, and adolescents. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Credits: 6

General Education Designation Physician Assistant

PAS 6602 - Family Medicine

This course is a six-week supervised clinical practice experience in family medicine and is designed to provide exposure to patients across the lifespan of infant, children, adolescents, adults and elderly. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Credits: 6

General Education Designation Physician Assistant

PAS 6603 - Internal Medicine

This course is a six-week supervised clinical practice experience in internal medicine and is designed to provide exposure to patients across the lifespan of adults and elderly. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Credits: 6

General Education Designation Physician Assistant

PAS 6604 - General Surgery

This course is a six-week supervised clinical practice experience in general surgery and is designed to provide exposure to patients across the lifespan and include management of pre-,

intra-, and post-operative issues. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Credits: 6

General Education Designation Physician Assistant

PAS 6605 - Emergency Medicine

This course is a six-week supervised clinical practice experience in emergency medicine and is designed to provide exposure to patients across the lifespan and include management of urgent and emergent issues. Unique opportunities to be an integral part of a multidisciplinary team are expected. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Credits: 6

General Education Designation Physician Assistant

PAS 6606 - Urgent Care

This course is a six-week supervised clinical practice experience in an urgent care setting and is designed to provide exposure to patients across the lifespan and to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

Credits: 6

General Education Designation Physician Assistant

Physical Therapy

PHT 6130 - Professionalism and Leadership I

In this course, students will be educated about the past, present, and future directions of the profession, as well as the APTA and the physical therapists role / responsibility as part of the healthcare team. Documents that will be reviewed include: APTA core documents such as the Vision and Strategic Plan for the Physical Therapy Profession, Professionalism in Physical Therapy: APTA Code of Ethics, Core values, and the Guide to Physical Therapist Practice. The Core Competencies of Leadership wi

Prerequisite(s): Admittance in to the Doctor of Physical Therapy

Credits: 1

General Education Designation Physical Therapy

PHT 6131 - Professional and Leadership II

The second course in the series expands on the role of the physical therapist as a professional and a leader. Students will explore the practice of physical therapy with an emphasis on leadership. Focus areas include advocacy, public policymaking in the United States focusing on health care and physical therapy, legal and ethical aspects of health care. Specialty areas of practice will also be examined in relation to legal and ethical practice including direct access, health and wellness and pro bono.

Prerequisite(s): Professional and Leadership I

Credits: 1

General Education Designation Physical Therapy

PHT 6134 - Introduction to Seminar

This course is an introduction to the seminar series. Seminar courses are a "grand rounds" experience in a problem-based learning format. Students develop their clinical decision-making process, as cases increase in complexity, through research, discussion and collaboration. The first course introduces students to the tools necessary to be a successful problem-based learner and the "grand rounds" format. Students will learn how to work effectively as part of a healthcare team, how to manage

Prerequisite(s): Admittance in to the Doctor of Physical

Credits: 1

General Education Designation Physical Therapy

PHT 6141 - Evidence Based Practice II

The second course in the series focuses on developing skills necessary to integrate evidence into practice. Students will learn how to develop a research question and search strategy, critically appraise the literature and write a literature review. Research methods, proposals and grant sources will also be discussed.

Prerequisite(s): Evidence Based Practice I

Credits: 1

General Education Designation Physical Therapy

PHT 6210 - Introduction to Clinical Sciences

In this course, the foundations of patient centered holistic care are presented. Problem- based learning and the clinical decision-making process is introduced. Students are educated about the physical therapist's role and responsibility as a member of the health care team and how to work effectively with others, how to manage conflict and solve problems while respecting individual differences. Strategies for success in the professional graduate program are included.

Prerequisite(s): Admittance into the Doctor of Physical Therapy

Credits: 2

General Education Designation Physical Therapy

PHT 6211 - Basic Examination

This course is designed to teach students the foundational concepts and skills required to perform the basic components of a physical therapy examination. Students will draw upon previous knowledge to design a plan given patient case scenarios.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 2

General Education Designation Physical Therapy

PHT 6214 - Movement Science III

In the final course in the series, exercise prescription and progression strategies will be analyzed utilizing the foundations of movement science. Students will utilize knowledge from previous courses and movement analysis to develop exercise regimes. Clinical reasoning through patient case studies will facilitate student understanding of mechanical concepts.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 2

General Education Designation Physical Therapy

PHT 6222 - Pathology and Medical Management I

The first of two courses that focus on the pathogenesis, clinical presentation, prognosis, and medical intervention of diseases encountered in physical therapy practice. The relevance of medical imaging and laboratory values in diagnosis and management will be covered. Students will be introduced to the pharmacological management of various conditions and the implications related to physical therapy practice will be discussed.

Prerequisite(s): Admittance into the Doctor of Physical Therapy

Credits: 2

General Education Designation Physical Therapy

PHT 6224 - Exercise Physiology

This course examines the body's physiological response, both acute and chronic, to exercise. Students will learn about the changes in exercise responses through the lifespan and in special populations as well as measurement of oxygen uptake/energy expenditure.

Prerequisite(s): Admittance into the Doctor of Physical Therapy Program.

Credits: 2

General Education Designation Physical Therapy

PHT 6230 - Professionalism and Leadership I

This course educates students about the past, present and future directions of the profession and the APTA as well as analyzes the role of the physical therapist as a professional and a leader. Students will analyze APTA and other professional core documents to learn about the practice of physical therapy. Focus areas include health care models, pro bono services, advocacy, public policy, professionalism, and legal and ethical aspects of practice. Development of leadership skills and professional behaviors both in and out of the profession will be presented and meaningful ways to apply leadership skills will be discussed.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 2

General Education Designation Physical Therapy

PHT 6240 - Evidence Based Practice I

This course series is designed for students to gain the knowledge and skills required to become an evidence based practitioner. The first course introduces the foundation of evidence based practice and the integration of clinical decision making. Students will learn how to access knowledge for practice, and will learn the methods of scientific inquiry, including research theory, design, methods, and measurement. Research ethics and the IRB will be reviewed

Credits: 2

General Education Designation Physical Therapy

PHT 6282 - Foundation of Clinical Sciences: Physical Therapy through the Lifespan IIIA

This is the first of a two-course series which presents an in-depth study into physical therapy management of individuals through the lifespan with acute medical and surgical conditions, cardiovascular, pulmonary and integumentary pathology. The impact of medical management, including pharmaceuticals are discussed. Emphasis is placed on evidence-informed patient centered collaborative care and contemporary practice expectations. The first course will focus on cardiovascular physical therapy and acute care and the second course on pulmonary physical therapy and integumentary dysfunction.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 2

General Education Designation Physical Therapy

PHT 6311 - Basic Examination

This course is designed to teach students the foundational concepts and skills required to perform the basic components of a physical therapy examination. Students will draw upon previous knowledge to design a plan given patient case scenarios.

Credits: 3

General Education Designation Physical Therapy

PHT 6312 - Movement Science I

The first course in the series provides an introduction to the fundamental concepts underlying human movement. In this course, the principles of anatomy, functional anatomy, biomechanics, and kinesiology will provide a basis for understanding normal and abnormal movement in the human body. Ergonomic assessment and observational gait analysis will also be introduced.

Prerequisite(s): Admittance to the Doctor of Physical Therapy

Credits: 3

General Education Designation Physical Therapy

PHT 6313 - Movement Science II

In the second course, students will be introduced to theories related to motor control, motor development, motor learning and motor behavior. These concepts will serve as a framework for evaluation and treatment of movement dysfunction throughout the lifespan. The theories and constructs behind the prescription and use of prosthetics and orthotics and their impact on the movement system will also be discussed.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 3

General Education Designation Physical Therapy

PHT 6323 - Pathology and Medical Management II

The second course in the series focuses on the pathogenesis, clinical presentation, prognosis, and medical intervention of diseases encountered in physical therapy practice. The relevance of medical imaging and laboratory values in diagnosis and management will be covered. Students will be introduced to the pharmacological management of various conditions and the implications related to physical therapy practice will be discussed.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 3

General Education Designation Physical Therapy

PHT 6340 - Evidence Based Practice I

This course is designed to teach students how to utilize evidence to make clinical decisions. Students are introduced to the foundations of evidence-informed practice and the integration of research into clinical decision making. Topics include: methods of scientific inquiry, ethical and legal aspects of research, statistical analysis, research methods, search strategies, critical appraisal of the literature, grants and funding sources, and integration of research into practice.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 3

General Education Designation Physical Therapy

PHT 6350 - Principles of Clinical Practice I

This two-course series introduces students to foundational skills used in physical therapy clinical practice. Emphasis is placed on analysis and interventions of the movement system, safety and documentation.

Prerequisite(s): Admittance into the Doctor of Physical Therapy

Credits: 3

General Education Designation Physical Therapy

PHT 6351 - Principles of Clinical Practice II

This two-course series introduces students to foundational skills used in physical therapy clinical practice. Emphasis is placed on analysis and interventions of the movement system, safety and documentation.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 3

General Education Designation Physical Therapy

PHT 6421 - Basic Science II

This course is an in depth study of the structure and function of the neurological system, including gross anatomy, histology, embryology and physiology. Students will be introduced to selected pathologies and special tests that facilitate the understanding the relationship of the nervous system to movement of the human body.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 4

General Education Designation Physical Therapy

PHT 6480 - Foundation of Clinical Sciences: Physical Therapy through the Lifespan IA

This two-course series presents an in-depth study into the examination and treatment of movement system disorders of the musculoskeletal system through the lifespan. Medical management of orthopedic conditions is included. Cases presented in a problem-based format facilitate clinical reasoning and content integration. Emphasis is placed on patient-centered, evidence informed, contemporary physical therapy practice.

One course focuses on upper extremities conditions and the second on lower extremities.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 4

General Education Designation Physical Therapy

PHT 6520 - Basic Science I

This course is an advanced, detailed examination of the structure and function of the human body. All systems (cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems) will be studied with special emphasis on the musculoskeletal, neurological, cardiovascular, and respiratory systems. A variety of learning opportunities will be provided to gain a better understanding of the systems and their interrelationships.

Prerequisite(s): Admittance into the Doctor of Physical Therapy Program.

Credits: 5

General Education Designation Physical Therapy

PHT 6580 - FCS- Lifespan I

This course presents an in depth study into the examination and treatment of movement system disorders of the musculoskeletal system through the lifespan. Emphasis is placed on patient centered care and practice expectations including: screening, examination, evaluation, diagnosis, prognosis, development of a plan of care, intervention, and evaluation of outcomes.

Credits: 5

General Education Designation Physical Therapy

PHT 6581 - Foundation of Clinical Sciences: Physical Therapy through the Lifespan II

Students investigate the foundations of physical therapy for individuals with movement system disorders of the neurological system. Examination focuses on the movement analysis for motor control dysfunction across the lifespan. Management of common neurological conditions is included as well as precautions or special considerations pertinent to physical therapists. Emphasis is placed on patient-centered, evidence informed, contemporary physical therapy practice.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have

successfully completed all prior coursework or approval of the Program Director.

Credits: 5

General Education Designation Physical Therapy

PHT 7052 - Seminar- Ground Rounds

The seminar course is a "grand rounds" experience in a problem based learning format. Students develop their clinical decision making process, as cases increase in complexity, through research, discussion and collaboration. IPE competencies are emphasized. Students will take this course in the fall or spring of their second year.

Credits: 0

General Education Designation Physical Therapy

PHT 7141 - Evidence Based Practice II

This course requires students to draw upon previous coursework and experiences in order to choose a topic of interest and conduct a systematic review. Students are required to submit a written document and complete an oral presentation.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 1

General Education Designation Physical Therapy

PHT 7142 - Evidence Based Practice III

In this course, students will apply knowledge from previous coursework as well as their ICE experience in order to complete a case study report. Students are required to complete a both a written case study and presentation.

Prerequisite(s): Evidence Based Practice II

Credits: 1

General Education Designation Physical Therapy

PHT 7143 - Evidence Based Practice IV

This course requires students to draw upon previous coursework and IPE experiences in order to choose a topic of interest and conduct a systematic review. Students are required to submit a

written document and complete an oral presentation.

Prerequisite(s): Evidence Based Practice III

Credits: 1

General Education Designation Physical Therapy

PHT 7173 - Advanced Clinical Science: Pediatrics

This course provides an in depth study of the unique aspects of pediatric physical therapy. Students will integrate previous coursework and research to improve their ability to provide patient centered, holistic, family centered, collaborative care. Pediatric

Credits: 1

General Education Designation Physical Therapy

PHT 7190 - Elective

Students will be enrolled in 1 of 3 electives offered during semester 5 of the program. Electives will focus on contemporary physical therapy including leadership and advanced education in musculoskeletal and cardiopulmonary physical therapy

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 1

General Education Designation Physical Therapy

PHT 7200 - Integrated Clinical Experience

Students will take this course in either the fall, spring or summer of their second year. This is a part time clinical experience in an outpatient setting. Students will have the opportunity to integrate knowledge and skills from the classroom into the clinic. Students will enroll in this course in either the fall, spring or summer of their second year.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 2

General Education Designation Physical Therapy

PHT 7201 - Community Health

This course is designed to provide students with learning experiences both in the classroom and in the community. Emphasis is placed on population health and methods to incorporate service into their practice and make a lasting difference in their communities. Students will enroll in this course in either the fall, spring or summer of their second year.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 2

General Education Designation Physical Therapy

PHT 7202 - Experiences in Clinical Practice

Students will take this course in either the fall, spring or summer of their second year. This course includes a part-time experience and didactic content that will focus on preparing students for inpatient experiences. Students will have the opportunity to integrate knowledge and skills from the classroom into the clinic through both clinical experiences and simulation. Students will enroll in this course in either the fall, spring or summer of their second year.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 2

General Education Designation Physical Therapy

PHT 7232 - Professionalism and Leadership II

In this course, students examine leadership and administration theories and prepare for the transition from student to professional. Topics include: strategic planning, management, marketing, budgeting, human resources, quality assurance and networking. Current trends in billing and reimbursement will also be discussed. Strategies for building a successful portfolio, career development, lifelong learning and personal financial planning will be covered. The importance of becoming a high-performance, well-balanced professional will be emphasized.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 2

General Education Designation Physical Therapy

PHT 7233 - Spiritually Integrated Physical Therapy

This innovative course aims to provide students with the knowledge, skills, and attitudes to integrate spiritual care into their clinical practice, enhancing holistic patient care. It includes discussions on psychosocial aspects of rehabilitation, pain science and foundations of psychologically informed care. Discussions include faith-based foundations, including the Christian moral tradition, sociocultural influences, professional codes, and organizational and personal ethical norms.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 2

General Education Designation Physical Therapy

PHT 7271 - ACS: Neurological Rehabilitation

This course expands upon existing knowledge of the neurological system and neurological disorders and provides students with advanced skills in the examination, evaluation and treatment of adults and older adults with neurological conditions. Clinical scenarios will be utilized to examine complex conditions and students will be encouraged to integrate evidence into proposed assessment and treatment methods.

Credits: 2

General Education Designation Physical Therapy

PHT 7272 - Contemporary Physical Therapy Practice

This course expands upon existing knowledge and provides students with advanced theory and skills in the evaluation and management of various topics within physical therapy. Different topics will be addressed, representing areas that are either early in their development within the physical therapy profession or that are not widely addressed within the entry-level curriculum.

Credits: 2

General Education Designation Physical Therapy

PHT 7273 - Advanced Clinical Sciences: Pediatrics

This course provides an in-depth study of the unique aspects of pediatric physical therapy. Students will integrate previous coursework and research to improve their ability to provide patient centered, holistic, family centered, collaborative care.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 2

General Education Designation Physical Therapy

PHT 7360 - Advanced Clinical Sciences: Clinical Reasoning in Rehabilitation

This course is designed to teach students how to integrate their knowledge and skills to make evidence informed clinical decisions. Case vignettes in a problem-based learning format are utilized to develop clinical reasoning skills and challenge students to consider setting, medical status, comorbidities and unique characteristics of the individual.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 3

General Education Designation Physical Therapy

PHT 7361 - Advanced Clinical Sciences: Inpatient Rehabilitation

Inpatient Rehabilitation is designed to integrate knowledge and skills from prior courses in the examination, evaluation and treatment of patients/clients typically presenting to physical therapy in acute care, inpatient rehabilitation, and long-term care. Students are challenged to integrate important considerations such as dynamics of the setting, medical conditions, comorbidities and unique characteristics of the individual in order to provide a comprehensive examination and treatment. Clinical decision making and use of the best evidence will be developed as the learner selects, applies, and justifies treatment interventions for specific patient-centered functional goals for patient vignettes presented in increasing levels of complexity

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 3

General Education Designation Physical Therapy

PHT 7362 - Advanced Clinical Sciences: Outpatient Rehabilitation

Outpatient rehabilitation is designed to integrate knowledge and skills from prior courses in the examination, evaluation and treatment of patients/clients typically presenting to physical therapy in private practice, home health, school system and wellness settings. Students are challenged to integrate important considerations such as dynamics of the setting, medical conditions, comorbidities and unique characteristics of the individual in order to provide a comprehensive examination and treatment. Clinical decision making and use of the best evidence will be developed as the learner selects, applies, and justifies treatment interventions for specific patient-centered functional goals for case vignettes presented in increasing levels of complexity.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 3

General Education Designation Physical Therapy

PHT 7363 - ACS: Inpatient Rehabilitation II

The second course in the series, inpatient rehabilitation is designed to integrate knowledge and skills from prior courses in the examination, evaluation and treatment of patients/clients typically presenting to physical therapy in acute care, inpatient rehabilitation, and long term care.

Prerequisite(s): ACS: Inpatient Rehabilitation I

Credits: 3

General Education Designation Physical Therapy

PHT 7371 - Advanced Clinical Sciences: Neurological Rehabilitation

This course expands upon existing knowledge of the neurological system and neurological disorders and provides students with advanced skills in the examination, evaluation and treatment of adults and older adults with neurological conditions. Clinical scenarios will be utilized to examine complex conditions and students will be encouraged to integrate evidence into proposed assessment and treatment methods.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 3

General Education Designation Physical Therapy

PHT 7382 - Foundation of Clinical Sciences: Physical Therapy through the Lifespan IIIB

This is the second of a two-course series which presents an in-depth study into physical therapy management of individuals through the lifespan with acute medical and surgical conditions, cardiovascular, pulmonary and integumentary pathology. The impact of medical management, including pharmaceuticals are discussed. Emphasis is placed on evidence-informed, patient-centered collaborative care and contemporary practice expectations. The first course will focus on cardiovascular physical therapy and acute care and the second course on pulmonary physical therapy and integumentary dysfunction.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 3

General Education Designation Physical Therapy

PHT 7384 - Advanced Clinical Sciences: Primary Care

The focus of this course is the acquisition of knowledge and skills to practice as an independent practitioner of physical therapy. Essential skills include medical screening, integrating diagnostic imaging and laboratory values into a comprehensive examination and interprofessional collaboration. Independent practice in health and wellness is included. Effective clinical decision making will be emphasized throughout the course, using patient case vignettes.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 3

General Education Designation Physical Therapy

PHT 7385 - Advanced Clinical Sciences: Special Populations

In this course, students engage in an in-depth study of various special populations encountered in physical therapy practice. Areas of study include but not limited to: gender health across the lifespan, industrial rehabilitation, cancer, and sport specific rehabilitation.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 3

General Education Designation Physical Therapy

PHT 7480 - Foundation of Clinical Sciences: Physical Therapy Through the Lifespan IB

This two-course series presents an in-depth study into the examination and treatment of movement system disorders of the musculoskeletal system through the lifespan. Medical management of orthopedic conditions is included. Emphasis is placed on patient-centered, evidence informed, contemporary physical therapy practice. Cases presented in a problem-based format facilitate clinical reasoning and content integration. One course focuses on upper extremities conditions and the second on lower extremities.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 4

General Education Designation Physical Therapy

PHT 7483 - Advanced Clinical Sciences: Physical Therapy Management of the Spine

This course presents an in-depth study into the examination and treatment of movement system disorders of the spine, sacroiliac joint and temporomandibular joint through the lifespan. Medical management of surgical and non-surgical techniques of common musculoskeletal conditions and the implications for physical therapy practice is included. An evidenced-informed, patient centered approach is emphasized.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 4

General Education Designation Physical Therapy

PHT 7485 - ACS: Special Populations

In this course, students engage in an in depth study of various special populations encountered in physical therapy practice. Areas of study include but not limited to: gender health across the lifespan, industrial rehabilitation, cancer, mental health/illness and sport specific rehabilitation.

Credits: 4

General Education Designation Physical Therapy

PHT 7582 - FCS- Lifespan III

This course presents an in depth study into the examination and treatment of individuals with acute medical and surgical conditions, cardiopulmonary pathology and integumentary dysfunction through the lifespan. The impact of medical management of pathology on rehabilitation will be discussed, including the role of pharmaceuticals in rehabilitation.

Prerequisite(s): FCS- Lifespan I & II

Credits: 5

General Education Designation Physical Therapy

PHT 8099 - Topic Proficiency

This course is designed to provide students the ability to develop proficiency in curricular content that is deficient from the previous semester. An individualized contract will outline the content to be covered and the requirements for completion. The contract will be developed by the faculty member, student advisor and the student and approved by the Program Director.

Prerequisite(s): Enrollment in the Physical Therapy Program

Credits: 0

General Education Designation Physical Therapy

PHT 8135 - Professional Seminar

This course is designed to prepare students to enter the profession of physical therapy. Students will prepare for the transition by creating a career development plan, completing their Professional Portfolio and Service Learning Activities as well as preparing for the National Licensure Examination.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 1

General Education Designation Physical Therapy

PHT 8142 - Evidence Based Practice III

In this course, students will apply knowledge from previous coursework as well as their clinical experiences in order to complete a case study report. Students are required to complete both a written case study and presentation.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 1

General Education Designation Physical Therapy

PHT 8199 - Topic Proficiency

This course is designed to provide students the ability to develop proficiency in curricular content that is deficient from the previous semester. An individualized contract will outline the content to be covered and the requirements for completion. The contract will be developed by the faculty member, student advisor and the student and approved by the Program Director.

Prerequisite(s): Enrollment in the Physical Therapy Program

Credits: 1

General Education Designation Physical Therapy

PHT 8299 - Topic Proficiency

This course is designed to provide students the ability to develop proficiency in curricular content that is deficient from the previous semester. An individualized contract will outline the content to be covered and the requirements for completion. The contract will be developed by the faculty member, student advisor and the student and approved by the Program Director.

Prerequisite(s): Enrollment in the Physical Therapy Program

Credits: 2

General Education Designation Physical Therapy

PHT 8392 - Experiential Learning Experience IIIA

During semester 8 of the program, students have the option of choosing either one 12-week rotation or two 6-week rotations for their terminal experience. This is the first, of the two-course series. This is a full time 6-week experience in which students integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States. Students are required to successfully pass this course prior to enrolling in the second course (PHT 8393).

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 3

General Education Designation Physical Therapy

PHT 8393 - Experiential Learning Experience IIIB

During semester 8 of the program, students have the option of choosing either one 12-week rotation or two 6-week rotations for their terminal experience. This is the second, of the two-course series. This is a full time 6-week experience in which students integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States. Students are required to successfully pass PHT 8393 prior to enrolling in this course.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 3

General Education Designation Physical Therapy

PHT 8399 - Topic Proficiency

This course is designed to provide students the ability to develop proficiency in curricular content that is deficient from the previous semester. An individualized contract will outline the content to be covered and the requirements for completion. The contract will be developed by the faculty member, student advisor and the student and approved by the Program Director.

Prerequisite(s): Enrollment in the Physical Therapy Program

Credits: 3

General Education Designation Physical Therapy

PHT 8499 - Topic Proficiency

This course is designed to provide students the ability to develop proficiency in curricular content that is deficient from the previous semester. An individualized contract will outline the content to be covered and the requirements for completion. The contract will be developed by the faculty member, student advisor and the student and approved by the Program Director.

Credits: 4

General Education Designation Physical Therapy

PHT 8590 - Experiential Learning Experience I

This course is a full time 10- week experience in which students integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 5

General Education Designation Physical Therapy

PHT 8591 - Experiential Learning Experience II

This course is a full time 10-week experience in which students integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 5

General Education Designation Physical Therapy

PHT 8599 - Topic Proficiency

This course is designed to provide students the ability to develop proficiency in curricular content that is deficient from the previous semester. An individualized contract will outline the content to be covered and the requirements for completion. The contract will be developed by the faculty member, student advisor and the student and approved by the Program Director.

Prerequisite(s): Enrollment in the Physical Therapy Program

Credits: 5

General Education Designation Physical Therapy

PHT 8692 - Experiential Learning Experience III

This course is a full time 12-week experience which students can choose to complete their terminal clinical rotation. Students will integrate knowledge and skills taught in the didactic portion of the curriculum into the clinical setting. Students are directly supervised by a licensed physical therapist in clinical sites throughout the United States.

Prerequisite(s): Physical Therapy doctoral students enrolled at Faulkner University who have successfully completed all prior coursework or approval of the Program Director.

Credits: 6

General Education Designation Physical Therapy

Psychology

PSY 5310 - Foundations of Psychological Science

In this course, students will identify and analyze psychological theories, historical precedents mental functions, and ethical principles in the field of psychology. Students will also demonstrate their ability to present information in APA format and utilize scholarly resources for the study and practice of psychology.

Credits: 3

General Education Designation Psychology

PSY 5315 - Spiritual Perspectives of Human Dev. and Behavior

In this course, students will analyze the various psychological aspects of religion and spirituality related to human development and behavior. Students will also be able to critically assess various religious beliefs, theories, and applications related to the psychology of religion and spirituality. Students will critically evaluate these theories and perspectives through the lens of a Christian worldview.

Credits: 3

General Education Designation Psychology

PSY 5341 - Cognitive, Affective, and Behavioral Psychology

In this course, students will identify and evaluate areas of cognition, and information processing, human affect, and the applications and influences of behavior. Theories and research of cognition, affect, behavior, which influence applications to the human condition and clinical interventions will be evaluated.

Credits: 3

General Education Designation Psychology

PSY 5345 - Ethical and Professional Issues in Psychology

In this course, students will be familiar with historical, current, and emerging ethical issues in psychology. Topics will include both protection of human and nonhuman participants, managing and storing data, ethical authorship and publishing, and application of the various codes of ethics related to psychology. Students will also be able to analyze ethical dilemmas and apply ethical guidelines to professional issues related to the practice of psychology and research.

Credits: 3

General Education Designation Psychology

PSY 5350 - Applied Research Methods and Analysis

In this course, students will evaluate research in psychology and the behavioral sciences. Students will be able to identify and analyze professional research, design a research project to answer valid questions, and be able to utilize and interpret basic statistics in the context of research hypothesis testing. An introduction to qualitative analysis and research based grant writing will also be included.

Prerequisite(s): Courses in Research Methods and Statistics (or combined course) required.

Credits: 3

General Education Designation Psychology

PSY 5399 - Special Topics in Psychology

In this course, a variety of topics relevant to psychology and/or interdisciplinary topics and applications not otherwise covered in the curriculum will be explored. This may include topics of historical or current importance, or specific applications in psychology. Topics can be suggested by the faculty or students, and must be approved by the department chair. This course may be repeated for differing topics with Department approval.

Credits: 3

General Education Designation Psychology

PSY 6310 - Principles of Psychopathology

In this course, students will be able to distinguish between identified normal versus abnormal behavior, code pathological behavior and diagnoses using adopted coding systems, identify common diagnostic processes using primarily the current edition of the DSM, and evaluate clinical prevention and treatment modalities for abnormal behavior and mental illness.

Credits: 3

General Education Designation Psychology

PSY 6315 - Human Psychology in Social Systems

This course will explore social psychological systems and theories. Research and applications of historical and contemporary social interactions will be explored. Students will be able to identify and evaluate key concepts, and apply those concepts to social, cultural, community, political, economic, mental health, and other socially influenced considerations. Social structure, symbolic interactionism, sociological systems, and human systems theories will be considered.

Credits: 3

General Education Designation Psychology

PSY 6320 - Principles of Psychometric Evaluation & Assessment

In this course, students will identify and evaluate principles and concepts of psychological testing and measurement, including, validity, reliability, application, and ethical issues. Students will be able to apply various psychological tests and procedures to clinical research applications,

including an introduction to interviews, observations, and non-standardized testing procedures.

Prerequisite(s): Courses in research methods and statistics (or combined) required

Credits: 3

General Education Designation Psychology

PSY 6322 - Psychopharmacology

This course explores considerations, applications, and research related to psychopharmacology. Students will: explore the legal, moral, and treatment efficacy considerations of drugs and chemical supplements used in clinical practice and mental health applications to treat various psychological disorders; review and compare the historical and contemporary research on the effectiveness of various drugs and supplements; explain how drugs work on the brain and body, and explore multi-treatment modalities.

Credits: 3

General Education Designation Psychology

PSY 6325 - Advanced Educational Psychology

This is an advanced study of the cognitive process and the psychological foundations of educational practice and research. Students will learn the principles related to the development of cognitive skills and conditions of learning, with a variety of educational applications.

Credits: 3

General Education Designation Psychology

PSY 6335 - Holistic Human Psychology

This course will explore the human experience from the perspective that psychological phenomena occurs in the context of the whole person. Students will explore the biological, psychological, social, and spiritual interactions on human experiences. An in-depth consideration of the mind/body, nature/nurture, and mind/body/soul/spirit concepts will be studied.

Credits: 3

General Education Designation Psychology

PSY 6347 - Psychology of Music, Creativity, and The Arts

Psychological related concepts of music and the arts, aesthetics, and creativity will be explored. Students will be able to identify and evaluate individual differences and neurological processes

related to these concepts, the nature and nurture of creativity, mechanics of music theory related to psychological processes, applications to health and well-being, mental health and therapeutic applications, psychosocial aspects, and the cognitive, affective, and behavioral influences of music and the arts.

Credits: 3

General Education Designation Psychology

PSY 6355 - Psychology of Addiction

This course will explore the science of addiction, and psychological approaches to treatment and recovery. Students will identify personal, social, familial, and other influences on addiction as well as the influence of addiction on society and others. Psychophysiological processes of the brain will be identified as it relates to addictive processes and personalities. A variety of substances, activities, and objects of addiction will be considered.

Credits: 3

General Education Designation Psychology

PSY 6371 - Neurodiversity and Concepts of Disabilities

Students will identify and evaluate various issues related to individuals with diverse learning and cognitive processes, and evaluate philosophy and concepts of diversity in light of perspectives of normality/abnormality. Students will also evaluate the spectrum of accommodations, support, facilities, and programmatic needs related to neurodiversity in disability. Students will evaluate accommodations in a variety of settings, including educational, organizational, clinical, employment, and public access.

Credits: 3

General Education Designation Psychology

PSY 6372 - Assistive Technologies in Disability Services

Students will identify and evaluate devices, services, and other accommodations to support individuals with disabilities, and other diverse needs in a variety of settings. Students will consider applications of reasonable accommodations, legal and ethical requirements related to accommodations, and identify available assistive technologies in a variety of settings, for a variety of needs.

Credits: 3

General Education Designation Psychology

PSY 6373 - Legal and Sociocultural Aspects of Disability Serv

Students will evaluate historical and contemporary sociocultural perspectives, including eugenics, disability services provisions, financial considerations, civil-rights, and moral/ethical concepts of disabilities. Students will identify and apply the requirements of applicable disability laws including the American Disabilities Act, American Disabilities law, constitutional law, FERPA, HIPPA, and other legal aspects related to disabilities.

Credits: 3

General Education Designation Psychology

PSY 6374 - Disability Services Administration and Application

In this course, students will apply processes for providing accommodations for individuals with disabilities and diverse needs. Issues and challenges related to the administration of services will be explored, as well as creative ideas for improving the administration of services. Students will learn to apply and evaluate the administration of disability services in a variety of settings, including educational, organizational, clinical, employment, and public access.

Credits: 3

General Education Designation Psychology

PSY 6377 - Autism, Intellectual and Developmental Disabilitie

In this course learners identify, evaluate, and distinguish between diagnostic criteria related to autism spectrum disorder (ASD), intellectual disabilities, and other developmental disabilities; research and apply proven and emerging assessments and treatment modalities for ASD and other disabilities. Students will develop treatment plans which incorporate various behavioral interventions, compassionate practices, coordination of services, and consideration for the familial and environmental circumstances.

Credits: 3

General Education Designation Psychology

PSY 6399 - Special Topics in Psychology

In this course, a variety of topics relevant to psychology and/or interdisciplinary topics and applications not otherwise covered in the curriculum will be explored. This may include topics of historical or current importance, or specific applications in psychology. Topics can be suggested by the faculty or students, and must be approved by the department chair. This course may be repeated for differing topics with Department approval.

Credits: 3

General Education Designation Psychology

Speech Language Pathology

SLP 6101 - Praxis II - SLP Preparation

This course prepares students to sit for the certification exam in speech language pathology, the Praxis II- SLP. The course consists of instructor-led study labs, as well as individual student work in each content area assessed on the Praxis exam.

Credits: 1

General Education Designation Graduate Speech Language Path

SLP 6120 - Professional and Contemporary Issues in SLP

Professional issues in speech-language pathology, which include resume writing, interviewing skills, along with contemporary issues, such as counseling, cultural competency, and ethical conduct.

Credits: 1

General Education Designation Graduate Speech Language Path

SLP 6205 - AAC

Overview of types of AAC, including low-tech and high-tech assessment, device selection, funding/reimbursement, and intervention procedures.

Credits: 2

General Education Designation Graduate Speech Language Path

SLP 6215 - Autism and Social Communication

Advanced study of autism spectrum disorder. Course will include an in-depth study on identification and diagnosis, assessment, and treatment of autism spectrum disorder.

Credits: 2

General Education Designation Graduate Speech Language Path

SLP 6240 - 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.

Credits: 2

General Education Designation Graduate Speech Language Path

SLP 6270 - Aural Habilitation & 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.

Credits: 2

General Education Designation Graduate Speech Language Path

SLP 6280 - Research Methods

Introduction to the scientific method, research study designs, and the research process. Will include introduction research study development and ethics in research. Procedures for locating and critical reading of published research for integration into EBP.

Credits: 2

General Education Designation Graduate Speech Language Path

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.

Credits: 3

General Education Designation Graduate Speech Language Path

SLP 6320 - Advanced Speech Sound Disorders

Advanced study of phonological/articulation development and disorders in children. Assessment, classification, analysis, and remediation of speech sound disorders.

Credits: 3

General Education Designation Graduate Speech Language Path

SLP 6330 - Voice and Resonance Disorders

Anatomical and physiological bases for voice and resonance disorders. Quantitative and qualitative assessment measures. Therapeutic approaches for children and adults.

Credits: 3

General Education Designation Graduate Speech Language Path

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.

Credits: 3

General Education Designation Graduate Speech Language Path

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.

Credits: 3

General Education Designation Graduate Speech Language Path

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.

Credits: 3

General Education Designation Graduate Speech Language Path

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.

Credits: 3

General Education Designation Graduate Speech Language Path

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.

Credits: 3

General Education Designation Graduate Speech Language Path

SLP 6382 - Research Experiences in Speech Language Path 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.

Credits: 3

General Education Designation Graduate Speech Language Path

SLP 6391 - Clinical Methods and Practicum I

Supervised clinical practicum 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 law, healthcare law, service delivery models, ASHA policies/guidelines, certification/licensure requirements, and constructive feedback of student clinical skill progression. Completion of this course with a "B" or higher is required to progress to SLP 6392.

Credits: 3

General Education Designation Graduate Speech Language Path

SLP 6392 - Clinical Methods and Practicum II

Supervised clinical practicum 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 law, healthcare law, service delivery models, ASHA policies/guidelines, certification/licensure requirements, and constructive feedback of student clinical skill progression. Completion of this course with a "B" or higher is required to progress to SLP 6393.

Prerequisite(s): Completion of SLP 6391 with a "B" or higher.

Credits: 3

General Education Designation Graduate Speech Language Path

SLP 6393 - Clinical Methods and Practicum III

Supervised clinical practicum 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 law, healthcare law, service delivery models, ASHA policies/guidelines, certification/licensure requirements, and constructive feedback of student clinical skill progression. Completion of this course with a "B" or higher is required to progress to SLP 6991/6992.

Prerequisite(s): Completion of SLP 6392 with a "B" or higher.

Credits: 3

General Education Designation Graduate Speech Language Path

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.

Prerequisite(s): Completion of SLP 6391, SLP 6392, and SLP 6393 with a "B" or higher.

Credits: 9

General Education Designation Graduate Speech Language Path

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.

Prerequisite(s): Completion of SLP 6391, SLP 6392, and SLP 6393 with a "B" or higher.

Credits: 9

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John Mark Stephenson, Men's & Women's Head Coach

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